



EASTERN
CARVER
COUNTY
SCHOOLS



LITERACY

PLAN

2023-2024

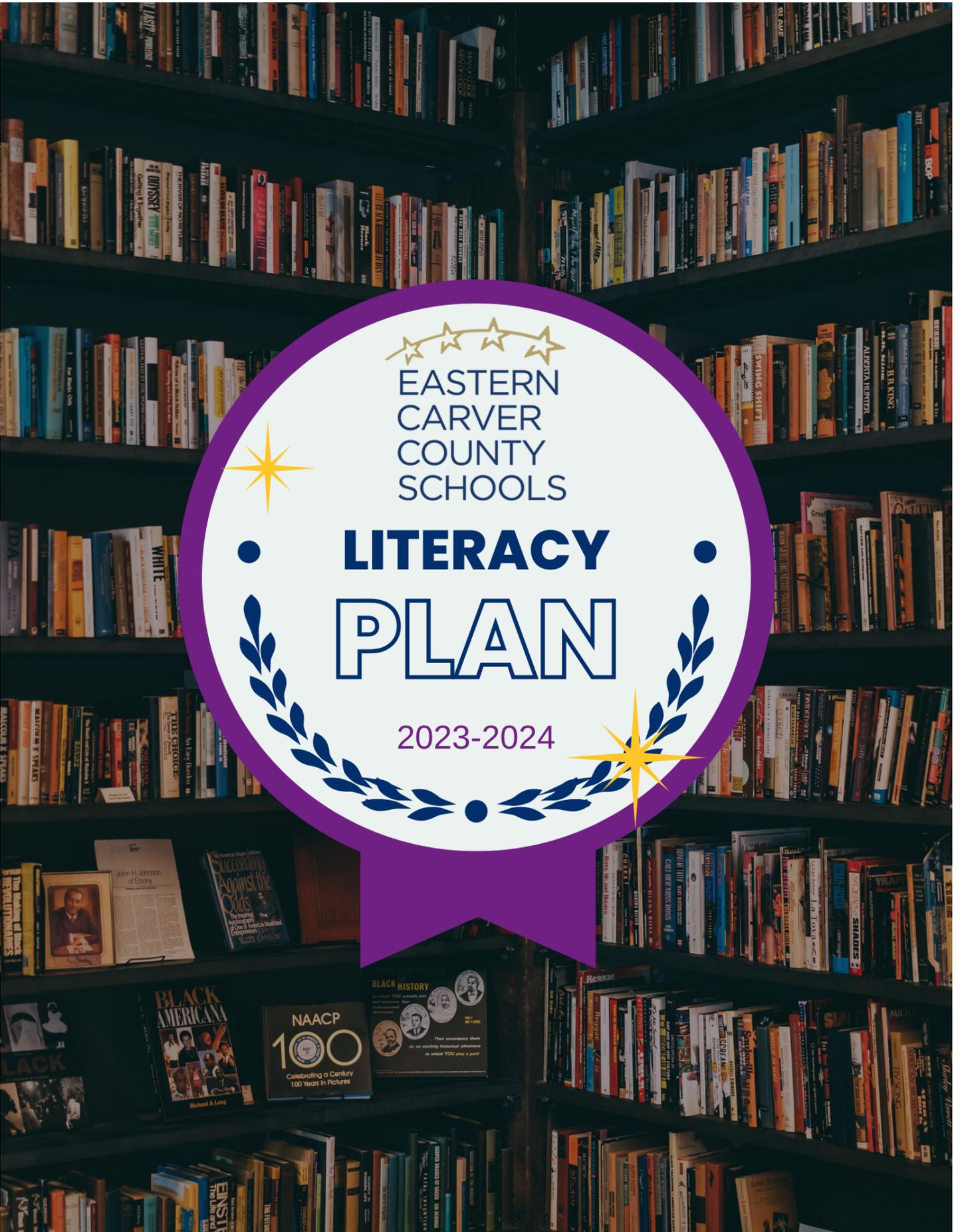


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Last revised in June of 2023

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Eastern Carver County Schools Literacy Plan

I Introduction

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. 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](#).

This Literacy Plan was developed with contributions from the following District personnel:

Brian Beresford, Elementary Teaching and Learning Supervisor

David Brecht, Student Services Administrator and District Assessment Coordinator

Khrisslyn Goodman, Director of Research, Evaluation, and Assessment

Chris Hentges, Teaching and Learning Administrator

Carol Redmond, Elementary Literacy Coach and Reading Specialist

Lois Berquist, Title I Teacher/Coordinator

Liisa Gilbert, Multilingual Learner Specialist

Emily Norwick, Supervisor of Early Childhood Programs

II. Statement of Goal and Purpose

This literacy plan provides an overview of the comprehensive approach Eastern Carver County Schools use to meet the literacy needs of all students. The plan identifies reading instruction provided to students in Kindergarten through Grade 5. Additionally, it identifies assessment measures and benchmarks that indicate students that are on track to become proficient readers, or helps in the identification of students who may need more targeted instruction in specific areas.

Our district goal is to provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as oral language, vocabulary, and reading comprehension skills to ensure a high level of reading proficiency for all students.

A proficient reader is defined as a reader who has ability to understand and apply letter sound associations and the ability to blend sounds, spelling patterns and syllables to create meaning from text with accuracy, speed, and understanding. It involves the ability to recognize words and their meanings, to understand the structure of sentences and paragraphs, and to infer meaning from context. Proficient readers are able to comprehend the important details and ideas of a text, make connections, and critically analyze and evaluate the credibility of a text and/or author. Reading proficiency is essential for academic success and is an important skill for lifelong learning. Grade-level benchmarks provided later in this plan demonstrate how Eastern Carver County Public Schools identifies students at risk for not meeting this definition of proficiency.

