

ECCS Literacy Plan
2020-2021

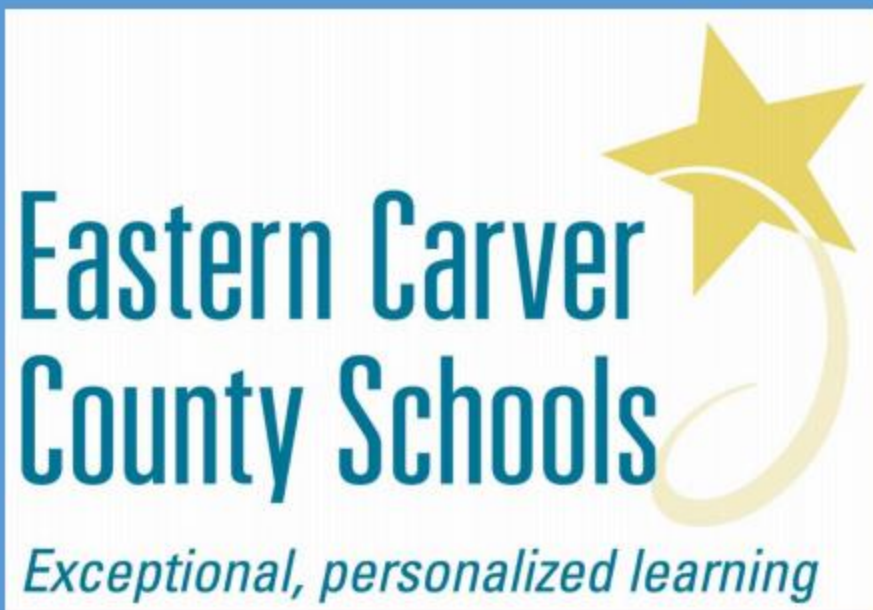


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Introduction

Eastern Carver County Schools Literacy Plan

As written in MN Statute 120B.12, a local school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy plan must include the 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 ECCS Literacy Plan is posted on the District 112 website with a link to this document. <http://www.district112.org/academics/annual-reports/>

This Reading Well by Third Grade Plan was developed with contributions from the following District personnel:

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David Brecht, Student Services Administrator / District Assessment Coordinator

Chris Hentges, Teaching and Learning

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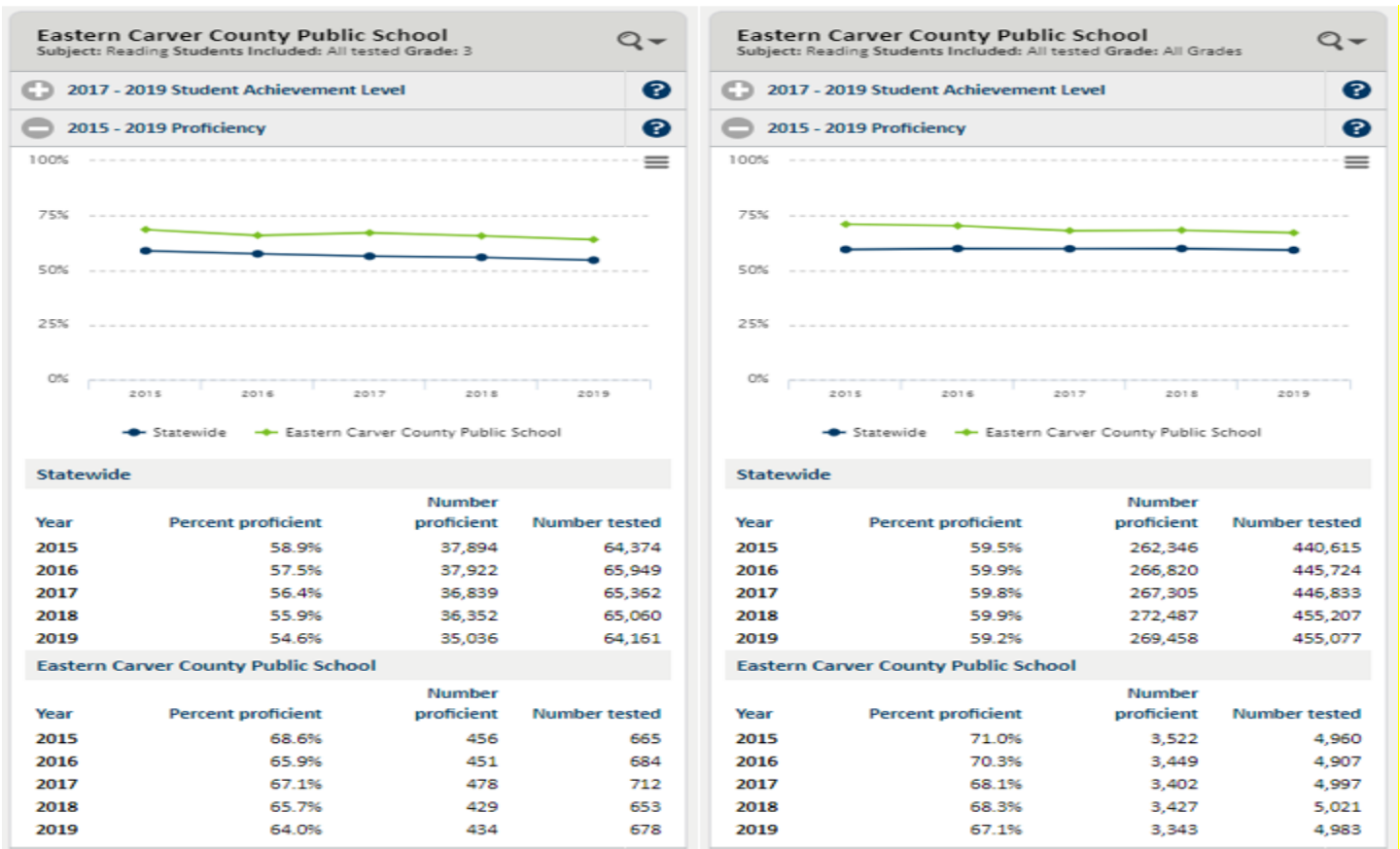
Michele Bedor, Supervisor of Early Childhood Programs

