



Richfield Public Schools

Read Well by Third Grade Literacy Plan

Inspire. Empower. Excel.

Purpose Statement

The Richfield Public School District's literacy plan underscores our commitment to providing literacy instruction that aligns with the academic vision outlined in our 2021-26 strategic plan, Richfield Realized.

Students will receive a challenging, engaging, and relevant academic experience in Richfield Public Schools which will prepare them for college, career, and life.

This plan outlines the District's continuous improvement efforts to increase the number of students reading proficiently at grade level, close racial and socioeconomic gaps in literacy achievement, and ensure all students have the literacy skills needed to be career and college ready by:

- using data to review the impact of literacy curriculum and instructional practices on student achievement
- monitoring students' progress using a variety of literacy assessments
- implementing a tiered system of supports, that includes high quality, differentiated core instruction aligned to the K-12 MN ELA Standards as well as interventions for students not yet reading at grade level and enrichment for students meeting or exceeding grade-level standards
- partnering with families and the community to support children's literacy development
- providing ongoing, supportive professional development in literacy instruction and assessment

Use of Data

Richfield Public Schools (RPS) uses data in multiple ways: to inform instruction, to monitor student progress in literacy growth and reading proficiency, to measure the fidelity of curriculum implementation, to evaluate the effectiveness of instructional frameworks and strategies, to guide continuous improvement and professional development efforts, and to ensure accountability to stakeholders.

Comprehensive Needs Assessment

An analysis of student achievement data in reading reveals the following insights:

- During the 2020-21 school year, about half of all RPS kindergarten students demonstrated proficiency with early literacy skills, including concepts of print, letter identification, letter-sound correspondences, and recognition of high-frequency words as measured by Teachers

College Reading and Writing Project Benchmark assessments, which have been adopted locally. These early literacy skills are foundational to future reading success.

	Concepts About Print Assessment	Letter Name ID Assessment	Letter Sound ID Assessment	High-Frequency Word Assessment
Does Not Meet Standards	32.6%	21.4%	21.4%	31.5%
Partially Meets Standards	14.7%	29.1%	29.1%	9.2%
Meets/Exceeds Standards	52.8%	49.5%	49.5%	59.3%

- During the 2020-21 school year, 46.8% of students in grades K-5 were reading and comprehending grade-level text proficiently as measured by Teachers College Reading and Writing Project Benchmark assessments.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Does Not Meet	51.8%	37.0%	36.1%	43.5%	41.9%	40.4%
Partially Meets	18.9%	8.8%	10.6%	7.8%	2.8%	12.4%
Meets	15.8%	33.1%	14.4%	16.3%	12.6%	4.1%
Exceeds	13.5%	21.0%	38.9%	32.3%	42.7%	43.0%

- The majority of students in grades K-2 are not on track to meet or exceed standards on the MCA-III as measured by the Spring 2021 NWEA Measure of Academic Progress in Reading assessment.

	Does Not Meet	Partially Meets	Meets	Exceeds
Kindergarten	57.1%	23.7%	15.5%	3.7%

Grade 1	54.3%	32.0%	11.7%	2.0%
Grade 2	54.3%	11.1%	28.6%	6.0%

- Over the past five years, the overall percentage of RPS students proficient in reading as measured by the Minnesota Comprehensive Assessment (MCA-III) has consistently fallen below the state average. The percentage of students in Richfield Public Schools demonstrating proficiency has fluctuated during this time, with a decrease from 2017-18 and an increase from 2018-19.

	2017	2018	2019	2020	2021
RPS Percent Proficient	43.2%	40.9%	43.3%	MCA's were not administered	Data currently embargoed
State Percent Proficient	60.1%	59.8%	59.1%	MCA's were not administered	Data currently embargoed

- At the elementary level, the percentage of RPS students proficient in reading as measured by the MCA-III consistently falls below the state average at all grade levels.
 - In third grade, the percentage of RPS students proficient in reading has generally declined over the past few years with a slight increase in proficiency from 2018 to 2019. This parallels overall declining scores in third grade statewide.
 - In fourth grade, the percentage of RPS students proficient in reading has generally declined over the past few years, with a slight increase in proficiency from 2018 to 2019. This parallels overall declining scores in fourth grade statewide.
 - In fifth grade, the percentage of RPS students proficient in reading has increased slightly over the past few years while the percentage of fifth-grade students proficient in reading statewide has steadily declined.