III. Assessment Process and Use of Data

MCA DATA

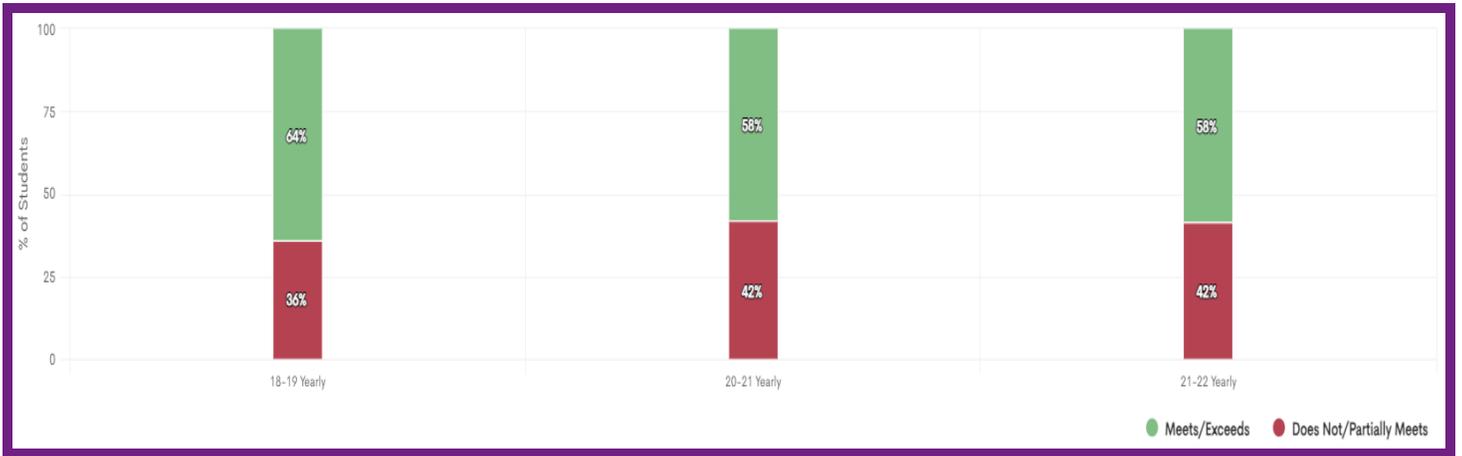
Eastern Carver County Schools uses the MCA III reading assessment administered in Grades 3 through Grade 5 along with FastBridge screening assessments given three times a year in Kindergarten through Grade 5 to examine the multiple evidence-based factors that support reading proficiency in both the classroom and in an intervention setting.

Below you will find the most recent assessment data available for students in Eastern Carver County Schools who have been identified as proficient by their ability to meet or exceed proficiency on the MCA reading tests.