I. Statement of Goal

The plan identifies the reading instruction provided to students in kindergarten through fifth grade. Additionally, it identifies assessment measures and benchmarks that indicate students that are on track to become proficient readers.

A proficient reader is defined as: a student who demonstrates proficient performance on the MCA III Reading Assessment administered in third grade. Assessments used in addition to the MCA III Reading Assessment will examine the multiple factors that support reading proficiency in the classroom setting. Reading proficiency examines a student's ability to understand and apply letter sound associations, blend sounds to create meaning from print, read fluently, comprehend texts at multiple levels, and generalized skills to read grade level text with success. Grade level benchmarks provided later in this plan will allow district instructional staff to identify those students at risk for not meeting this definition of proficiency.

Below is the 2019-2020 (no 2020 MCA data available) assessment data about students in Eastern Carver County Schools who have been identified as proficient by their ability to meet or exceed proficiency on all accountability (MCA, MTAS) Reading tests.



ECSS has a reading proficiency goal as follows: The percentage of all tested students at Eastern Carver County Schools who earn an achievement level of *Meets the Standards* or

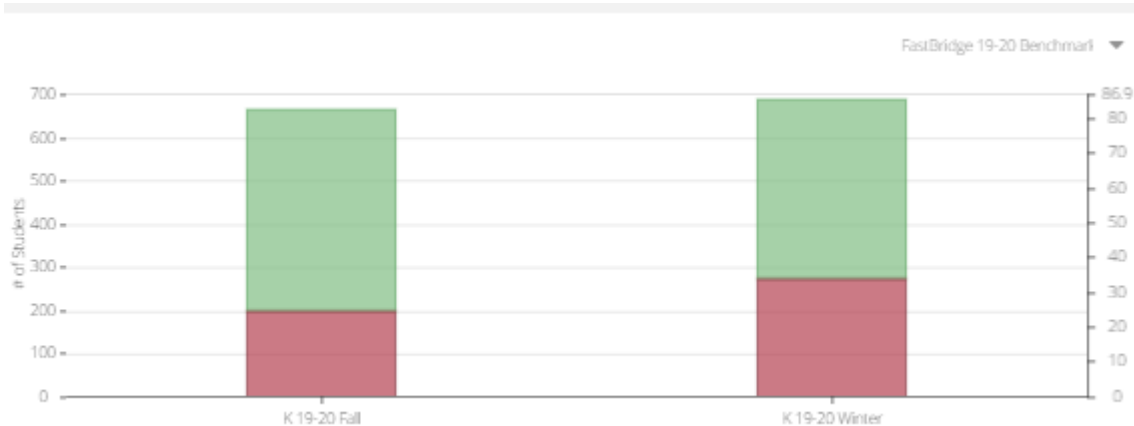
Exceeds the Standards in reading on all accountability tests (MCA, MTAS) will increase from 64.0% in 2019 to 66% in 2021.

