

St Peter Public Schools Literacy Plan

The goal of the Saint Peter Public School Literacy Plan is to ensure that ALL students at each grade level Kindergarten through Grade 3 are reading with proficiency.

1. To rapidly improve student learning through the implementation of innovative and effective instructional strategies.
2. To rapidly improve student achievement through analysis and utilization of scientifically based research and best practices.
3. To create appropriate interventions, acceleration practices, and strategies to meet the needs of varying student learners.
4. To provide appropriate assessment to support the needs of all learners as we prepare them for third grade.
5. To screen for dyslexia and convergence insufficiency disorder.

Statement of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

| Assessment | Grade levels | Term | Proficiency | Parent Communication |
|--|--------------|---------------------|--|---|
| FAST Bridge-aReading | K, 1, 2, 3 | F, W, S | Normed Benchmark Scores | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
| FAST Bridge-earlyReading, CBMR | K, 1, 2, 3 | F, W, S | Normed Benchmark Scores | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
| FAST Bridge | K, 1, 2, 3 | Weekly | <i>Progress Monitoring</i> Tier 3 Tier 2 Tier 1 | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
| Fountas and Pinnell Benchmark Assessment System (BAS) | K, 1, 2, 3 | Quarterly (2nd-4th) | Grade level | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
| Standards Based Checklists | K, 1, 2, 3 | Quarterly | Meeting quarterly grade level goals | Parent teacher conferences |

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|--|------------|------------------------|--|---|
| | | | | (F,W,S), teacher communication (ongoing) |
| Common Assessments aligned with MCA standards | K, 1, 2, 3 | Ongoing | Determined by Professional Learning Communities | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
| Multi Tiered Systems of Support (MTSS) Team | K, 1, 2, 3 | Administered as needed | Students who remain below 20% proficiency and do not respond to available interventions | Telephone calls, parent meetings, (ongoing) |
| Special Education Assessment | K, 1, 2, 3 | Administered as needed | Students who remain below 5% proficiency on assessments and do not respond to targeted interventions | IEP due process procedures. |
| Vision Screening | K, 1, 2, 3 | Fall | Medical vision cut-off scores | Parents are notified of deficiencies by school nurse. |

Core literacy instruction and Intervention support is aligned with grade-level content standards by

- **Professional Learning Communities review and study grade level content standards and test specifications**
- **Professional Learning Communities align standards with core instruction and assessments**
- **Professional Learning Communities meet weekly to create guaranteed and viable lessons and assessments**
- **Professional Learning Communities analyze data to determine individual student needs and to improve instruction for all students**
- **Diagnostic assessment facilitates matching of student needs to instruction**
- **FAST Bridge scores analyzed and strategies for interventions and instruction developed and implemented**
- **MCA III scores and sub strands analyzed and strategies for interventions and instruction developed and implemented**
- **Fountas and Pinnell diagnostic inventory and screener used with students to identify current reading level and growth**
- **Teacher generated quarterly assessments to screen ongoing progress with MN**

Foundational Skills and Career and College Readiness Anchor standards

Communication plan and timelines for collaborating with parents on understanding data and existing supports.

- Parents are notified at fall conferences that their child qualifies for intervention or Title I services. Permission slips and parent compacts are signed at that time.
- Parents receive information on their child’s progress seven times per year. (Three conferences, and four report cards.)
- Parents are invited to participate in Title I parent nights and meetings.
- Parents are encouraged to become part of the Parent Council.
- Monthly parent newsletters communicate all school events.
- Reading intervention teachers inform parents of student progress through e-mail, individual communication, Reading Corps progress reports, and parent-teacher conferences.

Identification of students with dyslexia and convergence insufficiency disorder.

- Students are benchmarked using the FAST Early Reading, aReading, & CBM measure.
- Students identified as high risk are screened further through the use of diagnostic assessment tools. These results are analyzed to determine MTSS programming. Small group or individual instruction is delivered utilizing multisensory techniques, Orton Gillingham strategies, Heggerty Phonemic Awareness Skill Assessment and Curriculum, PRESS Phonics Assessment and Interventions, and Fountas and Pinnell Leveled Literacy Intervention System.
- All students have their vision screened each fall and as concerns arise. Students identified in the risk category are referred for an optical assessment. Follow up on this assessment is done by our school nurses. Orton Gillingham and Stimulating Maturity Through Accelerated Readiness Training (SMART) vision strategies may be utilized.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through grade 3 and how these interventions will be based on learner data , including how service will be provided, and how parents will be informed of student progress.