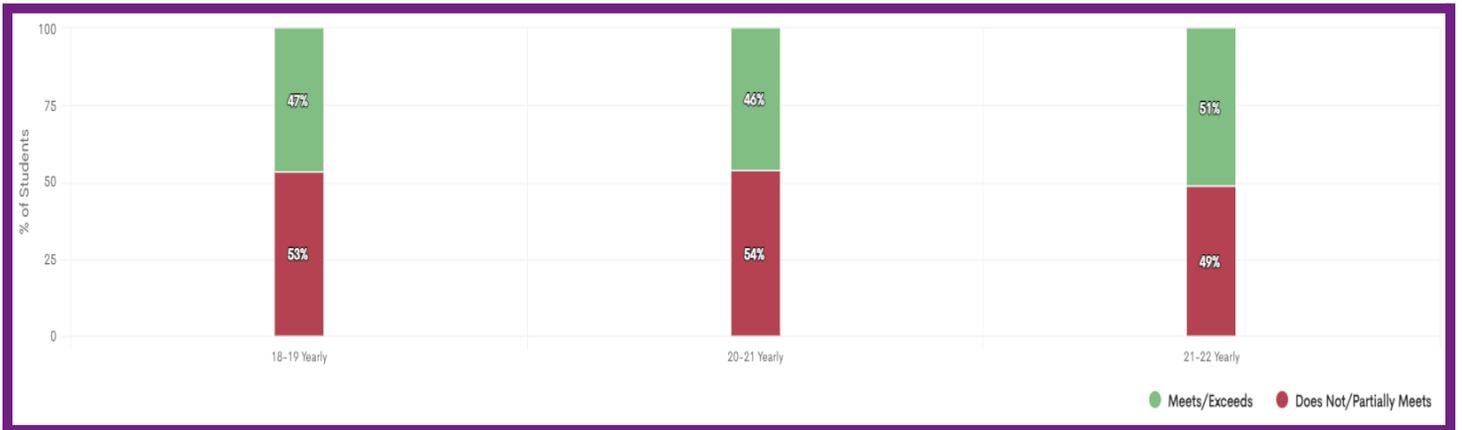
MCA Data

Grade 3

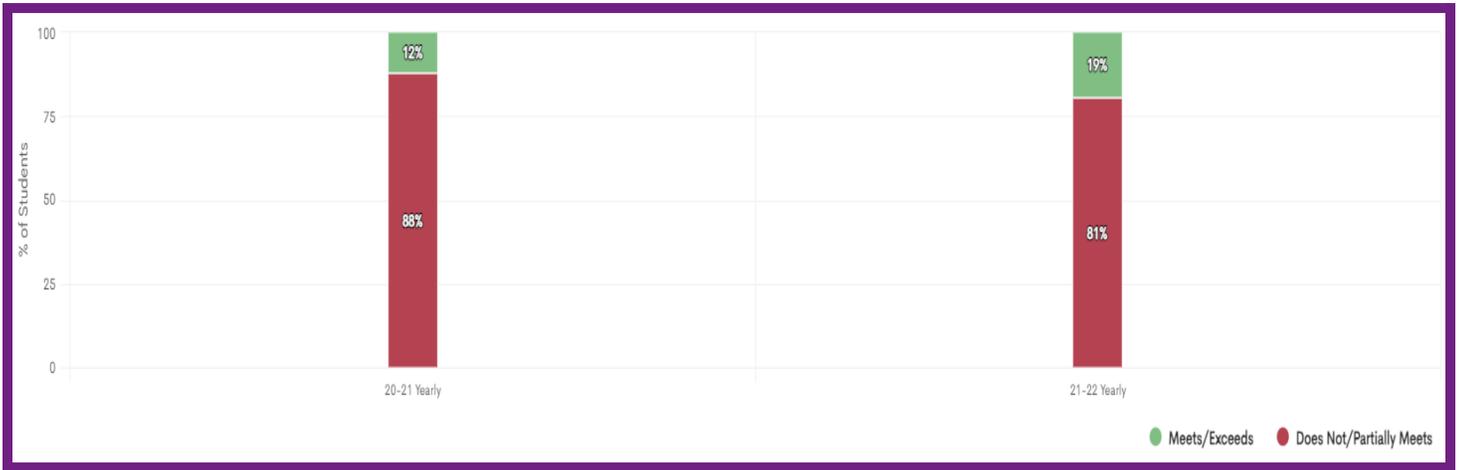
MCA Reading Percent Proficient Report for Grade 3 All Students



MCA Reading Percent Proficient Report for Grade 3 with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



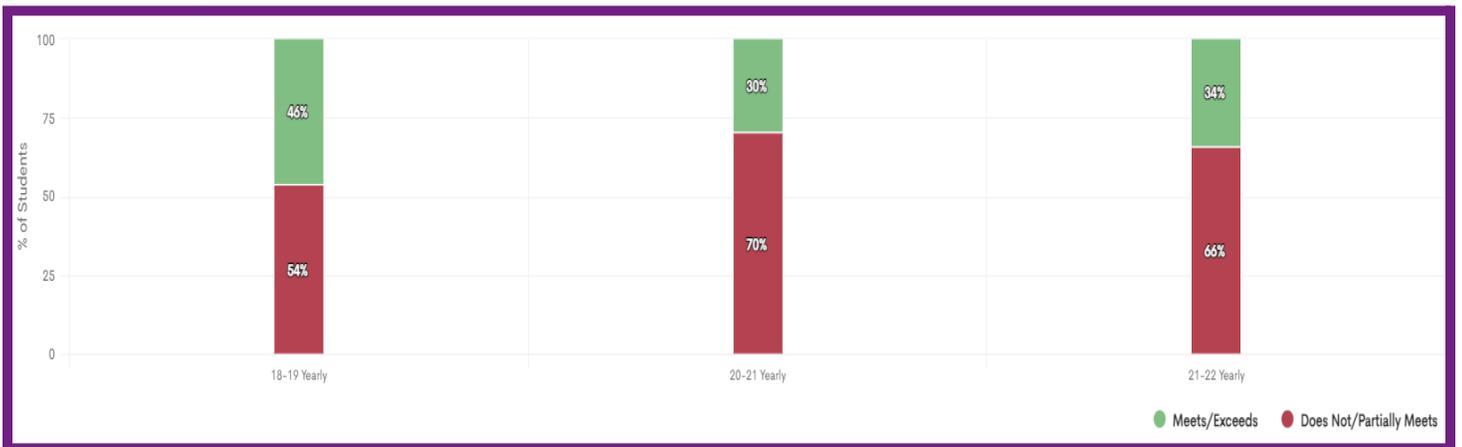
MCA Reading Percent Proficient Report for Grade 3 with Multilingual Students



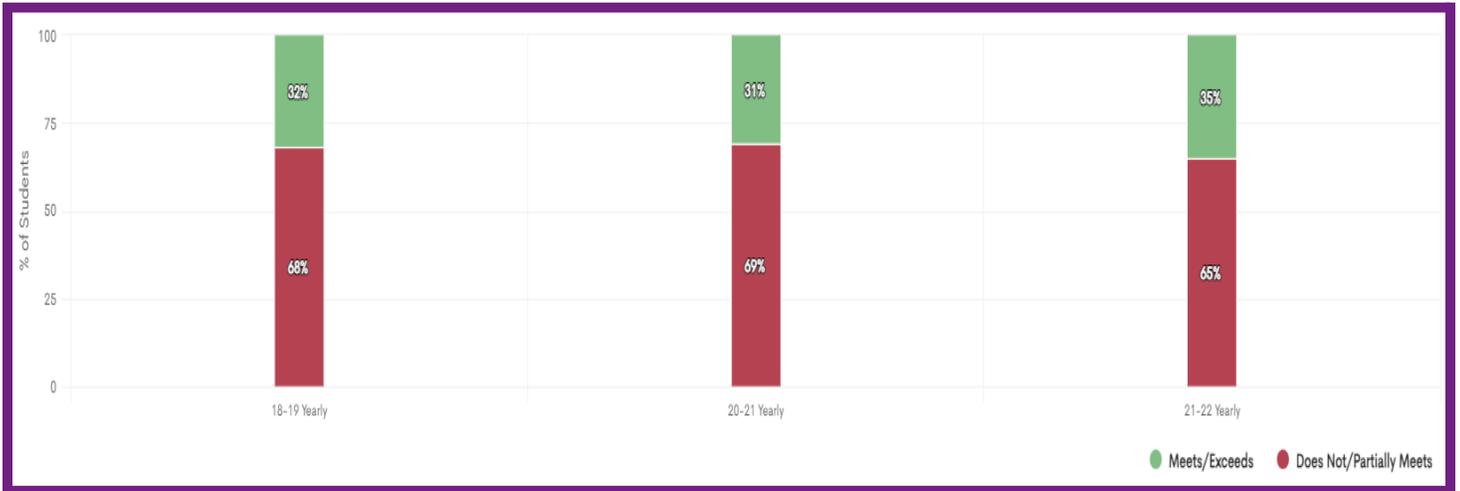
MCA Reading Percent Proficient Report for Grade 3 by Gender