To align student achievement to the MCA III & MTAS, our district used FastBridge at kindergarten and NWEA/MAP data at grades 1, 2, and 3 to assess student achievement leading up to meeting criteria for proficiency on the Grade 3 MCA III & MTAS assessment. Our plan includes data specific to grades K, 1, 2 and 3 based on the definition of reading proficiency. In 2020-2021, the district will commence using FastBridge data in all elementary grades (K-5).

All of our intentional instructional focus has been to help students meet developmental literacy goals, however, we can not affirm the goals have been met without Spring 2020 MCA III data. The COVID-19 health crisis halted all planned district and state level assessments for spring 2020.

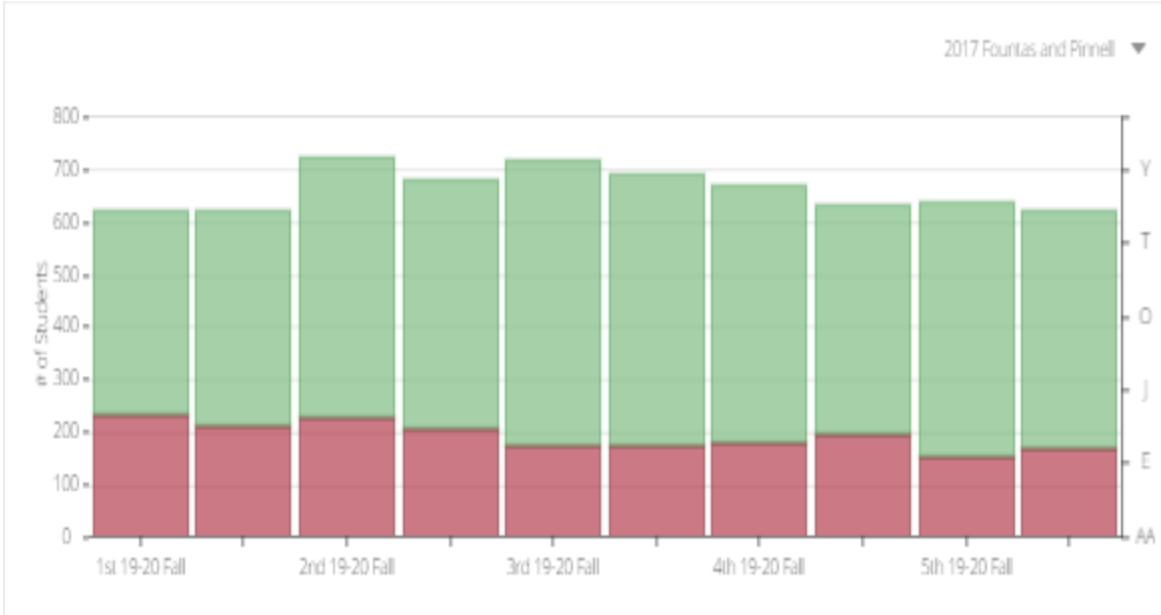
With the move to distance learning, our most current screening data was from FastBridge Early Reading in kindergarten and Fountas and Pinnell Benchmark Assessment (BAS) in grades 1-5.

FastBridge Early Reading in Kindergarten from Fall to Winter Composite Report

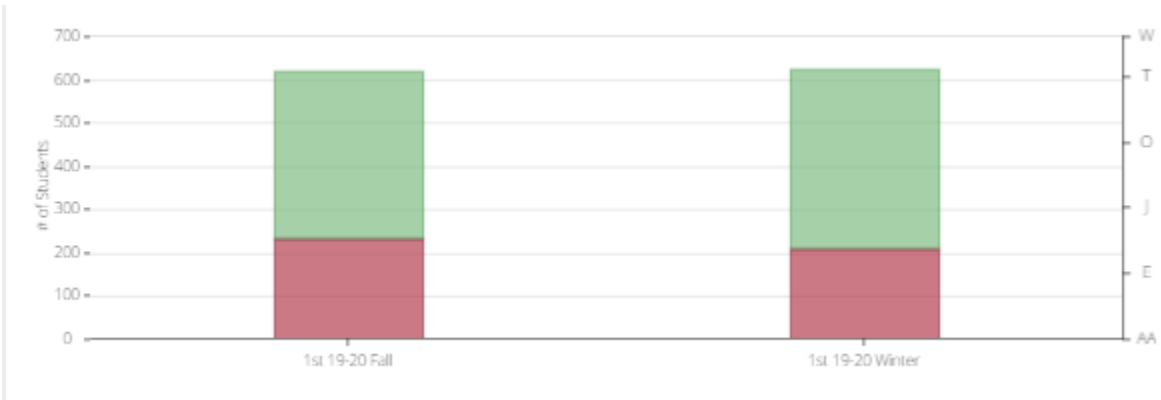


The most recent Kindergarten screening data was from winter of 2020. The winter data shows we had 688 students take the early reading assessment with 276 students presenting in a some or high risk category.

