Park Rapids Area School District
Local Literacy Plan
2020-2021
Updated May 2020

Aligned Curriculum, Instruction, and Assessment

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level birth through grade 5.

The goals of the local literacy plan for Park Rapids Area Schools District 309 are to teach every child to read at or above grade level by the end of 3rd grade to meet the statewide reading standards. To measure the progress our school makes toward these goals, an ongoing process must be involved. Staff must examine data through assessment, interpret it, and make instructional decisions based upon evidence-based practices (EBPs). Century Elementary is committed to reviewing and interpreting data provided by the District and MDE to meet the goals of Reading Well By 3rd Grade.

Educators should consult and factor in multiple sources and types of student assessment data to get a more complete view of student progress or achievement (Mertler, 2014).These assessments will determine the effectiveness of our core literacy instruction by identifying students' strengths and areas of deficiency in the core components of reading.

Student assessment data will be reviewed to monitor the success of current instructional practices to ensure the improvement of reading results. If instructional practices are not working, they will be adjusted to better meet individual student needs. Through weekly grade level meetings with teachers, data will be carefully monitored, and changes made as needed.

The following assessment plan describes the assessments given to all students, when administered and the purpose of the assessment.

Statement(s) of process to assess students' level of reading proficiency including <u>assessments used</u>, <u>when administered</u>, <u>how proficiency is determined</u>, and when and how results are communicated with parents of students in kindergarten through grade 5.

The following assessment plan describes the assessments given to all students, when administered and the purpose of the assessment.

BIRTH – GRADE 5 READING ASSESSMENT PLAN

	Assessment	Student Goal	Types of Reading Data	Students Tested	Staff Administering
Fall September	**TS Gold Literacy Objectives**				
	Age 3	Score within 3 year old age level band or higher	Screening/Proficiency/Growth	ALL	Classroom/Resource Teacher
	Vol Pre-K	Score within 4 year old age level band or higher			
	Objective 16 Demonstrates knowledge of the alphabet				
	Objective 17 Demonstrates knowledge of print and its uses				
	Objective 18 Comprehends and responds to books and other texts				
	Objective 19 Demonstrates writing skills				
	FastBridge early Reading				
	K- Composite Concepts of Print Onset Sounds Letter Names Letter Sounds	34 18 correct 12 correct 20 correct 5 correct	Screening / Proficiency/ Growth	ALL	Classroom / Resource Teacher / Paraprofessional
	1 Composite SightWords Word Segmenting Decodable Words Sentence Reading	34 17 correct 27 correct 9 correct 14 correct			

	CBM reading 2 CBM (ORF) 3 CBM (ORF) 4 CBM (ORF) 5 CBM (ORF)	58 WPM 90 WPM 115 WPM 132 WPM	Screening / Proficiency/ Growth		
	aReading benchmark (scale score between 350-550) 2 3 4 5	 469 487 502 513	Screening / Proficiency/ Growth		
	AUTOreading 2 Composite 2 Encoding 2 Identification 2 Vocabulary 3 Composite 3 Encoding 3 Identification 3 Vocabulary 4 Composite 4 Encoding 4 Indentification 4 Vocabulary 5 Composite 5 Identification 5 Matching Synonyms 5 Decoding 5 Morhpology	 469 21 15 9 490 26 17 12 502 34 24 18 513 29 20 17 17	Screening / Proficiency/ Growth		
Winter January	**FastBridge early Reading** K- Composite Onset Sounds Letter Sounds Word Segmenting Nonsense Words 1-Composite Word Segmenting DecodableWords Sight Words CBMreading	 52 16 correct 29 correct 26 correct 8 correct 55 31 correct 16 correct 50 correct 43 WPM	Screening / Proficiency / Growth	ALL	Classroom / Resource Teacher / Paraprofessional

	CBM reading 2 3 4 5	87 WPM 116 WPM 133 WPM 149 WPM	Screening / Proficiency/ Growth		
	aReading benchmark (scale score between 350-550) 2 3 4 5	 481 497 509 517	Screening / Proficiency/ Growth		
	AUTOreading 2 Composite 2 Encoding 2 Identification 2 Vocabulary 3 Composite 3 Encoding 3 Identification 3 Vocabulary 4 Composite 4 Encoding 4 Indentification 4 Vocabulary 5 Composite 5 Identification 5 Matching Synonyms 5 Decoding 5 Morhpology	 481 27 20 13 498 33 24 17 509 37 27 21 517 33 23 20 20	Screening / Proficiency/ Growth		
Spring May	**TS Gold** Age 3 Vol Pre-K	 Score within 3 year old age level band or higher Score within 4 year old age level band	Screening/Proficiency/Growth	ALL	Classroom/Resource Teacher