MCA Reading Percent Proficient Report for Grade 3 with Special Education Services



MCA Reading Percent Proficient Report for Grade 3 with Students Eligible for Free or Reduced Priced Lunch



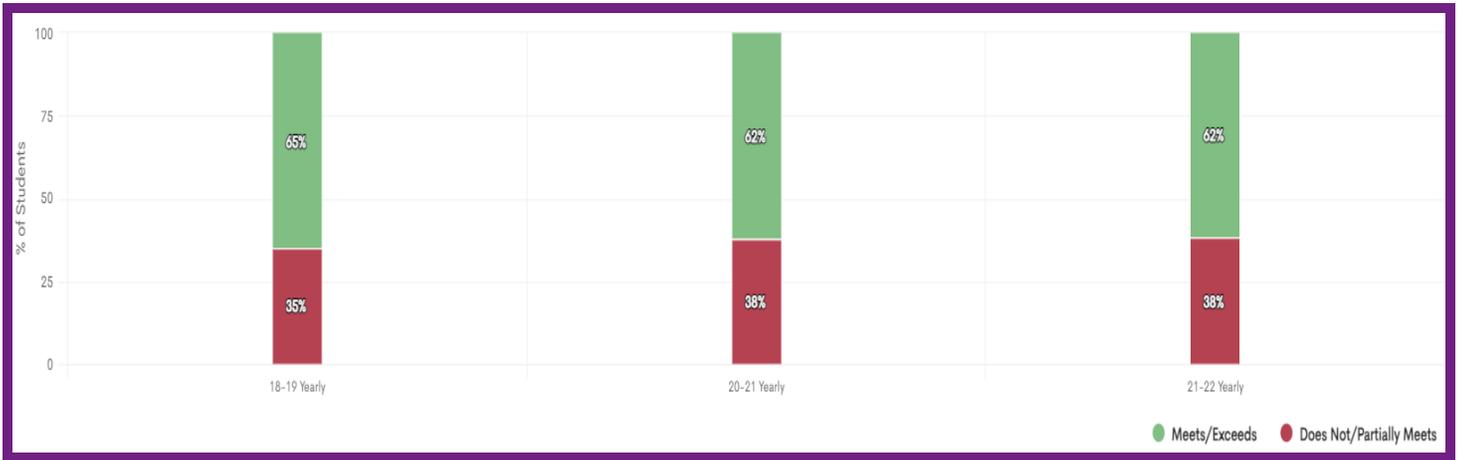
The Grade 3, 2022 spring MCA Reading results show:

- 58% of all grade 3 students meet or exceed on the MCA Reading.
- 51% of grade 3 students with one or more racial or ethnic designations other than white meet or exceed on the MCA Reading.
- 19% of grade 3 multilingual students meet or exceed on the MCA Reading.
- 62% of female students and 55% of male students in grade 3 meet or exceed on the MCA Reading.
- 34% of grade 3 students with special education services meet or exceed on the MCA Reading.
- 35% of grade 3 students eligible for free or reduced priced lunch meet or exceed on the MCA Reading.

MCA Data

Grade 4

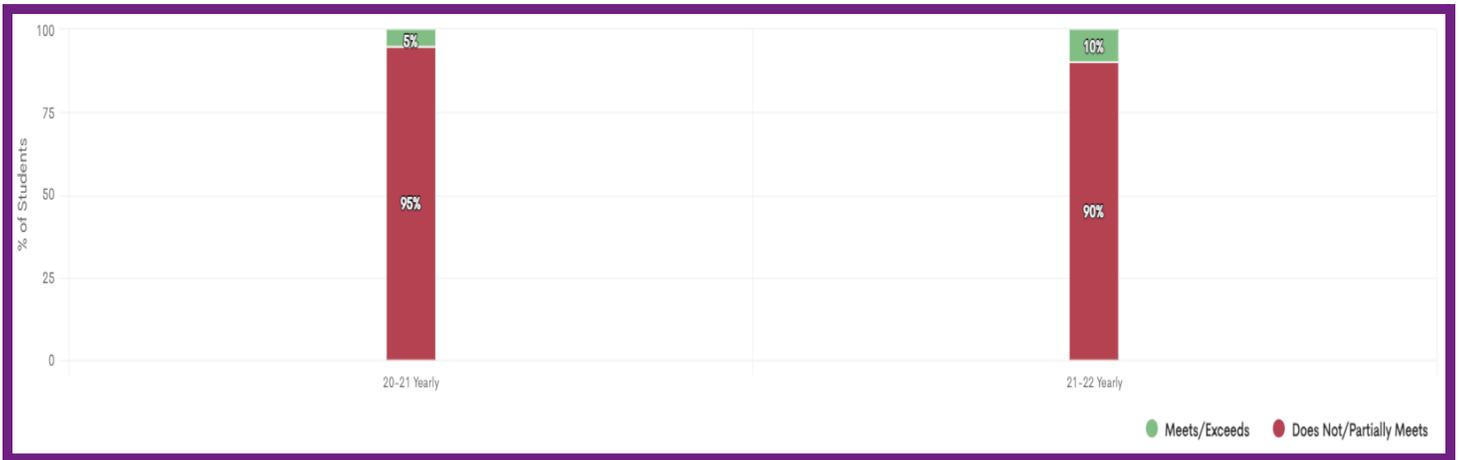
MCA Reading Percent Proficient Report for Grade 4 All Students