	2017			2018			2019			2020			2021		
Grade	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5
RPS Percent Proficient	38.7%	41.0%	47.6%	31.9%	34.9%	50.6%	33.7%	36.4%	50.8%	MCA's were not administered			Data currently embargoed		

State Percent Proficient	56.5%	56.8%	67.5%	55.7%	55.5%	66.9%	54.4%	55.3%	65.7%	MCA's were not administered	Data currently embargoed
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- At the secondary level, the percentage of RPS students proficient in reading as measured by the MCA-III consistently falls below the state average at all grade levels.
 - In sixth grade, the percentage of RPS students proficient in reading has increased over the past few years while the percentage of sixth-grade students proficient in reading statewide has slightly declined.
 - In seventh grade, the percentage of RPS students proficient in reading has decreased over the past few years while the percentage of students proficient in reading statewide has remained relatively stagnant.
 - In eighth grade, the percentage of RPS students proficient in reading has generally declined over the past few years. This parallels declining reading scores in eighth grade statewide.
 - In 10th grade, the percentage of RPS students proficient in reading has increased over the past few years while statewide achievement has generally remained stagnant.

	2017				2018				2019				2020				2021			
Grade	6	7	8	10	6	7	8	10	6	7	8	10	6	7	8	10	6	7	8	10
RPS Percent Proficient	45.3%	39.4%	46.3%	44.2%	41.3%	40.9%	42.2%	45.0%	51.9%	36.4%	43.2%	50.0%	MCA's were not administered				Data currently embargoed			
State Percent Proficient	63.4%	57.5%	58.7%	60.3%	64.5%	58.1%	58.4%	59.0%	62.8%	57.4%	57.6%	60.3%	MCA's were not administered				Data currently embargoed			

- A significant number of high school students have participated in at least one advanced, college-level course, including Post-Secondary Enrollment Options (PSEO), Concurrent Enrollment, and Advanced Placement (AP) courses.

	PSEO	Concurrent Enrollment	AP
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RPS Students Participating	6%	60%	27%
State Percent Participating	10%	32%	33%

- Achievement and opportunity gaps between racial, ethnic, and socioeconomic groups persist across multiple data points.
 - The percentage of American Indian, Asian, and white students enrolled in RPS who are proficient in reading as measured by the MCA-III consistently exceeds the state average. However, the percentage of Latinx students enrolled in RPS who are proficient in reading is consistently less than the state average, and the percentage of RPS Black/African-American students demonstrating proficiency is comparable to the state average.
 - The percentage of students of color on track to meet or exceed standards as measured by the NWEA MAP administered in the Spring of 2021 is less than half the percentage of white students on track to meet or exceed standards.
 - The percentage of RPS students receiving free or reduced-price meals who are proficient in reading as measured by the MCA-III has consistently fallen below the state average for the same demographic group.
 - The percentage of students receiving free or reduced-price meals on track to meet or exceed standards as measured by the Spring 2021 NWEA MAP is 7.5% compared to 20.3% of all RPS students.
 - Over the last five years, approximately, 7% of English learners enrolled in RPS have met or exceeded standards in reading on the MCA-III.
 - 4.4% of English language learners demonstrated proficiency on the Spring 2021 NWEA MAP.
 - Over the last five years, approximately 16% of RPS students receiving special education services met or exceeded standards in reading on the MCA-III.
 - 7.6% of students receiving special education services demonstrated proficiency on the Spring 2021 NWEA MAP.

