

Hills-Beaver Creek Schools ISD 671

Read Well by Third Grade Literacy Plan

2019-2020



The following document provides information concerning the district plan to have all students reading at grade level by Grade 3. The plan includes relevant data and information concerning assessments that were given during the 2019-2020 school year along with plans and goals for the 2020-2021 school year.

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Literacy Plan Summary:

The 2019-2020 School year was unique in that the district was unable to perform Spring BenchaMark Testing, due to COVID 19 Distance Learning.

The purpose of this literacy plan is to ensure that **ALL** students will achieve grade-level proficiency and read well by Grade 3. Our district is currently using Scholastic reading curriculum. Included in our current program are components for read aloud, shared reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All K-3 students receive classroom-reading instruction for a minimum of 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take independent formative assessments on comprehension.

All students in grades K-3 for the 2019-2020 school year were given the FastBridge or STAR screening/benchmarking assessment two times throughout the course of the year in fall, winter, (normally in the spring as well but due to COVID we did not assess). Using this data and teacher recommendation, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. We have a 25-minute block set aside for each grade level for Rtl groups. Each student's progress is monitored regularly (weekly) and if the intervention selected is not showing progress, another intervention is selected and implemented. The two programs that are involved in this process are the Title I program and Minnesota Reading Corps. Students not responding to these interventions are referred for special education services. Parents of students involved in these programs are informed of their child's progress quarterly.

The goal of the Hills-Beaver Creek district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2013) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Hills-Beaver Creek literacy program, please contact: Todd Holthaus at 507-673-2541 (phone) or t.holthaus@isd671.net (email).

Literacy Plan Goals and Objectives:

Overarching Goal:

All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

- ✓ Pre-K and Kindergarten staff will review and discuss Kindergarten Readiness goals and align literacy goals with Pre-K standards. The Pre-K will continue to use the TS Gold Assessment as a method for determining need for early intervention.
- ✓ Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.
- ✓ The Leadership Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.
- ✓ Curriculum resources are aligned to the most current standards. Standards will be prioritized, and pacing guides developed.
- ✓ Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on meeting targets will follow the local intervention plan.
- ✓ Rtl team members and classroom teachers will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared. For the 2020-2021 school year Hills-Beaver Creek Elementary will use the FastBridge Learning set of assessments as a benchmarking and screening tool. Information will also be gathered from NWEA MAP testing in grades 3-5 (new this year 2020-2021).

2019-2020 Grade Level Reading SMART Goal Results

Grade	Goal	Score	Y or N
K	70% of all Kindergarten students will be at or above grade level on the Early Reading Composite score as measured by the FastBridge Assessment in the spring of 2020.		Unknown
1	70% of all First-Grade students will be at or above grade level on the Early Reading Composite score as measured by the FastBridge Assessment in the spring of 2020.		Unknown
2	80% of all Second-Grade students will be at or above grade level on the STAR reading comprehension test in the winter of 2020.		Unknown
3	80% of all Third-Grade students will be at or above grade level on the MCA reading comprehension test in the spring of 2020.		Unknown

2020-2021 Grade Level Reading SMART Goals

- ✓ **Kindergarten:** 60% of all Kindergarten students will be at or above grade level on the Early Reading Composite score as measured by the FastBridge Assessment in the spring of 2021.
- ✓ **First Grade:** 60% of all First-Grade students will be at or above grade level on the Early Reading Composite score as measured by the FastBridge Assessment in the spring of 2021.
- ✓ **Second Grade:** 75% of all Second-Grade students will be at or above grade level on the STAR reading comprehension test in the winter of 2021.
- ✓ **Third Grade:** 70% of all Third-Grade students will be at or above grade level on the MCA reading comprehension test in the spring of 2021.

Process of Assessment:

The classroom teachers and administrators will administer the screening and diagnostic assessments listed below. FastBridge Learning (Formative Assessment System for Teachers) is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: curriculum based pre- and post-tests, intervention based pre- and post-tests, or individual reading inventories through Accelerated Reading.

Following the assessments, parents will receive a letter informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit about their child's educational needs and asked if they have any questions. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

Assessments: Screening Tools and Targets

The following includes a list of screening assessments that are used to monitor student growth. Each assessment includes the benchmark target that is used to determine grade level proficiency.