	Objective 16 Demonstrates knowledge of the alphabet				
	Objective 17 Demonstrates knowledge of print and its uses				
	Objective 18 Comprehends and responds to books and other texts				
	Objective 19 Demonstrates writing skills				
	FastBridge early Reading				
	K-Composite Letter Sounds Word Segmenting Decodable Words Sight Words	65 41 correct 30 correct 12 correct 20 correct	Screening / Proficiency / Growth	ALL	Classroom / Resource Teacher / Paraprofessional
	1-Composite Word Segmenting DecodableWords Sight Words CBMreading	68 32 correct 21 correct 67 correct 71 WPM			
	CBM reading 2 3 4 5	106 WPM 131 WPM 147 WPM 162 WPM	Screening / Proficiency/ Growth		
	aReading benchmark (scale score between 350-550) 2 3 4 5	489 503 513 520	Screening / Proficiency/ Growth		

	AUTOreading 2 Composite 2 Encoding 2 Identification 2 Vocabulary 3 Composite 3 Encoding 3 Identification 3 Vocabulary 4 Composite 4 Encoding 4 Indentification 4 Vocabulary 5 Composite 5 Identification 5 Matching Synonyms 5 Decoding 5 Morhpology **MCA III's / MTAS** 3,4,5	 490 33 25 17 503 36 28 20 513 41 31 23 520 36 26 22 23	Screening / Proficiency/ Growth		
All Year	**FastBridge** According to grade level benchmarks		Progress Monitoring	Most at risk (Tier II and Tier III)	Classroom / Resource Teacher / Paraprofessional

DISTRICT READING ASSESSMENT PLAN

Assessment data will be shared with parents at the fall and spring parent conferences. When students are below grade level benchmarks, the classroom teacher will meet with an intervention team to determine the appropriate intervention for the student. If the student is not responding to Tier II or III interventions, the Child Study Team may meet with parents for further assessment. Parents will be notified of this process.

Diagnostic assessments will be used to determine students in need of an intervention. In kindergarten to grade 5, when a student scores in some risk or high risk area of FastBridge, the students will be assessed further. In birth to age 5, when a student scores below their targeted age level band, the student will assessed further. The intervention(s) selected will correlate to the area(s) of deficit. These interventions may include:

Intervention	**Component of Reading Addressed**	**RtI Tier of Intervention**	**Grade Level**
LIPS	Phonemic awareness	Tier III	K-2
Barton	Phonemic awareness and phonics	Tier III	K-2
EIR	Phonemic awareness, phonics, fluency, vocabulary, and comprehension	Tier II-III	1-3
Edmark Reading	Comprehension, vocabulary, phonics and fluency	Tier II or III	1-5
Read Naturally	Fluency	Tier III	1-3
Guided Reading	Phonemic awareness, phonics, fluency, vocabulary, and comprehension	Tier II or III	Birth-5
PRESS	Phonemic awareness, phonics, fluency, vocabulary, and comprehension	Tier II or III	K-4
Moby Max	Phonics, fluency, vocabulary and comprehension	Tier II or III	5
FastBridge Interventions	Phonemic awareness, phonics, fluency, vocabulary, and comprehension	Tier II or III	K-5
IXL	Phonics, vocabulary, comprehension	Tier II or III	3-5
Spelling City	Phonemic awareness, phonics, vocabulary	Tier II or III	2

Progress monitoring is conducted bi-weekly with some risk level students and weekly with the high risk level students using FastBridge fluency indicators. This data will be monitored by teacher teams to closely screen progress. FastBridge progress monitoring may be conducted for special education students or any students in the response to intervention review process.

If the intervention is effective, the student will continue until target scores are reached. If a student is not reaching his/her target after 6-8 weeks, an alternate intervention will be used.

If the additional intervention(s) is not effective, a student may be referred to the child study team. This team analyzes the student's academic performance and gathers additional information. Parents are part of this process.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

<u>What Research Tells Us About Children With Diverse Learning Needs </u>(Simmons and Kameenui) says explicit intervention instruction can effectively teach struggling readers. These interventions include grouping students into groups of 3-5 based upon their instructional needs, provide targeted instruction 3-5 times per week, assure that additional instruction aligns with core reading instruction, provide on-going systematic corrective feedback to students, and provide extended practice in the critical elements of reading based upon students' needs. These strategies will be used with struggling readers.

To monitor progress of struggling readers, we will use supplemental and intervention components aligned with EBPs and fully integrated with the reading program. Some elements of effective early reading intervention programs include comprehension instruction with higher level questions and comprehension strategies, one-on-one reading support, regular assessment of student progress, home connections, and ongoing staff development.