MCA Reading Percent Proficient Report for Grade 4 with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



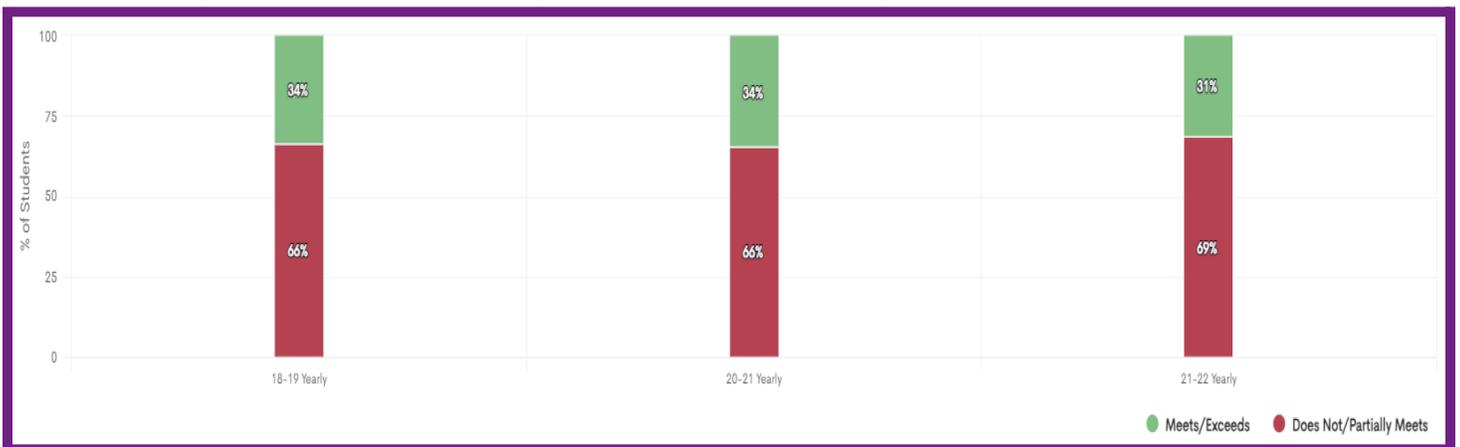
MCA Reading Percent Proficient Report for Grade 4 with Multilingual Students



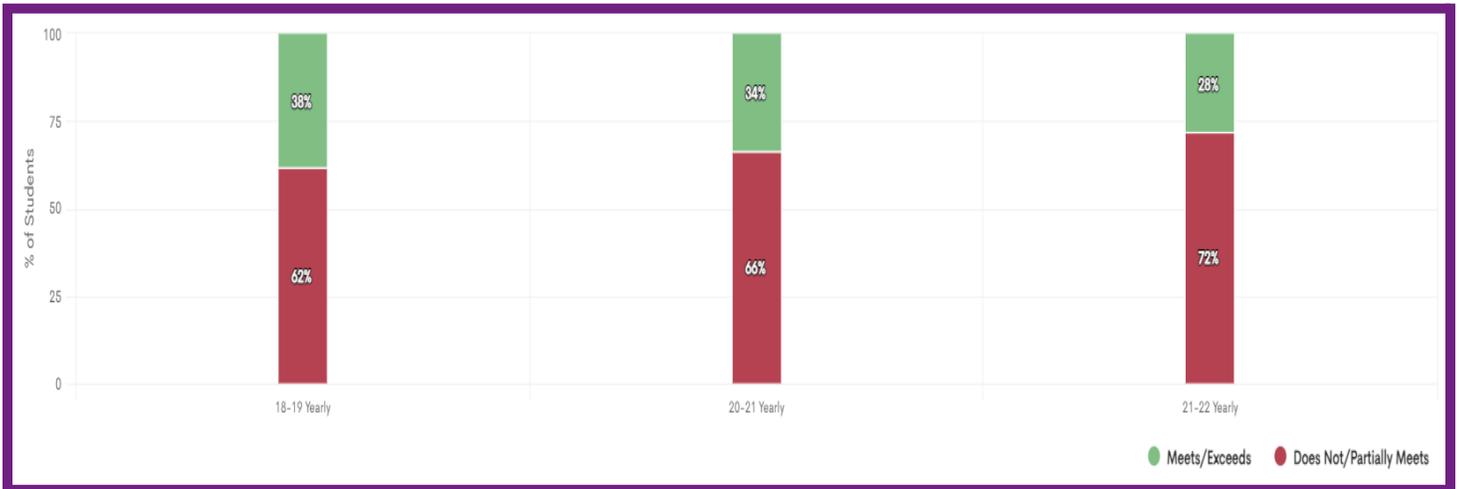
MCA Reading Percent Proficient Report for Grade 4 by Gender