Kindergarten FastBridge Assessments		
Fall Assessment Name (Target Score)	Winter Assessment Name (Target Score)	Spring Assessment Name (Target Score)
Letter Sound Fluency (5)	Letter Sound Fluency (29)	Letter Sound Fluency (41)
Onset Sounds (12)	Onset Sounds (16)	Sight Words Fluency (20)
Concepts of Print (8)	Nonsense Word Fluency (8)	Nonsense Word Fluency (12)
Letter Name Fluency (20)	Word Segmenting Fluency (26)	Word Segmenting Fluency (30)
Composite Score (34)	Composite Score (52)	Composite Score (65)

First Grade FastBridge Assessments		
Fall Assessment Name (Target Score)	Winter Assessment Name (Target Score)	Spring Assessment Name (Target Score)
Word Segmentation Fluency (27)	Word Segmentation Fluency (31)	Word Segmentation Fluency (32)
Sight Words Fluency (17)	Sight Words Fluency (50)	Sight Words Fluency (67)
Nonsense Word Fluency (9)	Nonsense Word Fluency (16)	Nonsense Word Fluency (21)
Sentence Reading (14)	CBMR Reading Fluency (43)	CBMR Reading Fluency (71)
Composite Score (34)	Composite Score (55)	Composite Score (68)

Second Grade Assessments		
Fall Assessment Name (Target Score)	Winter Assessment Name (Target Score)	Spring Assessment Name (Target Score)
Reading – CBMR (58) (Oral Reading Fluency)	Reading – CBMR (87) (Oral Reading Fluency)	Reading – CBMR (106) (Oral Reading Fluency)
	Reading –STAR (230) (Comprehension)	Reading –STAR (291) (Comprehension)

Third Grade Assessments—MAP Testing New to 2020-2021 School year		
Fall Assessment Name (Target RIT Score)	Winter Assessment Name (Target RIT Score)	Spring Assessment Name (Target RIT Score)
Reading –NWEA MAP (186)	Reading –NWEA MAP (193)	Reading –NWEA MAP (197)
Math-NWEA MAP (188)	Math-NWEA MAP (196)	Math-NWEA MAP (201)
English Language Usage-NWEA MAP (187)	English Language Usage-NWEA MAP (195)	English Language Usage-NWEA MAP (198)

Multi-Tiered Systems of Support: Rtl Process

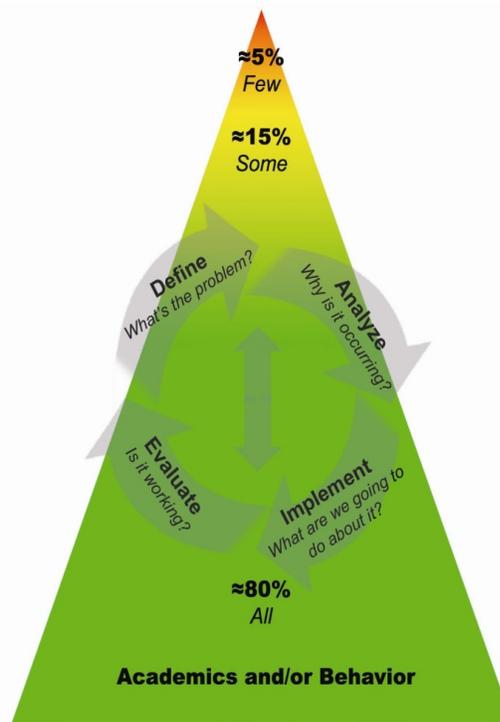
A Model of School Supports and the Problem-Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



Tier I: Core Curriculum

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below will receive additional services in Tier 2 or Tier 3

Tier II: Targeted Group Interventions

Students who are below grade level are supported through classroom guided reading, small group, and in some cases individual instruction. Additional support is provided during a 25-minute block that is designated for reading Rtl. If a student is identified as a candidate, they may also participate in the Minnesota Reading Corps program in Tier II. These students receive 20 minutes of tutoring per day and participate in a Read at Home program. Students' progress is monitored in Tier II and if they show sufficient progress, they are exited from Tier II programs.

Tier III: Intensive, Individual Interventions

Students who are significantly below grade level are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff four to five times per week. These students take part in progress monitoring each week to help determine the effectiveness of interventions. If interventions prove ineffective students may be referred to special education.

Interventions

The following list includes the Research Based Interventions that are used at Hills-Beaver Creek Elementary. Along with these interventions we also provide specific interventions for students who participate in Minnesota Reading Corps.