| Grade Level | Interventions | Instructional supports | Placement data | Services | Parent Information |
|--------------------|---------------------------------------|--|--|--|--------------------------------|
| K, 1, 2, 3 | Reading Intervention in the classroom | Orton-Gillingham (Recipe for Reading), Fountas and Pinnell Classroom, Heggerty Literacy Resources, Inc (Phonemic Awareness), | FAST Bridge, Heggerty Phonemic Awareness Skills Assessment (PASA), PRESS Phonics Assessment, Fountas and | Classroom teacher and Title I para-professionals (Daily) | Ongoing beginning in the Fall. |

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|-------------------|--|--|--|---|--|
| | | PRESS Phonics Interventions, Lexia Core 5 | Pinnell BAS | | |
| K, 1, 2, 3 | Reading Intervention during the intervention block | Orton-Gillingham (Recipe for Reading), Fountas and Pinnell LLI, Heggerty Literacy Resources, Inc (Phonemic Awareness), PRESS Phonics Interventions, Lexia Core 5 | FAST Bridge, Heggerty, PASA, PRESS Phonics Assessment, Fountas and Pinnell BAS | Reading intervention teacher (Daily) | Ongoing beginning in the Fall |
| K, 1, 2, 3 | Extended Day | Orton-Gillingham (Recipe for Reading), Fountas and Pinnell LLI, Heggerty Literacy Resources, Inc (Phonemic Awareness), PRESS Phonics Interventions, Lexia Core 5 | FAST Bridge, Heggerty, PASA, PRESS Phonics Assessment, Fountas and Pinnell BAS, success in classroom | Certified teachers and para support (2x's/week) | Prior to session beginning, middle, ending |
| K, 1, 2, 3 | Extended School Year | Orton-Gillingham (Recipe for Reading), Fountas and Pinnell LLI, Heggerty Literacy Resources, Inc (Phonemic Awareness), PRESS Phonics | FAST Bridge, Heggerty, PASA, PRESS Phonics Assessment, Fountas and Pinnell BAS, success in classroom | Certified teachers and para support (2x's/week) | Prior to session beginning, middle, ending |

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|-------------------|---------------------|---|---|--|-------------------------------|
| | | Interventions, Lexia Core 5 | | | |
| K, 1, 2, 3 | English Language | Fountas and Pinnell Classroom Level Readers | Classification in language and communication skills | Certified teacher (Daily) | Beginning and ending |
| K, 1, 2, 3 | Academic Enrichment | Fountas and Pinnell Classroom enrichment support, Lexia | FAST Bridge, teacher input, parent input | Certified teacher during Daily 5/Small group reading instruction (Daily) | Beginning, middle, and ending |

Describe how elementary teachers will participate in, benefit from professional development on scientifically-based reading instruction.

- **Principal, teacher leaders, regular education and specialist teachers collaborate to make growth for students in grade level, subject areas, within the building and across the district.**
- **District and school wide leaders regularly analyze services provided and make informed decisions based on data to help regulate services and programs throughout the district.**
- **Technology is considered whenever innovative practices or regular classroom practices are developed to engage student learners in meaningful and relevant learning activities.**
- **District wide workshops, training, curriculum committees, and building wide committees focus on professional development of scientifically based instruction for the student population.**
- **Professional Learning Communities that have Targeted Goals focused on literacy and improving student achievement meet regularly through a variety of scheduled times.**
 - **Five Early Release days**
 - **PLC third Wednesdays**
 - **Grade level meeting weekly**
 - **Department meeting**
 - **Extra PLC meetings as needed**
 - **Common planning time**
- **Reading intervention teachers and building principals are trained to deliver core instruction, instructional intervention, and reading strategies.**
- **Reading intervention teachers, building principals, and regular education teachers share expertise with other staff on scientifically based instructional strategies.**
- **Based upon the student performance data, level of intensity of the specific standard, and the sub strand data, teacher professional development strategies are utilized by teachers in classrooms.**
- **Strong practices are in place between community groups interested in supporting our goals of improving student achievement. Resources include college students, volunteers, senior volunteers, and parent volunteers.**

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

- Grade levels have a guaranteed and viable curriculum for all students.
- Common planning time, grade level meetings, department meetings provide setting for collaboration and planning of common curriculum and common assessments.
- Common formative assessments are generated within teams to monitor student growth and progress toward the identified goals.
- Curriculum implementation manuals and materials are purchased in compliance with state standards and testing specifications.