Fountas and Pinnell Benchmark Assessment (BAS) in Grades 1-5 Report

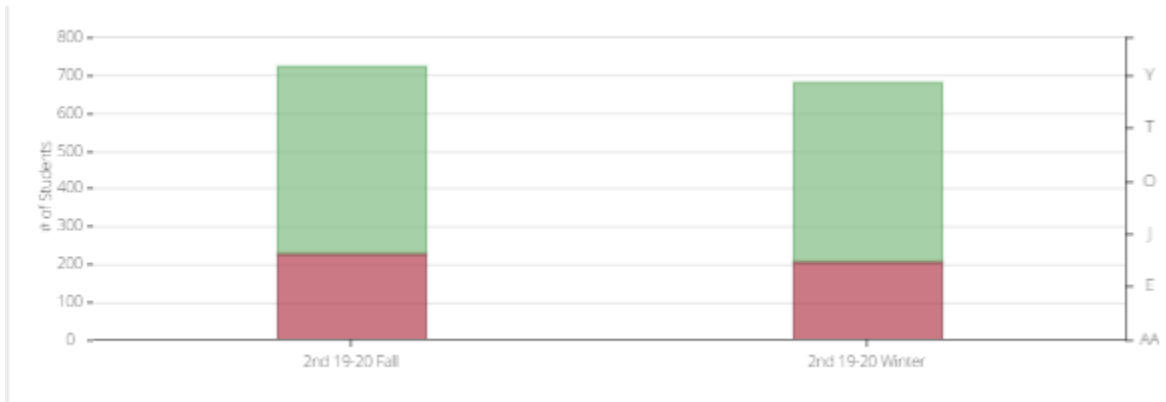


Grade 1:



The most recent Grade 1 BAS screening data was from winter of 2020. The winter data shows we had 622 students take the BAS assessment with 211 students presenting below the grade level benchmark.

Grade 2:



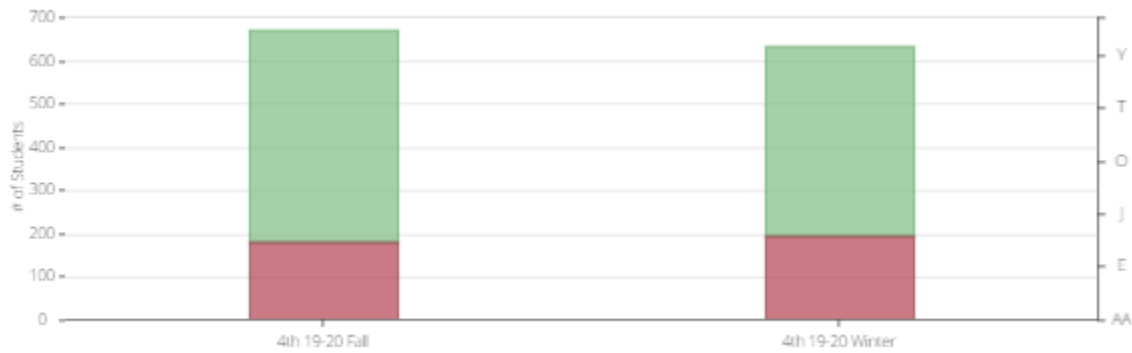
The most recent Grade 2 BAS screening data was from winter of 2020. The winter data shows we had 678 students take the BAS assessment with 208 students presenting below the grade level benchmark.

Grade 3:



The most recent Grade 3 BAS screening data was from winter of 2020. The winter data shows we had 690 students take the BAS assessment with 174 students presenting below the grade level benchmark.

Grade 4:



The most recent Grade 4 BAS screening data was from winter of 2020. The winter data shows we had 633 students take the BAS assessment with 194 students presenting below the grade level benchmark.

Grade 5:



The most recent Grade 5 BAS screening data was from winter of 2020. The winter data shows we had 622 students take the BAS assessment with 172 students presenting below the grade level benchmark.