Intervention Name	Targeted Students
PALS (K-PALS, PALS)	Struggling readers who have deficits in decoding, comprehension, and fluency
Sound Partners	Students that struggle with phonemic awareness, decoding, word identification and spelling skills.
Read Naturally	Read Naturally is designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program independently.
SRA Corrective Reading	This system is designed for students with problems in decoding (e.g., frequent word identification errors, add and omit words, confuse high-frequency words, and/or have a poor grasp of grapheme-phoneme relationships) and/or problems with comprehension (e.g., associated with problems in decoding, auditory memory and statement repetition skills, analytical skills required to process arguments, deficient vocabulary, lack of background or domain knowledge, and/or motivation).
Great Leaps	This program is designed for emergent readers in kindergarten and grade one and can also be used for struggling readers in grade one or two. The program materials have four parts: sound awareness (phonemic awareness), letter recognition and phonics, high frequency sight words and phrases, and stories for oral reading. This program is designed to be used one-on-one with students.
Road to the Code	Students who demonstrate difficulties with phonemic awareness skills and letter/sound correspondence.
Barton System	Persons who struggle with reading, spelling, or writing due to dyslexia or a learning disability.

Parent Communication and Involvement:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication Plan

1. Beginning of the year in pre-school (fall packet) there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. All students will be screened within the first 10 days of school.
3. Assessment results will be provided to parents within 10 days.
4. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
5. An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
6. Parents of students receiving interventions will receive monthly progress reports.
7. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

- ✓ **PHONEMIC AWARENESS**: The ability to notice, think about, or work with individual sounds in the spoken word. This is an especially important pre-reading skill for pre-school, kinder and 1st grade.
Parent Tips: Read to/with your child, play games with sounds and rhyming words, sing songs and nursery rhymes, talk to your child from birth, use modeling, repetition, make language fun
- ✓ **PHONICS**: is the understanding that there is a relationship between the sounds of spoken language, and the letters that represent those sounds in written language.
Parent Tips: Read to/with your child, work with letters and sounds, have reading materials that contain letters and sounds that your child is learning, play spelling games.
- ✓ **FLUENCY**: is the ability to read with speed, accuracy, and proper expression.
Parent Tips: Read to/with your child. Help your child pick books that are interesting and at their level. Read parts of text together orally. Read the same material many times. Read plays and reader's theater scripts. Listen to your child read aloud and encourage them.
- ✓ **VOCABULARY**: is the knowledge of words and meanings. These are words students must know to communicate effectively.
Parent Tips: Read to/with your child. Talk with your child at dinnertime, while cooking, at the grocery store, about school, etc Share interesting words.
- ✓ **COMPREHENSION**: is the understanding and interpretation of what is read.
Parent Tips: Read to/with your child. Talk with your child about the text before, during and after the reading. Ask them to think about what they already know about the topic, to ask questions and to make predictions. Ask them to summarize what they've read and to share their thoughts.

Efforts to Identify Students with Convergence Insufficiency:

Early identification of struggling readers is critical to having all students at grade level by Grade 3. This includes identifying students that may have Convergence Insufficiency. Students with CI may exhibit specific symptoms related to working or reading for an extended period of time. The symptoms are not explicitly related to learning to decode and spell; however, they can impact a student's ability to sustain effort for the duration of reading instruction. In an effort to identify students a screening has been developed. **Note:** The screening does not replace formal evaluation but allows teachers to provide information to students and parents concerning CI.

Convergence Insufficiency Screener			
Symptom	Never	Sometimes	Often
Eyestrain (especially while after reading)			
Headaches			
Blurred Vision			
Double Vision			
Inability to concentrate or sustain attention			
Frequent loss of place			
Squinting, rubbing, closing or covering an eye			
Trouble remembering what was read			
Words appear to move, jump, swim, or float			
Problems with motion sickness and/or vertigo			

Efforts to Identify Students With Dyslexia:

Early identification of struggling readers is critical to having all students at grade level by Grade 3. This includes identifying students that may have Dyslexia. In an effort to identify students with dyslexia we have developed a screening tool to be used in a scenario that a student does not make progress with an individual intervention. Scores from screening DO NOT identify which students have dyslexia. However, an effective screening process is a first step in identifying students who:

1. Are not making adequate progress toward reaching grade-level expectations of proficiency.
2. Need additional systematic and explicit instruction in phonemic awareness, decoding/encoding, morphology, fluency and comprehension to achieve grade-level expectations.