MCA Reading Percent Proficient Report for Grade 4 with Special Education Services



MCA Reading Percent Proficient Report for Grade 4 with Students Eligible for Free or Reduced Priced Lunch



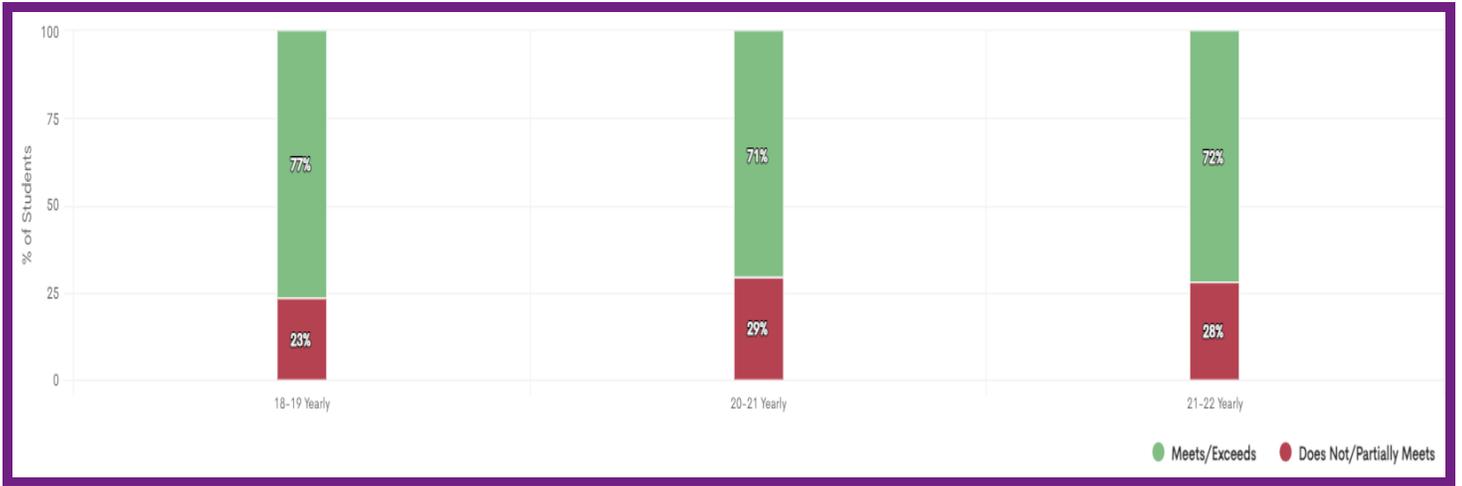
The Grade 4, 2022 spring MCA Reading results show:

- 62% of all grade 4 students meet or exceed on the MCA Reading.
- 49% of grade 4 students with one or more racial or ethnic designations other than white meet or exceed on the MCA Reading.
- 10% of grade 4 multilingual students meet or exceed on the MCA Reading.
- 63% of female students and 61% of male students in grade 4 meet or exceed on the MCA Reading.
- 31% of grade 4 students with special education services meet or exceed on the MCA Reading.
- 28% of grade 4 students eligible for fee or reduced priced lunch meet or exceed on the MCA Reading.

MCA Data

Grade 5

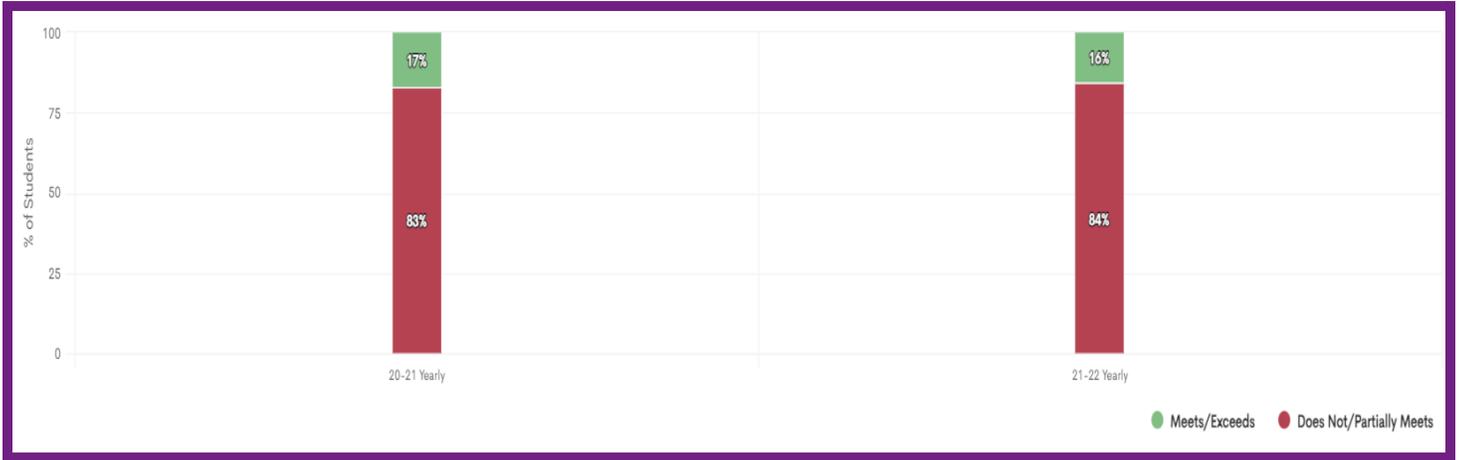
MCA Reading Percent Proficient Report for Grade 5 All Students



MCA Reading Percent Proficient Report for Grade 5 with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