II. Curriculum and Instruction System

Early Childhood Instruction:

Different types of Early Childhood Programs are currently available in ECCS in addition to Early Childhood Special Education Programs:

- **StormHawks Taste of Preschool** - 2 ½ and 3 ½ year olds
- **StormHawks Half Day Preschool** - 3-5 years
- **Preschool to Kindergarten Connection**- 4 and 5 year olds in their last year of preschool
- **StormHawks Full Day Care and Preschool Education**- 3-5 year olds.

Instruction at the Preschool level includes addressing all areas of the development domains with the use of Creative Curriculum. Creative Curriculum addresses literacy, is linked to the MN Department of Education's Early Childhood Indicators, and is Parent Aware approved. Ongoing assessment of early literacy skills is addressed with the use of Teaching Strategies Gold.

K-5 Instruction:

All students in grades K-5 receive a recommended 90-120 minutes of daily reading and writing instruction rooted in the *Balanced Literacy Instructional Framework*. This model of instruction includes, but is not limited to phonemic awareness and phonics, vocabulary, comprehension, and fluency instruction through the development of specific reading strategies, grade level specific skills and differentiated experiences with authentic text through effective modeled, shared, guided and independent literacy tasks to achieve mastery of skills aligned to the Minnesota ELA Academic Standards. In addition to the Journeys from Houghton Mifflin and Units of Study from Teachers College curriculum resource materials, students are provided with learning experiences at their instructional reading level using leveled reading materials identified through benchmark reading records and frequent formative assessments. Soliday Essentials was added in the 2019-2020 school year for all kindergarten and grade one classrooms for additional emphasis on systematic and explicit phonics instruction.

For curriculum resources, the district is using; Houghton Mifflin – (**Journeys or Senderos 2014, 2017**), Reading Workshop through **Teachers College Units of Study (Grades 3-4-5)** and **Soliday Essentials (Grades K-1-2)** for explicit and systematic phonics instruction. All resources are aligned to the Minnesota ELA Academic Standards. Our District Elementary Language Arts Committee continues to refine power standards and learning targets to support our standards-based learning approach.

Use of FastBridge data and strand information has been aligned for use with all students. **Benchmark Assessment System (BAS)** is utilized by instructional staff to inform large group mini lessons, small group instruction and individual conferring sessions. BAS also provides a means of monitoring student growth.

III. Statement of the Process to Assess Students

An assessment plan must include assessment of all students to identify those students at risk for not reading well by third grade. An assessment plan must include early and regular assessment and an ongoing monitoring process.

Pre-K Assessment:

StormHawks preschool programs using Teaching Strategies Gold to assess the ongoing strengths and needs of its preschool students.

Most district children go through our district's Early Childhood Screening Program sometime between the ages of 3 and 5. The district uses the MPSI (Minneapolis Preschool Screening Instrument)

Referrals are made for students who do not pass the cut off score on the MPSI. Parents are offered additional evaluations to determine if their student is eligible for specialized education services. If a student scores below average or does not qualify for specialized education services, parents are encouraged to enroll their child into one of the four types of early childhood programs available in ECCS.

Assessment in Kindergarten through Grade 5:

ECCS will assess all elementary students, Grades K-5, using FastBridge universal screening assessments in English and/or Spanish. Students in kindergarten and grade 1 will take the FastBridge Early Reading assessments. Students in grades 2-5 will take the aReading assessment in FastBridge. Students in grades 2-5 who are identified in a risk category after taking the aReading assessment will also be given the CBM Reading assessment from FastBridge for further diagnostics. Our plan includes FastBridge universal screening of all students three times a year - fall, winter, spring. We also complete benchmark reading record assessments two times a year with all elementary students using the *Fountas & Pinnell Benchmark Assessment System*, Third Edition as our assessment tool. Each student is individually administered the BAS assessment by their literacy teacher. During administration, teachers have the opportunity to listen to students read aloud for word accuracy and assess comprehension of reading. Instructional level results are recorded in Infinite Campus. In 2020-21 we will begin implementing a new data warehouse system, Educlimber, which will allow teachers and administrators to easily align FastBridge assessments, BAS data, and MCA III results for a broader picture of each child's literacy achievements. Teachers and parents are provided with alignment information between the FastBridge results and the BAS leveled reading achievement.

Plan for Literacy Screening - Dyslexia & Convergence:

In kindergarten and grade 1, we will assess students using FastBridge Early Reading screening assessments at the beginning of each year and then follow-up with the FastBridge Early Reading assessments again in the winter and spring. In grades 2-5 we will assess students using FastBridge aReading and follow up with FastBridge CBM Reading for additional diagnostics for students who present in a risk category on the aReading assessment. FastBridge offers resources to help with problem solving for students who fall into risk categories. All students K-5 will complete the Fountas and Pinnell Benchmark Assessment (BAS) two times a year. Classroom teachers continually monitor overall decoding, comprehension, writing, and spelling achievement for possible indicators of reading difficulties and/or dyslexia.