Explain how training and support 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 EL students.

- Students will be screened using the WIDA assessment each spring. The WIDA Apt scores are used to provide data for placement of students who need services for EL. This data will provide planning information for program interventions for students in the EL program.
- Core and intervention supports will parallel the information collected and align with the student's level of need.
- All resources, training, and selection of instructional materials will be based on the needs assessment generated by the school district and EL staff.
- EL staff will be responsible for creating a plan to in-service district teaching staff in areas identified by the needs assessment for embedding staff development for teachers.
- Teachers will practice strategies in their classrooms and share progress and successes.

Post assessment methods and data that is submitted to Commissioner annually includes objective of the assessment program, names of test, grade level of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

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| | | | | |
|--|------------|------------------------|--|---|
| | | | Tier 1 | (ongoing) |
| Fountas and Pinnell BAS | K, 1, 2, 3 | Quarterly | Grade level | Parent teacher conferences (F,W,S), teacher communication (ongoing) |
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- **District and school wide leaders annually begin the school year with a Data Retreat where all assessment data is compiled and analyzed for strength and areas for improvement.**
- **Based upon the data and analysis of data, teachers gather at opening workshop to review and create school wide/grade level SMART goals to help direct their school improvement strategies.**
- **Professional Learning Communities that have Targeted Goals focused on literacy and improving student achievement meet regularly through a variety of scheduled times.**
 - **Five Early Release days**

- PLC 15 times/year
- Grade level meeting monthly
- Department meeting
- Extra PLC meetings as needed
- Data review is ongoing and involves analyzing data, developing strategies if a student did not learn what was intended, developing strategies if students already knew what was intended, and to continue with ideas for reteaching and enrichment.

Percentage of Students Meeting and Exceeding Benchmark Norms

| FAST Bridge -aReading (Spring) by Benchmark | 2017 %Avg & Above | 2018 %Avg & Above | 2019 %Avg & Above | 2020 %Ave & Above <u>Winter</u> due to COVID | 2021 %Ave & Above | | |
|--|----------------------------|----------------------------|----------------------------|--|----------------------------|--|--|
| GRADE | | | | | | | |
| K | 62.2% | 68% | 67% | 64% | 41% | | |
| 1 | 59.6% | 65% | 61% | 54% | 50% | | |
| 2 | 69.1% | 76% | 72% | 55% | 54% | | |
| 3 | NA | 73% | 64% | 70% | 61% | | |

| NWEA Measure of Academic Progress-Reading (Spring) | 2011 %Avg. & Above | 2012 %Avg. & Above | 2013 %Avg. & Above | 2014 %Avg. & Above | 2015 %Avg. & Above | 2016 %Avg & Above | 2017 %Avg & Above |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|
| GRADE | | | | | | | |
| K | NA | NA | NA | 89.2 | 85.1 | 83 | NA |
| 1 | NA | NA | 74.8 | 81.8 | 91.6 | 86 | NA |
| 2 | NA | NA | NA | 76 | 81.4 | 84 | NA |
| 3*(Fall) | 67.8 | 73.9 | 73.0 | 79.4 | 70.3% | 73.3% | 70.2% |

- Teacher teams monitor and plan for common assessments that align with the standards and provide evidence that students are moving toward proficiency and beyond.

- At each meeting the next steps are developed and meeting minutes and responsibilities are developed for team members.

| MCA II & MCA III (2013 & on) Reading | | | | | | | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|-------|------|-------|-------|-----------------|-------------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Grade 3 Reading | 80.4% | 90.3% | 77.6% | 70.7% | 70.6% | 65.5% | 65% | 58.7% | 68.8% | NA due to COVID | Will Update when public info. |

| OLPA Reading | | | | | | | | |
|-----------------|------|------|------|------|------|-------|-------|--------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Grade 3 Reading | NA | NA | NA | NA | 52% | 52.1% | 61.6% | discontinued |

COMMON CORE STATE STANDARDS IN ELA/LITERACY

- College and Career Readiness (CCR) Standards
- The K–12 grade-specific standards define a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity. The Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.
- A focus on results rather than means.
- By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.
- An integrated model of literacy
- Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document.
- Research and media skills blended into the Standards as a whole
- To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information

and ideas. They also need to conduct original research in order to answer questions or solve problems, as well as analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. Research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

- Shared responsibility for students' literacy development
- The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with a higher volume of such reading than is generally required in K–12 schools.