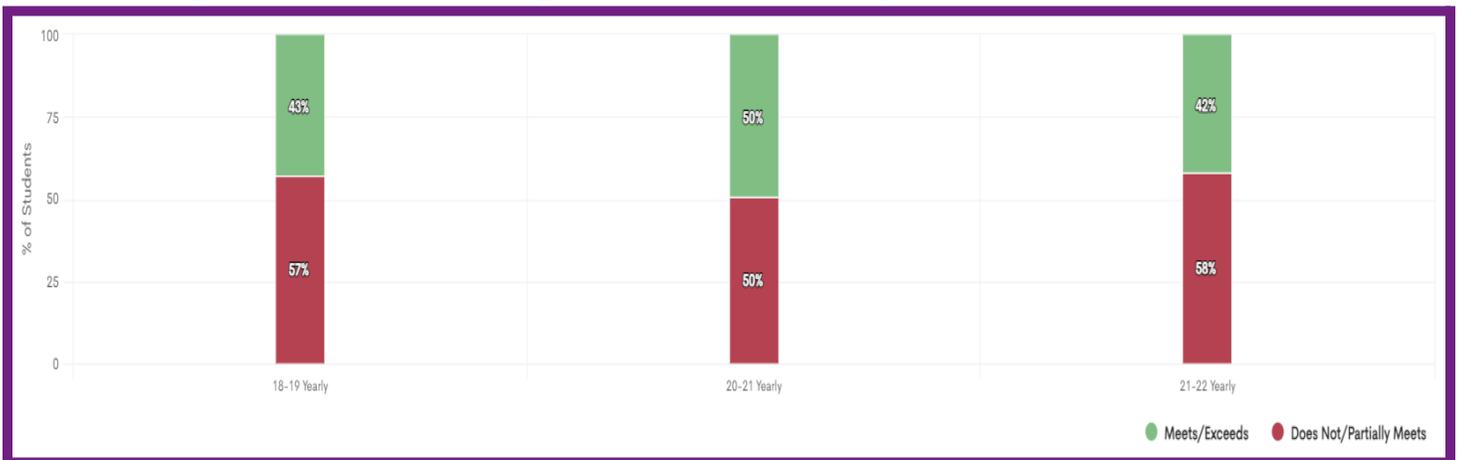
MCA Reading Percent Proficient Report for Grade 5 with Multilingual Students



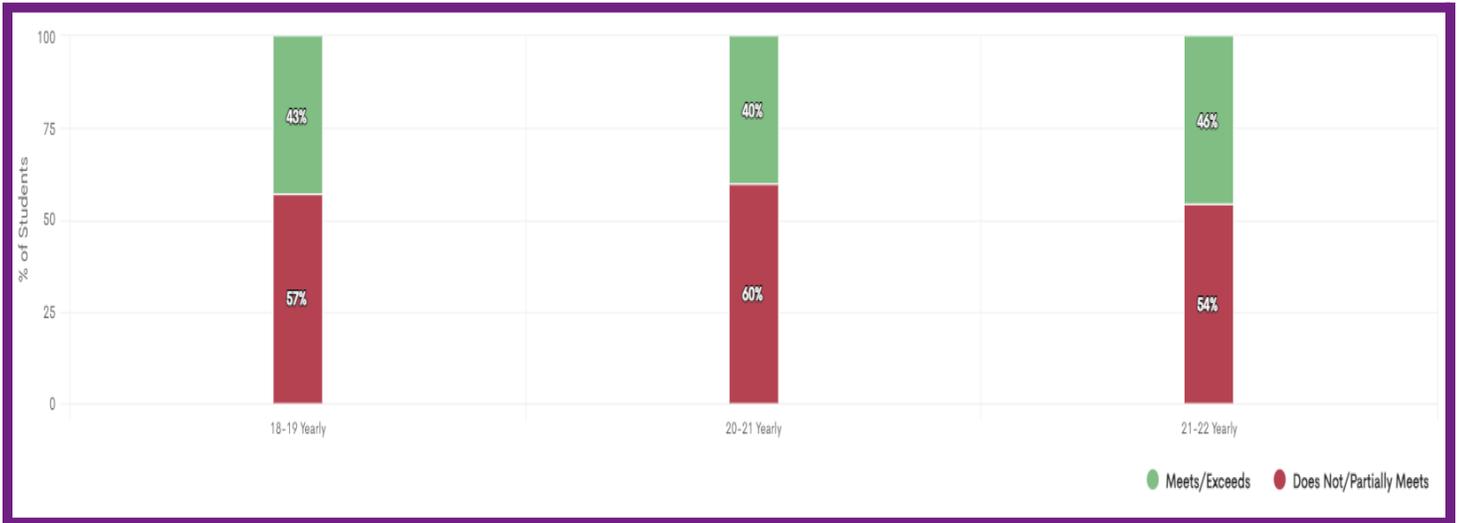
MCA Reading Percent Proficient Report for Grade 5 by Gender



MCA Reading Percent Proficient Report for Grade 5 with Special Education Services



MCA Reading Percent Proficient Report for Grade 5 with Students Eligible for Free or Reduced Priced Lunch



The Grade 5, 2022 spring MCA Reading results show:

- 72% of all grade 5 students meet or exceed on the MCA Reading.
- 58% of grade 5 students with one or more racial or ethnic designations other than white meet or exceed on the MCA Reading.
- 16% of grade 5 multilingual students meet or exceed on the MCA Reading.
- 74% of female students and 69% of male students in grade 4 meet or exceed on the MCA Reading.
- 42% of grade 5 students with special education services meet or exceed on the MCA Reading.
- 46% of grade 5 students eligible for fee or reduced priced lunch meet or exceed on the MCA Reading.