[ECCS Elementary Assessment Schedule for 2020-2021](#)

The FastBridge Early Reading subtests which are given individually to grades k and 1 are as follows:

earlyReading English -- Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words-50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words-150	Sight Words-150	Sight Words-150
1	Sentence Reading	CBMreading	CBMreading

Upon completion of the screening assessments and reading records, a data review is completed for each learner. Using this body of evidence; students who present in a risk category based on benchmark goals will receive additional diagnostic assessments to help us identify targeted supports or interventions. Instructional interventions based on screening and formative data are provided in targeted small group sessions. Students with needs indicative of dyslexia or other reading difficulties are matched to interventions which have been specifically targeted to meet their needs. **Leveled Literacy Intervention (LLI)** is a Tier 2

small group intervention available in all our buildings and focuses on reading fluency and phonics. Also, available at all our sites is **Sonday System 1 and 2** which is a structured, systematic, multisensory reading intervention using proven Orton-Gillingham strategies and **PRESS** interventions which provides skill-based, targeted interventions in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Some ECCS schools also have *Americorps Reading Corps* trained tutors who work individually with K-3 students on a daily basis to build letter, word and passage fluency with targeted interventions. ECCS is in the process of developing a district intervention site with evidence based interventions targeting specific reading needs designed for all three tiers of intervention.

A vision screening with a district-employed registered nurse is completed for all students in K,1,3,5,7, new to district, any others with a parent or teacher concern, as well as students going through *iTeam*, special education evaluation or reevaluation process. Screenings include an updated vision history and risk assessment to identify a child/family history of any medical conditions that may be associated with eye disorders. Referrals are made if a family or personal history of associated conditions or syndromes are reported or screening results indicate a concern. Students who are experiencing difficulty reading indicated by headaches, eye strain or double vision while reading for extended periods of time may be referred to the school nurse at any time. This information will be shared with the student's guardians and they may be encouraged to seek further screening.

FastBridge Benchmarks for Universal Screening

[Kindergarten](#)

[Grade 1](#)

[Grades 2-5](#)

MCA III Benchmarks

[MCA III Achievement Level Cut Scores for Grades 3-5](#)

Parent Notification and Involvement: Parents are notified at the building level of the dates that FastBridge assessments will take place. Presentations both in person and in print are provided to give parents a better understanding of the assessment plan that will impact their child. These presentations occur independently or during building level curriculum nights and/or conferences; information included is an explanation of the FastBridge assessments and how it is administered, as well as, an explanation of how Fountas and Pinnell Benchmark assessments (which will be administered two times a year) will be used as a student growth measure. Additionally, parents have online access to language arts core materials and

receive information about other measurements used during the school year to assess student reading achievement.

Student data from the FastBridge assessments and the MCA III Reading assessments are available to parents on our Parent Portal or in written form upon request.

The parents of students identified in a risk category for reading proficiently by the end of fifth grade are provided with student specific periodic updates, which include progress monitoring, the current classroom learning targets, and relevant formative and summative assessment data.

Parent involvement opportunities at each site includes information about targeted intervention programming and information and materials that parents may use to support their own child's learning at home.

IV. Intervention and Instructional Supports

ECCS has a tiered approach to intervention and instructional support (MTSS). Standards-based instruction is provided to all students in grades K-5 using a *Balanced Literacy* framework with HMH (Journey's or Senders), Teachers College Reading Workshop Units of Study, and Sonday Essentials phonics instruction as resources. All resources are aligned to the [Minnesota ELA Academic Standards](#).

HMH (Journey's or Senders) is primarily used in grades K-2.

