Fairmont Area Schools Literacy Plan

Our Mission: *A leading and innovative school district preparing students to thrive today and excel tomorrow.*
Our Vision: *Inspired Learning for Life*

Our Core Values: *Tolerance *Honesty *Trust *Respect *Courage *Citizenship *Caring *Diligence *Integrity *Loyalty *Fairness *Trustworthiness *Responsibility *Service

The Fairmont Area Schools believe:

■ *That integrity, trust, compassion, and open communication are the foundation of an excellent*
educational community.
■ *In supporting the needs of all learners in their pursuit of a future filled with meaning and purpose.*
■ *That we are all lifelong learners and we strive to instill that passion in our students.*
■ *That positive and open relationships with all students, parents, staff, and community are building blocks of our successful schools.*
■ *That the true measure of success happens when our students leave our doors and continue*
accomplishing their goals.
■ *All students will be offered educational opportunities developed to meet their individual needs and interests.*

Rationale

In 2012 the Minnesota State Legislature enacted statute 120B. 12, commonly referred to as *Read Well by Third Grade.* The statue says:

> A school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district website.

The Minnesota Legislature is committed to student proficiency and the *Read Well by Third Grade* initiative designed to guide districts in supporting teachers and learners to meet proficiency by third grade. In addition, the Minnesota Legislature is committed to reduce the achievement gap so that all students are college and career ready.

The Fairmont School District supports the same goals as the Minnesota Legislature. While the *Read Well by Third Grade* legislation applies to Early childhood through grade three, the Fairmont School District is committed to the literacy achievement of all learners regardless of grade level. To that end, high quality classroom instruction and additional interventions are available to all students as they move through the grade levels. This report outline characteristics of both high quality classroom instruction and intervention.

Core Curriculum and Classroom Instruction

Goals of core instruction:

- Ensure one year's growth for all students who are at or above grade level.
- Meet the instructional needs of 75-80% of students through scientifically based instructional strategies.
- Align core curriculum to the Common Core Standards.
- Our SMART Goal is: Sixty percent of Fairmont Elementary students will meet their growth target on the FastBridge aReading Assessment by May of 2018.

A strong staff development plan, Q-Comp process, and Professional Learning Community process support the on-going professional development of our staff in the area of literacy. Fairmont Area Schools has adopted a balanced literacy philosophy with classroom teachers providing the core instruction using the *ReadyGEN* and *Perspectives* literacy resources. Both *ReadyGEN* and *Perspectives* have been evaluated for alignment with the Minnesota standards and the Common Core State Standards by EdReports. The alignment information can be viewed for each literacy resource by clicking on the names of the literacy program.

Both the *ReadyGEN* and *Perspectives* resources are aligned to the following 10 anchor standards from the Minnesota English Language Arts Standards Document.

Minnesota English Language Arts Reading Anchor Standards for K-5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Research supports a strong reciprocal relationship between reading and writing. *ReadyGEN* and *Perspectives* resources support daily writing connected to the reading process. For instance, each day students read a section of text that models the writing task for the day. Daily writing supports strong writing development. The resources support the development of the following ten anchor writing standards:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing Process: Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
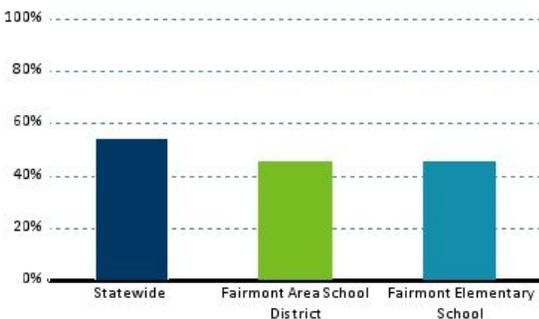
Results of Core Instruction

Results Over Time of Core Curriculum Instruction based on MCA III Standards Assessment
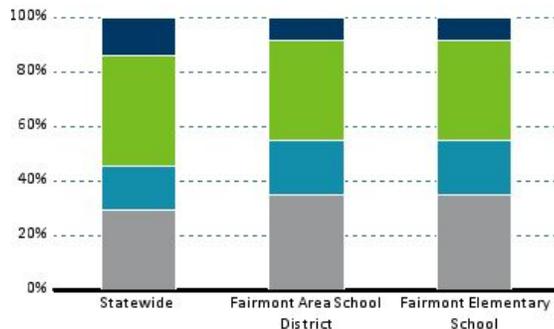
2018-2019 MCA Results 3rd Grade

Results of Core Curriculum Instruction Based on Fastbridge Assessment

In Fairmont Area Schools the multi-tiered intervention system begins with additional instruction through the classroom teacher. The classroom intervention includes the following supports:
- Additional small group or individual instruction by the S.O.A.R or classroom teacher linked to areas of need, as determined by formative assessment
- Additional small group or individualized instruction by a trained paraprofessional

Who Qualifies for Services: Any students who are below the 40th percentile on two universal screening measures and whose teacher identifies them as needing support, are eligible for tier 2 services based on the number of available service slots. Students who are at high risk, which is generally indicated by scoring below the 30th percentile on a standardized assessment, are moved to Tier 2 intervention with a trained professional.   Tier 2 intervention includes small group instruction by a trained literacy instructor or trained paraprofessional. Intervention is monitored through progress monitoring.