A combination of screening, evidence-based core instruction and progress data provides the greatest predictive accuracy within a cost-efficient system. **Note:** Screening and intervention do not replace formal evaluation when there is a suspicion of disability and when specially designed instruction and accommodations are necessary to continue developing reading skills.

Dyslexia Screener				
Symptom	Never	Some	Often	
Mishears letters or sounds.				
Difficulty with rhyming.				
Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.				
Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.				
Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt) skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly).				
Decodes a word on one page but not on next; one day it is there, next it is not.				
Relies on contextual clues to read, guesses at words based on the first few letters.				
Accuracy of decoding improves but rate remains persistently lower than benchmark.				
Difficulty reproducing letter forms (not a motor coordination problem).				
Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex.				
Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress.				
Error analysis shows: Not all sounds are represented within a word.				
Error analysis shows: Misspellings of words are inconsistent within the same document.				
Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly.				
Student has difficulty following 2-3 step directions. Needs directions repeated or written down.				
Difficulty naming classmates' weeks and months into the school year.				
Difficulty calling up the right word despite describing its meaning.				
Student's descriptions indicate she/he knows it one moment but not the next.				
Difficulty simultaneously decoding and retrieving word meanings.				
Poor recall of sound symbol associations.				
Shows lack of interest in reading simple books or talking about books.				
Reports or comments that close family or relatives struggled with learning to read or in school.				
Records indicate student repeated pre-school or earlier grade.				
Parent/guardian has sent the student to summer school, interventions, or clinic for additional tutoring.				

English Learners and Other Diverse Populations:

At this time, Hills-Beaver Creek School District does not have an ELL population, therefore, does not administer this assessment. The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

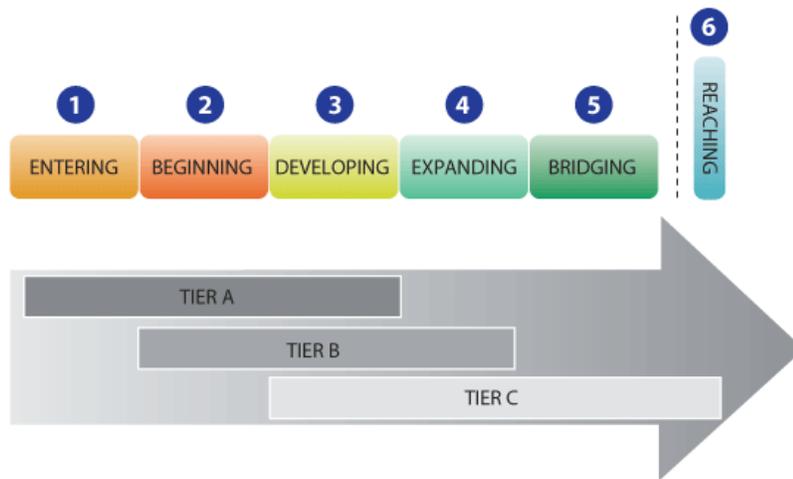
W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- ✓ Social & Instructional Language
- ✓ Language of Language Arts
- ✓ Language of Mathematics
- ✓ Language of Science
- ✓ Language of Social Studies

Test forms are divided into five grade-level clusters:

- ✓ Kindergarten
- ✓ Grades 1-2
- ✓ Grades 3-5
- ✓ Grades 6-8
- ✓ Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing. Within each grade-level cluster (except Kindergarten), ACCESS for EL's consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 0 English Learners. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. ELA curriculum materials and interventions, used to develop language skills, will be updated as needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities:
- Integration Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FastBridge MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Literacy Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Professional Development:

The Hills-Beaver Creek School District has 5 days available for Professional Development throughout the school year. Based on student performance data, the district has determined that a tiered teaching model and effective use of formative assessment data will be the Reading/Literacy Professional Development focus for the 2019-2020 school year. Professional Development is provided through:

- ✓ Individual Professional SMART Goals
- ✓ Regional Professional Development – (Southern Collaborative)
- ✓ Peer Coaching
- ✓ Outside Resources/Consultants
- ✓ Literacy Team (Classroom teachers, administration, Title One instructor, and SPED coordinator)
- ✓ Mentoring

Annually, data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

Communication system for annual reporting:

Assessment methods, data, and the local literacy plan are submitted annually to the Commissioner of Education including the names of assessments and objectives of the assessment program. The local literacy plan is also posted on the district website. Much of the information collected in the literacy plan is also used to meet the goals of the World's Best Workforce Plan

Stakeholder feedback:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?