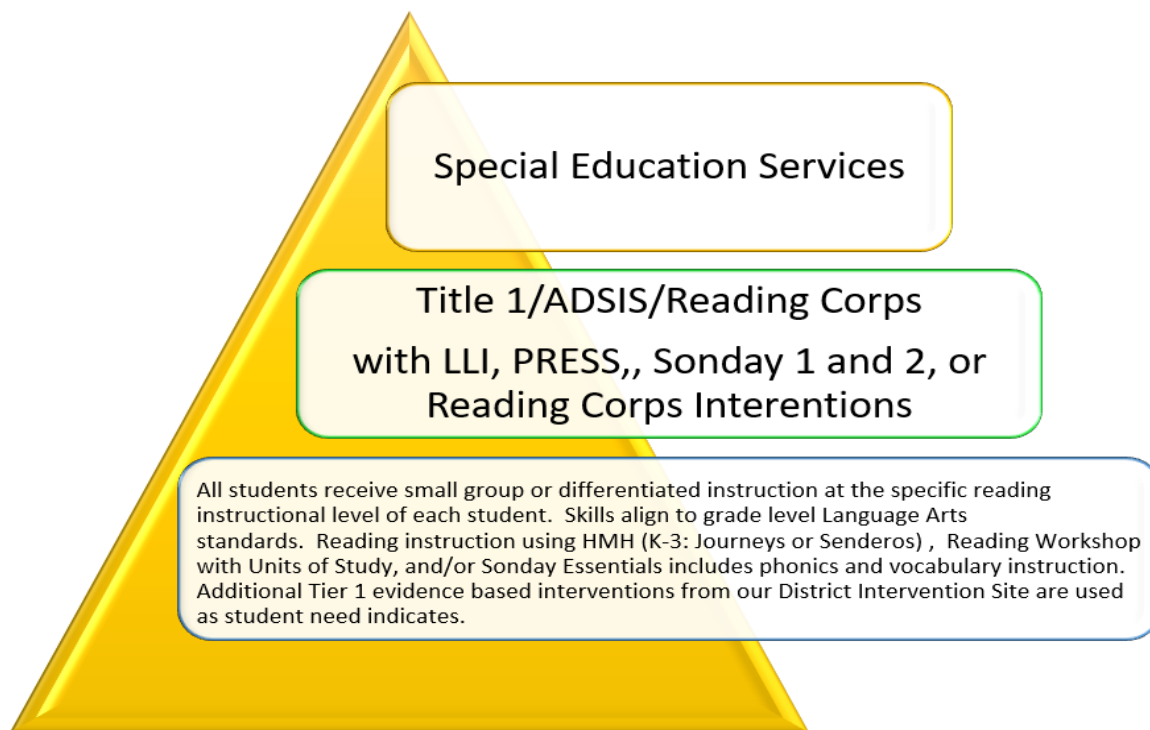
Teachers College Reading Workshop Units of Study is primarily used in grades 3-5.

Sonday Essentials is primarily used in grades K-2.

Please contact Carol Redmond at redmondc@district112.org if you would like a copy of the scope and sequence for any of the above mentioned resources.

Assessment and Intervention

Kindergarten through Grade 5 Tiered Levels of Intervention



1. **Tier I Interventions:** Using universal screeners and classroom formative assessments; FastBridge assessments, BAS, exit tickets, and individual conferring, students are provided with small group instruction targeted to their specific areas of need. These groups are provided reading and languages arts instruction in their regular classroom, in addition to Tier 1 interventions. Each elementary site has established a 30 minute daily WIN (What I Need) time to provide interventions for all learners.
2. **Tier II Interventions:** In grades K-5, students identified in a risk category for not meeting screening or performance benchmarks are provided with instruction through literacy interventions. This time provides students with 30-45 minutes of daily small group instruction targeting specific needs of each student. Some of the targeted interventions are – *Fountas and Pinnell Leveled Literacy Intervention Program*, *Path to Reading Excellence in School Sites(PRESS)*, *Sondag System 1 and 2*, and *Reading Corps*. Students are progress monitored weekly with defined [exit criteria](#) for exiting the intervention program. Progress continues to be monitored until there is assurance the student will continue to perform at grade level.
3. **Tier III Interventions & Special Education Services:** Through our building level iTeam process students are assessed at each level of the tiered intervention process. After assessing the data and intervention specifics, a student may be recommended for

consideration by their building Child Study Team to be provided with an educational assessment involving parents and following specific special education guidelines for qualification for these services. If special education services are to be provided through an IEP, this instruction is specific to the needs of the students and is provided by licensed special education teachers.

Intervention Documentation and Parent Involvement across the Tiers of Intervention: ECCS values the partnership and team contributions of parents. In addition to student conferences held two times a year, parents are provided with FastBridge reports at least two times a year - in the fall and spring. Assessment data is accessible shortly after the testing window through the district online resource - Parent Portal. Presentations at the building level are presented to explain the assessments used with all students.