Data-based decision making can help teachers identify individual students who need remedial assistance, tailor instruction to individual students' needs, identify and correct gaps in curriculum, increase parent involvement in student learning, and assign or reassign students to classes or groups (Goldbring & Berends, 2011).

Data Driven Decision Making

Post <u>assessment methods</u> and <u>data</u> that is submitted to Commissioner annually including <u>objectives</u> of assessment program, <u>names of tests</u>, <u>grade levels of administration</u> as part of local literacy plan on district webpage for all students in kindergarten through grade 5.

Students are screened using the assessments with TS Gold, FastBridge earlyReading, aReading, and CBMreading three times a year. Students below benchmarks are progress monitored bi-weekly or weekly depending on their progress throughout the trimester. Other measurements used:

Type / Purpose	Benchmark Assessments	Essential Components Assessed	When to Administer
(Kindergarten)			
Screening Assess.	Group Inventory	Phonemic Awareness; Letter Recognition; Phonics	Beginning of year
Classroom-based Instructional	Theme Tests 1-10	Phonics; Letter Recognition	At end of each unit (10 times a year)
(Grade 1)			
Classroom-based Instructional Assess.	Reading & Language Skills Assess. Posttests	Reading Fluency; Phonics; Vocabulary; Comprehension; Language; Research & Info. Skills; Literary Response & Analysis; Writing	At end of each unit (10 times a year)
(Grades 2-5)			
Classroom-based Instructional Assess.	Reading & Language Skills Assess. Posttests	Reading Fluency; Phonics; Vocabulary; Comprehension; Language; Research & Info. Skills; Literary Response & Analysis; Writing	At end of each unit (10 times a year)
Classroom-based Instructional Assess.	End of Selections Comprehension Test	Comprehension; Revising & Editing; Writing	At end of each selections (once a week)

FastBridge data is used to determine proficiency in phonemic awareness, fluency, and/or comprehension. These results are collected three times a year (September, January, and May) for all students. If a student is not meeting benchmark expectations, he/she will be progress monitored bi-weekly by a classroom, Title I, or special education teacher. If a child is receiving Tier III interventions or on and IEP, he/she will be progress monitored weekly. After three points are at the target levels, he/she will be progress monitored bi-weekly.

TS Gold data is used ages 3 to 5 in our ECFE and preschool program. These results are collected twice a year in fall and spring for all students. If a student is not meeting age appropriate expectations, further data collection and instruction in small group and one on one occur within the classroom.

Each spring all students in grades 3-5 will take the Minnesota Comprehensive Assessments (MCA's) or MTAS to determine proficiency in reading. Participation and proficiency scores are made public and posted on the MDE's website. Teachers, administrators and school staff are involved in monthly data review meetings to closely monitor student progress and adjustment as data suggests.

Multi-Tiered Levels of Support

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level ages birth through grade 5 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

Staff development time has been devoted to ensuring a proper alignment of the MN Language Arts Standards to our literacy instruction. Instruction will be focused on the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) in daily lessons.

All students kindergarten to grade 5 will be monitored by FastBridge assessments three times a year. Those in some risk category will be progress monitored bi-weekly and high risk students weekly. Students birth to age 5 will be monitored with TS Gold at least two times a year. Some teachers may choose to assess more often to collect more data points. Specific research-based interventions are aligned to each tier of intervention and will be incorporated as needed.

Intervention supports are aligned specifically to the students' specific needs in the five components of reading. Students not meeting these standards/outcomes will be recommended for Targeted Services, an after-school tutorial program, that if offered October-April and 5 weeks during the summer. Students will also receive assistance with certified staff in Title I through supplemental activities/intervention materials. If a student is significantly below grade level, he/she may be referred for special education testing and instruction.

In grades K-5, screening assessments, such as earlyReading, aReading, and CBMreading are used by grade level teams to match students to appropriate interventions. Students will be monitored by benchmark and progress monitoring data to watch students at all levels: benchmark, some risk and high risk. Specific research-based interventions are aligned to each tier of intervention and will be incorporated as needed. Students most in need of additional instruction will receive intervention support outside the reading block. They will receive 90 minutes of literacy instruction daily plus interventions to target deficits in literacy.

The Park Rapids Literacy Plan will be shared with stakeholders and placed on the district's website for the public to view. Parents will be informed of their child's progress bi-annually at the fall and winter parent guardian conferences. Furthermore, information will be shared with parents at child study meetings throughout the year as needed.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout birth to grade 5.

All core, supplemental, and intervention strategies identified in this narrative are reliable and valid. The strategies identified here are found repeatedly in the National Reading Panel to support explicit and systematic reading instruction for birth to grade 5 students. These strategies are all congruent with scientifically based reading research. Any teaching strategies that are not based on EBPs will be eliminated. To monitor progress of

struggling readers, we will use supplemental and intervention components aligned with EBPs and fully integrated with the literacy instruction.