Students receiving special education or English learning services do not generally receive intervention services funded through Title 1. English learners who are at level 3 on the ACCESS text in language learning but are lower in their reading scores may be placed in both EL and reading intervention services to best serve the student's needs.

Philosophy of Reading Intervention Program:

> …it has yet to be determined whether individual characteristics of struggling readers can be identified that will assist practitioners in matching interventions to learner needs. To date, few researchers have entertained the idea that there may be an interaction between learner characteristics and the efficacy of specific approaches.

> -(Mathes, 2005 p. 151)

During the past 20 years Fairmont has conducted action research that has "entertained" and carried out the idea that learner characteristics can be matched with certain intervention processes. These intervention processes have been taught by a group of reading instructors and well-trained paraprofessionals. Through Professional Learning Communities (PLC) student progress has been monitored. When an intervention produced minimal results, it was removed or altered until the desired results were achieved. Through careful monitoring and screening, a hierarchical intervention process was developed with consistently high quality results.

The goals of the Fairmont Area Reading Intervention Plan are:

- To accelerate student progress until students are competent readers based on the district assessment test results.

- To devise a diagnostic assessment-driven intervention system that accomplishes acceleration. This intervention may result in individualized planning or small group plans for students.
- To continue the support and intervention process until each student has accelerated his/her reading achievement to the point of competence.

The following diagram illustrates the process used through the intervention system:
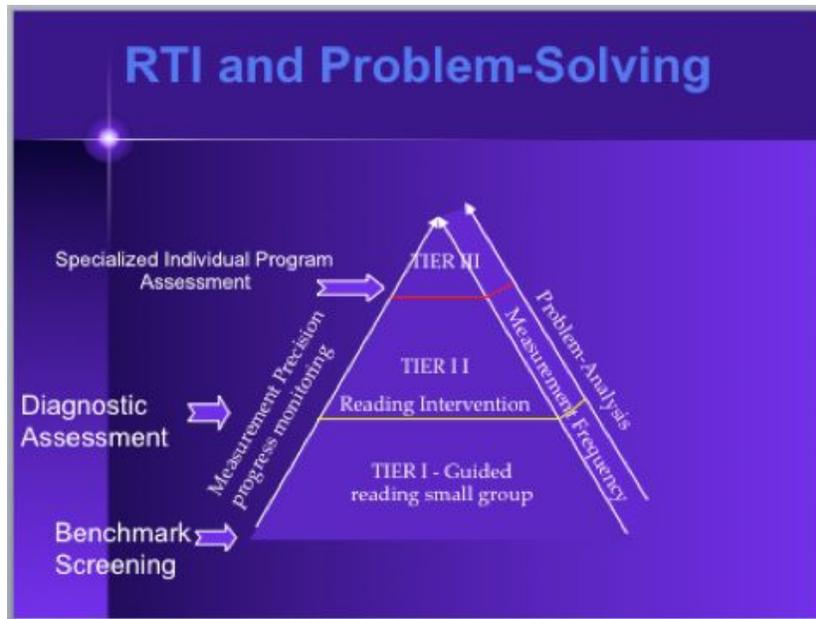
Results of the intervention system:

Grade	Assessment	Percent of Students Meeting Growth Target
1st Grade	Fastbridge aReading Assessment	86% met their growth target (Growth target is set 10% higher than the classroom growth target)
Second Grade	Fastbridge aReading Assessment	94% met growth target (Growth target is set 10% higher than the classroom growth target)

Third Grade	Fastbridge aReading Assessment	90% met growth target (Growth target is set 10% higher than the classroom growth target)
Fourth Grade	Minnesota Comprehensive Assessment	71% met growth target (Growth target is set 10% higher than the classroom growth target)
Fifth Grade	Minnesota Comprehensive Assessment	59% met growth target (Growth target is set 10% higher than the classroom growth target
Sixth	Minnesota Comprehensive Assessment	92% met growth target (Growth target is set 10% higher than the classroom growth target

Tier 3 Intervention

Students who are not progressing with Tier 2 interventions are introduced to a seven week, intensive intervention sequence where a specific classroom and Tier 2 intervention are documented with more frequency. If students progress, Tier 2 intervention is continued. If students do not progress, students are referred to the Student Support Team (SST). This team reviews all data and interventions to determine if students are candidates for special education assessment. If the team agrees, assessment is conducted. Those who qualify through meeting discrepancy criteria move to Tier 3, special education. Their program is monitored through the IEP process.