MCA-III Reading: Proficiency by Demographic Groups

Demographic Group	2017		2018		2019		2020		2021	
	RPS Proficient	State Proficient	RPS Proficient	State Proficient	RPS Proficient	State Proficient	RPS Proficient	State Proficient	RPS Proficient	State Proficient
American Indian	42.9%	34.8%	36.8%	35.3%	37.5%	35.2%	MCAs were not administered		Data currently embargoed	
Asian	58.4%	53.1%	55.7%	54.7%	61.5%	54.3%	MCAs were not		Data currently	

							administered	embargoed
Black	32.2%	33.3%	34.6%	33.6%	30.1%	34.1%	MCA's were not administered	Data currently embargoed
Hispanic/ Latinx	25.6%	37.9%	25.4%	38.0%	27.1%	37.8%	MCA's were not administered	Data currently embargoed
Pacific Islander	Counts too small to report		Counts too small to report		Counts too small to report		MCA's were not administered	Data currently embargoed
Two or More Races	49.7%	55.5%	38.2%	56.0%	46.4%	55.2%	MCA's were not administered	Data currently embargoed
White	70.9%	68.8%	69.3%	68.5%	69.9%	67.8%	MCA's were not administered	Data currently embargoed
Students Eligible for Free/Reduced Price Meals	29.7%	40.2%	29.4%	40.2%	30.4%	39.3%	MCA's were not administered	Data currently embargoed
English Learners	7.9%	13.7%	7.5%	13.4%	6.9%	12.5%	MCA's were not administered	Data currently embargoed
Students Receiving Special Education Services	16.8%	26.2%	16.3%	26.0%	15.5%	26.0%	MCA's were not administered	Data currently embargoed

Spring 2021 NWEA MAP Results

	Does Not Meet	Partially Meets	Meets	Exceeds
All Students	58.0%	21.7%	16.8%	3.5%

American Indian	57.1%	28.6%	14.3%	0.0%
Asian	55.2%	31.0%	10.3%	3.4%
Hispanic/Latinx	76.4%	17.8%	5.4%	0.4%
Black/African-American	76.3%	13.8%	10.0%	0.0%
Two or More Races	51.0%	29.4%	17.6%	2.0%
White	35.4%	25.5%	31.0%	8.1%
Students Eligible for Free or Reduced Priced Meals	74.7%	17.9%	7.2%	0.3%
English Learners	81.1%	14.5%	4.4%	0.0%
Students Receiving Special Education Services	78.2%	14.1%	3.8%	3.8%

An analysis of literacy practice data collected during classroom visits informs the following generalizations:

- 41% of PreK-5 classroom libraries include a balance of fiction and informational texts.
- 32% of PreK-5 classroom libraries include books that feature diversity in representation and allow students to see their own cultures and identities reflected as well as learn about others.
- Word walls, anchor charts, and other visuals are displayed to support vocabulary and concept learning in 73% of PreK-5 classrooms.
- Standards-aligned learning targets are not consistently shared with students and posted for their ongoing reference throughout instruction.
- Whole group mini-lessons do not consistently feature explicit instruction, including direct explanations, modeling/demonstrations, and think-alouds.
- Observed use of peer interaction, dialogue, and discourse strategies is limited in PreK-5 classrooms.
- Students are regularly and consistently engaged in meaningful and authentic literacy learning activities (e.g., reading self-selected texts, buddy reading, reading for research, writing, participating in book clubs) when not meeting with the teacher.

Student achievement and classroom literacy practice data indicate a need to prioritize the following improvements in literacy instruction:

- Expand access to a wide range of books and other texts that connect to student interests and reflect their backgrounds and lived experiences across all grade levels.
- Ensure culturally responsive instruction that connects literacy learning to students' family, cultural, and community experiences and histories is consistently used in all classrooms.
- Ensure standards-aligned learning targets are consistently used in all classrooms to make learning expectations clear to students.
- Increase the use of explicit instruction in letter-sound relationships and opportunities to participate in activities that build phonological awareness in grades K-2.

- Ensure students receive small group instruction that focuses on explicit teaching of word recognition strategies, including multisyllabic word decoding, fluency, text structure, and comprehension strategies using texts that grow in complexity to accelerate student progress toward meeting grade-level expectations in grades K-5.
- Ensure a focus on disciplinary reading in English Language Arts, Mathematics, Science, Social Studies, and other content areas is part of all courses at the secondary level.
- Increase the use of strategies that promote peer interaction, discourse, and peer-assisted learning across all grade levels, especially for emergent bilingual learners
- Increase the use of explicit instruction in general academic and content area vocabulary across all grade levels.