Explain how <u>training</u> and <u>support</u> will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of <u>ELL students.</u>

ELL students will be supported through our classroom, ELL, and Title I teachers who provide either individual one-on one daily instruction for our students or small group instruction. The ELL instructor also provides individual support to classroom teachers for modifications/classroom interventions specific to learning needs and assessment data. Classroom interventions may include the Tier II or III interventions outlined in this plan.

Job-Embedded Professional Development

Describe how elementary teachers will participate in, and benefit from professional development on evidence-based practices in literacy instruction.

Professional development is a comprehensive, ongoing, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. It also is the most powerful way to raise student achievement (Harvey, 2019). The Park Rapids Area School District maintains a professional development calendar focused upon effective literacy instruction for all teachers. This calendar includes early release days for PLC meetings and planned staff development days. PLC meetings and teacher teams will be focused on evidence-based practices in literacy. Staff will review student performance data to identify patterns that drive staff development needs for both teachers and paraprofessionals.

Our district maintains systematic, collaborative teams to promote development of competent uses of literacy practices. These teams include but are not limited to: districtwide Staff Development, Curriculum, and Technology Committee; Literacy Leadership Team- birth to grade 5 represented; Child Study Teams; Pre-K-12 Professional Learning Communities; grade level, schoolwide, and districtwide data meetings; grade level team planning and collaboration.

Literacy coaches, literacy family specialists, intervention team members, child study team members, mentors, literacy consultants and the principal all work collaborative to systematically support literacy and tiered intervention implementation. These teams and individuals facilitate additional learning to help the staff with diverse student needs.

During the 2020-2021 school year, birth to grade 5 teachers will participate in the Literacy Leadership meetings which will provide professional development in the key components of literacy. Literacy coaches will continue to work directly with Tier 1 teachers to ensure core instruction is highly effective.

Family & Community Partnership

Give specific information on how schools within the district will notify and involve parents to accelerate literacy development for their children in each grade birth through grade 5.

Park Rapids School District is committed to the goal of providing quality education for every child, To this end, the district will establish partnerships with parents and the community. Everyone gains when school and home work together to promote high student achievement. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Support for children and the school is critical to children's success at every step along the way.

To involve parents to accelerate literacy, families are informed about parent VUE to see student grades. An informational table will be set up at conferences to share the Title I policies and practices at our school. Title I, resource, special eduation, and specialists will be available to meet with parents. Extra activities for parents will be shared on the building marquee on the front office.

Title I parent activities will promote ideas for literacy instruction at home. Parents will also be trained to come in weekly to read and coach struggling readers for 15 minutes each week. The local Kinship program will provide readers to our 1st graders weekly.

District assessments required by the MDE will be made public through the district website, the district WBWF report, and MDE school report card. Individual student assessment scores will be shared with parents at parent conferences. In addition, classroom teachers will share MCA scores and information on how parents may provide literacy activities to children at home.

Health care specialists, special education staff and support staff will share with parents if there are any concerns for dyslexia or convergence insufficiency disorder.

Parents of K-5 students will receive an individual literacy profile with their children's assessment results at the fall and winter parent conference meetings. Parents of birth to age 5 students will receive a profile with their children's assessment results at fall and spring conferences. This includes reading curriculum assessment reports. IEP and child study meetings will also provide specific data on the various intervention plans. Through letters, e-mails, communication notebooks, various technology platforms (SeeSaw, Remind, etc.) teacher websites, school announcements, and the local newspaper, teachers regularly communicate to parents how they can promote literacy.

Acronyms in this Document

EIR   *Early Intervention for Reading: A research-based Tier II intervention to support students in a small reading group on fluency and comprehension.*

FAST   *A cloud-based assessment tool for K-4 students through which different reading tests are given in fluency and broad reading that provides benchmark data in the fall, winter and spring as well as weekly/biweekly progress monitoring data.*

CBM   *Curriculum Based Measures of fluency*

SBRR   *Scientifically-based reading research: Instructional strategies that have proven from classroom to classroom to provide increased achievement for students.*

NRP   *National Reading Panel: A research document that collected SBRR and instructional practices proven to increase reading achievement of children.*

MDE   *Minnesota Department of Education: The entity in the state of Minnesota that established guidelines, standards and requirements for all schools to abide by.*

ELL   *English Language Learner*

PLC   *Professional Learning Communities*

WBWF   *World's Best Work Force*

TS Gold   *Teaching Strategies Gold Assessment*

WPM   *Words Per Minute*

EBP   *Evidence-Based Practice*