Parents/Guardians are included in the iTeam process. Parents/Guardians are notified when their child will be included in iTeam discussions; this would not be the first time information is shared regarding a concern about their child's reading. Parents/Guardians are valued partners in this process and provide information and insights about their child as a learner. Throughout the intervention process, progress is monitored and shared with the partnered team – by phone, in person and/or writing. Following an intervention, parents/guardians continue to participate in discussions about the results and the follow-up measures that will be put in place to continue monitoring the learner's progress. This could include a referral for a possible educational assessment. In order for a child to complete an educational assessment, parents/guardians must give consent. If an educational assessment is conducted, conclusions are reported to the iTeam. If a child qualifies for special education services, the building continues to monitor their reading progress; however, the special education case manager collects the student achievement data. If a student does not qualify for special education services, the student returns to the iTeam and continued interventions are planned, monitored and evaluated until the student is successfully able to meet the grade level expectations.

Title I services are a part of the intervention system implemented at schools that are receiving Title I funding. Parent education, notification and involvement in program development is documented in the ECCS [Title I Plan](#).

Additional Assessment and Intervention Criteria and Plans: Although our ultimate district plan is to have all students reading proficiently, we acknowledge our responsibility to develop reading proficiency in those students who do not demonstrate that proficiency.

V. Professional Learning

In addition to the common understandings and expectations for general reading instruction, each building monitors the instructional proficiency of teachers. Continuous professional development in the following areas will continue during the 2020-21 school year focusing on:

1. The district has a dedicated Elementary Literacy Coach to provide ongoing training and support to teachers, as well as consistency in assessment across elementary buildings. Along with the district coach, there is an instructional coach in each building supporting literacy instruction.
2. Provide training refresher for K-5 teachers on universal screening and diagnostic assessments, as well as Tiered intervention decision making. In addition, continue to train and support teachers in grades K-5 on BAS administration with concentration on the implementation fidelity, using the data to inform high quality instruction and effective parent/guardian communication.
3. Provide ongoing fidelity training for literacy interventionists with F&P Leveled Literacy Intervention Program, PRESS Interventions, and Sonday System 1 and 2 to support Tier 2 needs in grade K-5.
4. Continue to provide training and resources for the Orton-Gillingham based *Sonday Phonics Essentials*.
5. Work with K-5 teachers and administrative deans on integrating Educlimber, the district's new data warehouse, to develop a better understanding of the data review process and intervention planning. This training will continue at the individual site for use in PLC and/or grade level data discussions used to inform instruction.
6. Ongoing training will be provided to peer instructional coaches on the *Balanced Literacy Instructional Model*, *Gradual Release of Responsibility*, *Literacy Classroom Visits*, and other relevant literacy practices to support their work with teachers.
7. Language Arts curriculum work will be focused on Minnesota ELA Academic Standards and the Balanced Literacy Instructional framework for reading and writing. Training and development will continue with instructional learning targets based on the gradual release of responsibility model. Training will occur at the district level, at buildings or in individual school teams across the district. The Elementary Literacy Coach will support all training.
8. Continuing in the 2020-21 school year, all elementary sites will engage in equity and culturally relevant instruction professional development. The focus will be to continue

meeting the unique social/emotional and academic needs of all our students while holding high expectations for all.

9. All kindergarten through grade 5 teachers will participate in training in the areas of FastBridge, data literacy, and the PLC DuFour framework and protocols. This training will encourage a culture of continuous learning for teachers with goal setting based on current data leading toward high achievement for all students.
10. Professional development will be provided in the area of academic vocabulary including how to choose tier 2 vocabulary words along with vocabulary imperative to content area instruction. With this evidence-based tiered model for vocabulary instruction, teachers will learn how to help students take ownership of new vocabulary and transfer this knowledge into their long term memory.

VI. Instructional Support for EL Learners

Language Arts instruction is provided to all students, including English Learners. EL instruction is personalized to each student's language proficiency level. Teachers are provided with WIDA Performance Definitions, which detail the amount and complexity of academic language students are expected to use at their proficiency level; WIDA Can-Do Descriptors, which provide a sampling of the language that students can process and produce at different proficiency levels in domains of reading, writing, speaking, and listening; and WIDA Language Supports to help students access content and develop academic language in English.

VII. Communication System for Annual Reporting

In addition to building level reporting to parents regarding their child's reading proficiency, ECCS will publish on its website a reading proficiency report including data by district for ethnic group, gender, free and reduced lunch status about the number and percentage of students meeting the reading proficiency benchmark at the end of third grade. This information is included in a report presented to the ECCS School Board as part of the district's **World's Best Work Force** annual report. This report is made available online following a presentation to the school board.

The ECCS Literacy Plan - Reading Well by Third Grade will be updated annually and shared with the Teaching & Learning Advisory group. This advisory group is made up of staff, parents, high school students, and community members. The revised plan will be posted on the district's website by July 1st of each year:

<http://www.district112.org/academics/annual-reports/>