Assessment Plan

The Richfield Public School District utilizes a balanced assessment approach that identifies students' performance relative to grade-level proficiency using multiple measures. Students are considered proficient when they demonstrate mastery of grade-level benchmarks from the MN Academic Standards in English Language Arts. Reading proficiency encompasses mastery of early literacy skills, including the ability to apply letter sound associations, blend sounds to create, segment, and manipulate words, and read fluently. It also encompasses building a robust vocabulary and demonstrating the ability to comprehend complex texts.

A variety of assessments are used to measure each student's progress and to make instructional and programmatic decisions. Teachers use the results of assessments to identify each student's reading strengths and areas for growth, to plan differentiated core instruction, to identify students in need of additional support, including intervention or enrichment, and to monitor the overall effectiveness of instruction.

Screening

Assessment of literacy development begins in early childhood. Most children participate in the District's early childhood screening program. We encourage families to have their children screened by age 3. Children are assessed on early literacy skills including picture naming, alliteration, and rhyming. Data gleaned from these measures are provided to families, and referrals are made as needed for students in the areas of speech and/or cognitive development. For those students who qualify for early interventions, we provide Early Childhood Special Education (ECSE) services. Students in our preschool and prekindergarten programs are screened using the Teaching Strategies Gold (TS Gold). This assessment is aligned to Minnesota's Early Learning Standards, the Early Childhood Indicators of Progress, and measures beginning literacy skills including phonological awareness, concepts of print, letter name and sound identification, basic comprehension, and emergent writing.

All students in grades K-5 are screened using Teachers College Reading and Writing Project assessments. These assessments are given 2-3 times per year and measure a variety of literacy skills, including concepts of print, phonological awareness, letter naming fluency, letter sound fluency, word recognition and decoding skills, developmental spelling skills, oral reading fluency, and comprehension. The NWEA Measures of Academic Progress (MAP) assessment serves as an additional screening tool for elementary and secondary students. These assessments are used to identify students who are not reading at grade level and students who demonstrate difficulties in reading.

Diagnosis

Additional diagnostic assessments from the Path to Reading Excellence in School Sites (PRESS) framework are administered to students who fall significantly below grade level benchmarks on screening assessments. These diagnostic tools provide a comprehensive profile of students' phonological awareness, word recognition, and decoding skills. The results of these assessments are used to develop a plan for providing targeted and/or intensive interventions matched to student needs. Students who have been identified with characteristics of dyslexia as a result of diagnostic assessment are matched to structured, multisensory interventions. Students who are experiencing difficulty reading at grade level due to a suspected vision problem are referred for vision screening. If a student reports that they are experiencing frequent headaches, eye strain, and/or blurred/double vision, teachers communicate that information to the student's family. Further screening for convergence insufficiency disorder, or other vision problems, can then be conducted by the student's eye health professional.

English learners are also assessed annually using the WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners. This assessment measures students' skills within the four domains of listening, speaking, reading, and writing relative to the WIDA English Language Development Standards.

Progress Monitoring

PreK staff monitor the progress of students using TS Gold. Formal and informal observations are used to collect evidence of student learning along a developmental continuum aligned to the Early Childhood Indicators of Progress. In grades K-12, teachers monitor students' progress using common interim (i.e., end-of-unit) assessments. These assessments measure students' comprehension, vocabulary, and writing skills relative to grade level benchmarks. Students in grades K-2 are also assessed in the areas of emergent literacy, phonological awareness, and phonics and decoding. In addition, staff use running records, PRESS assessments, and other Curriculum-Based Measures (CBMs) to monitor the progress of students receiving reading interventions on a weekly or biweekly basis. Progress monitoring assessments are used to determine the effectiveness of the interventions provided to students and to make changes to intervention plans as needed.

Action Planning for Continuous Improvement

Continuous improvement occurs as school and district leadership teams engage in recurring cycles of collective inquiry and action planning. Each summer, a team of administrators and teacher leaders participates in a leadership and site strategic planning workshop. Multiple sources of data are analyzed to assess needs and set priorities and goals for improvement. An action plan featuring strategies to address these goals are outlined in each site's School Improvement Plan (SIP). School and district leadership teams review student achievement and classroom practice data periodically throughout the year to monitor implementation of their plans and to make adjustments and modifications to strategies as necessary.

Evidence-based Interventions

The Richfield Public School District uses the Multi-Tiered Systems of Support (MTSS) framework to improve outcomes for all students. The foundation for the MTSS is high-quality core instruction. All students, PreK-12, receive core instruction that is aligned to the MN Academic Standards in English Language Arts.

At the elementary level, the core program is based on a comprehensive literacy framework that includes instruction in print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, and oral and written communication. Differentiated instruction is provided to students using a reading and writing workshop model that features the use of culturally responsive and engaging materials, resources, and learning experiences. During reading and writing workshops, a purposeful combination of whole group, small group, and individual teaching allows for differentiated instruction and implementation of the gradual release of responsibility model. The District uses a collaborative model to pair English Language (EL) licensed teachers with general education teachers to plan and co-teach. This model supports the District's belief that strong education in language development, and strategies utilized for the education of English learners, accelerates language learning for all students. In middle and high school, core ELA classes utilize multiple text types, including novels, biographies, articles, speeches, poems, videos, artwork, and short stories. The units in these courses require students to consider relationships between many texts and engage in rigorous analysis of their content, structures and, ultimately, their meaning and impact on society.

Students who are both below grade level and above grade level in literacy are supported by a variety of opportunities that occur in addition to core instruction. The time, frequency, and intensity of the intervention or enrichment program varies according to the identified needs of each student and can be altered based on periodic reviews of data provided by progress monitoring assessments.

Data-Driven Intervention and Enrichment Within the School Day

The District has adopted the Path to Reading Excellence in School Sites (PRESS) framework developed by the Minnesota Center for Reading Research (MCRR) at the University of Minnesota. This framework provides a decision-making tool to determine the need for intervention at both a classwide and individual student level based on data from screening and diagnostic literacy assessments. At the elementary level, both general education classroom teachers and specialized reading interventionists work with individual and small groups of students to provide targeted, skill-based interventions in areas identified as needs. The interventions available to students are research-based and address needs in the categories of phonological awareness, phonics, fluency, vocabulary, and comprehension. These additional supports are provided either in the classroom during independent work time or during a scheduled block. During the 2021-22 school year, specialized reading interventionists will also be trained in providing multisensory interventions for students with dyslexia or indicators of dyslexia using Sonday System materials. In addition to targeted, skill-based interventions, Leveled Literacy Intervention (LLI) is a comprehensive intervention used to meet the needs of students with multiple risk indicators. This intervention includes the use of take-home books to promote family engagement and support. For students who are above grade level in literacy, support is provided in the form of acceleration, use of advanced-level texts, deeper level questioning and, depending on identified need, work with the talent development resource teacher.

Intervention at the secondary level occurs through the scheduling of additional courses that teach critical vocabulary and text structures to build success in all content areas classes. These courses are taught by licensed reading teachers at the middle school and high school levels. Additionally, seminar courses at the high school level in all content areas provide additional scaffolding and support in the area of disciplinary literacy. Advanced Language Arts courses are available for identified middle school students in need of enrichment. Additional electives, including college credit-bearing courses, are offered for advanced learners at the high school level.

Minnesota Reading Corps Tutoring

Minnesota Reading Corps is an AmeriCorps program that pairs students in need of intervention with trained literacy tutors. Several elementary buildings have at least one Reading Corps member who delivers interventions to students under the supervision of a licensed teacher. The time, frequency, and purpose of the intervention provided by the literacy tutor is tailored to the needs of each student. Resources to extend learning at home are shared with the families of students supported through this program.

Out of School/Extended Day Interventions

Opportunities exist in RPS for students to learn outside of the school day and the school year. The District has after school, targeted-service programs that are designed to complement regular classroom instruction. Summer school is another opportunity for students to extend their learning with highly qualified staff and community experts. Transportation is available for this additional instructional time.

Family and Community Engagement

The Richfield Public School District embraces its partnership with families and the community and continues to strengthen that partnership through consistent communication of goals, objectives, and results. The District encourages and facilitates family and community engagement in learning through a variety of strategies. Teachers hold individual conferences with each student's family and share strategies for how parents/guardians can support their children's literacy development. Literacy-focused family events are held at all schools. Print and digital access to books and other literacy materials in multiple languages is provided to support families in reading together at home.

Parents/guardians are also encouraged to participate in their school's Parent Teacher Student Organization (PTSO) or to serve on a school or District advisory committee. The District Curriculum Advisory Committee (DCAC) is a group of parents/guardians, community members, administration, and school staff whose purpose is to advise and support the District in their implementation of the curriculum, including the literacy curriculum. Committee members review assessment results and District plans, including the local literacy plan, and provide feedback on continuous improvement efforts.

Communication Plan

Reporting to Stakeholders

The RPS annual World's Best Workforce report provides an update on the District's goals to ensure that all students are ready for school, reading at grade level by third grade, ready for career and college, and graduate from high school. It also addresses the progress the District has made toward closing racial and socioeconomic achievement gaps. This report is posted on the District website. A public meeting is also held annually to ensure stakeholders, including families, staff, students, and community members, have the opportunity to learn about District results and to provide feedback on the goals and related data in the report.

Reporting to Parents/Guardians

Communication with families is a critical component for student success. Information about student needs and progress in literacy is frequently shared with families through a variety of methods. Teachers communicate regularly with families on student progress, and families are notified when students have been identified as at-risk, formally identified as an advanced learner, or formally identified and subsequently qualified for English language services. Information is shared in multiple modalities, including electronically, by phone, letter, and email, and are translated into Spanish and Somali as needed. Face-to-face meetings are always encouraged and welcomed in RPS. Translation and interpretation services are available and utilized as needed. In all grades, report cards are sent home to families at the end of formal reporting periods – three times a year in elementary school and twice a year at the secondary level, with informal reports available quarterly. Biannual parent-teacher conferences are also held, allowing teachers and families to discuss students' academic growth, including their current level of reading proficiency. Additionally, grades and student work are shared with families using the District's learning management systems: SeeSaw for students in grades PreK-5 and Schoology for students in grades 6-12.

Professional Development

Throughout the year, principals, instructional coaches, and RPS Teaching and Learning staff collect and analyze data from literacy classroom visits to evaluate the extent to which evidence-based practices in literacy are consistently implemented in classrooms. This data informs ongoing professional development. Training is provided to teachers in administering, scoring, and interpreting districtwide literacy assessments. In addition, reading interventionists participate in specialized professional development focused on administering and interpreting diagnostic assessments, recognizing indicators of reading difficulties, including dyslexia, and implementing targeted interventions. In addition to participating in professional development on designated days built into the school calendar, teachers can participate in learning academies held throughout the year.

Staff also participate in Professional Learning Communities (PLCs). PLCs focus on developing and providing high-quality standards-aligned curriculum, instruction, and assessment. PLCs set SMART goals to drive their work and meet weekly to analyze student work and assessment results and develop plans to improve reading and writing instruction that are responsive to that data. Specialized EL, reading intervention, and special education teachers collaborate with classroom teachers during PLCs to share strategies for meeting the needs of learners with unique needs. This collaboration strengthens general classroom teachers' skills in working with multilingual learners, students experiencing reading difficulties, and

students receiving special education services. Teachers are also supported by peer coaches and participate in coaching cycles throughout the year. During coaching cycles, teachers develop a personal action plan in collaboration with their coach that focuses on growing their professional knowledge and skills related to instruction in oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and their use of evidence-based practices to deliver effective instruction in these areas. Coaches support teacher action plans by modeling lessons, co-planning, co-teaching, facilitating peer observations, and providing other individualized supports.