ECCS had a reading proficiency goal in the World's Best Workforce plan as follows:

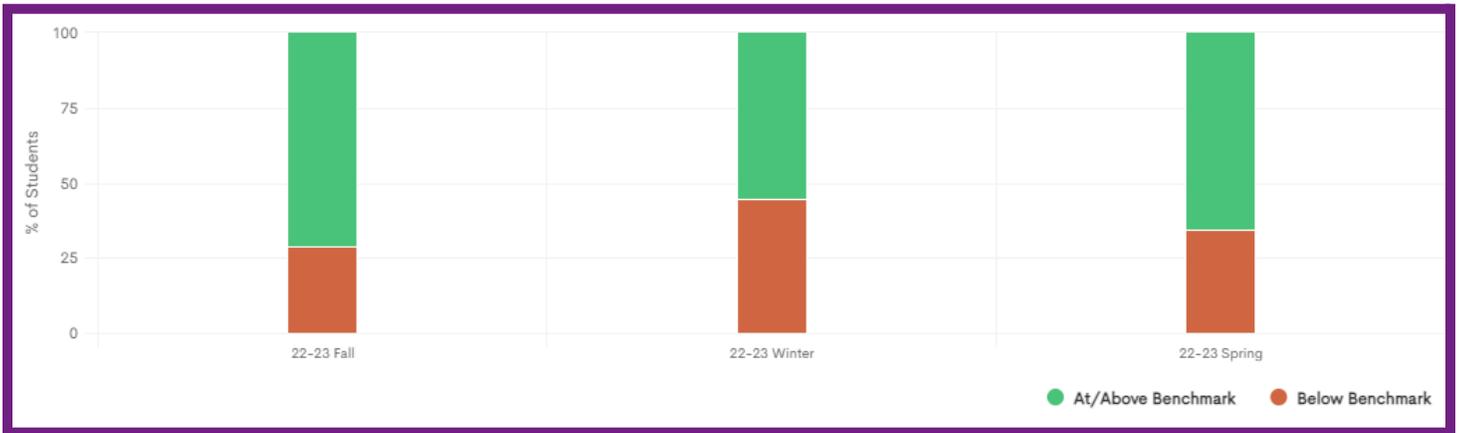
The percentage of all students tested in Grade 3 students at Eastern Carver County Schools who earn an achievement level of *Meets the Standards* or *Exceeds the Standards* in reading on the MCA Reading test will increase from 64.3% in 2019 to 72% by spring 2022. Final spring 2022 data result was 58%. Achievement results were impacted by COVID. Our World's Best Workforce MCA goal has been replaced with this FastBridge Goal: The percentage of students scoring in the proficient categories on the FastBridge aReading assessment at the end of 3rd grade will increase by 3 percentage points from 77% in 2022 to 80% in 2025.

To align student achievement to the MCA III, our district, in the 2022-2023 school year used the FastBridge Assessment Suite in Kindergarten through Grade 5 to screen student reading achievement leading up to meeting criteria for proficiency on Grade 3 through Grade 5 MCA III & MTAS assessment. Our plan informs instruction with data specific to grades Kindergarten through Grade 5 based on the definition of reading proficiency.

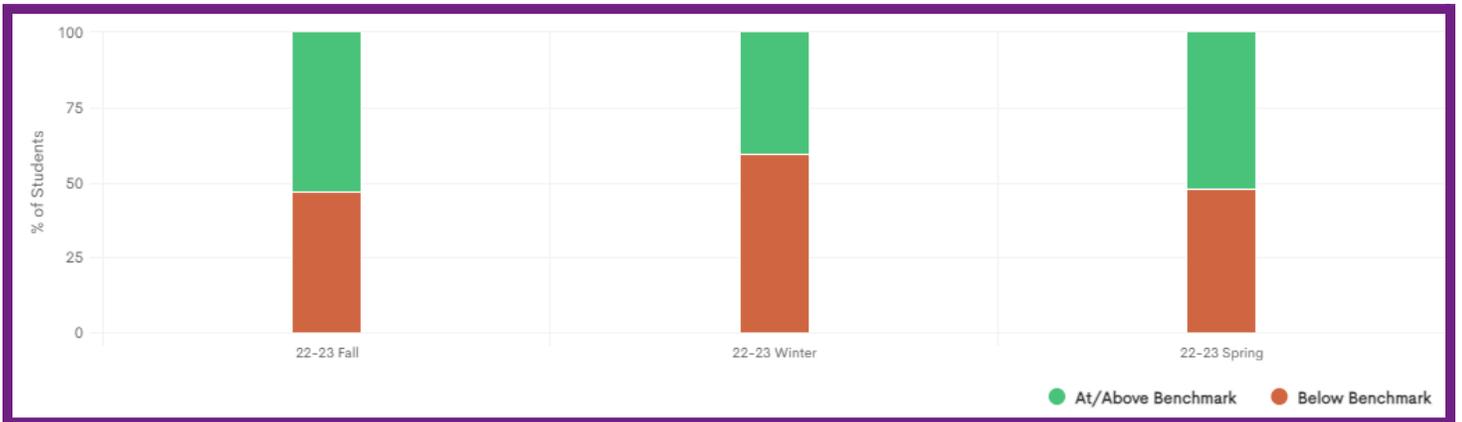
FastBridge Data Kindergarten

FastBridge graphs are used in the fall, winter, and spring as predictive measures of MCA achievement. Below please find our most recent FastBridge predictive data from the spring of 2023.

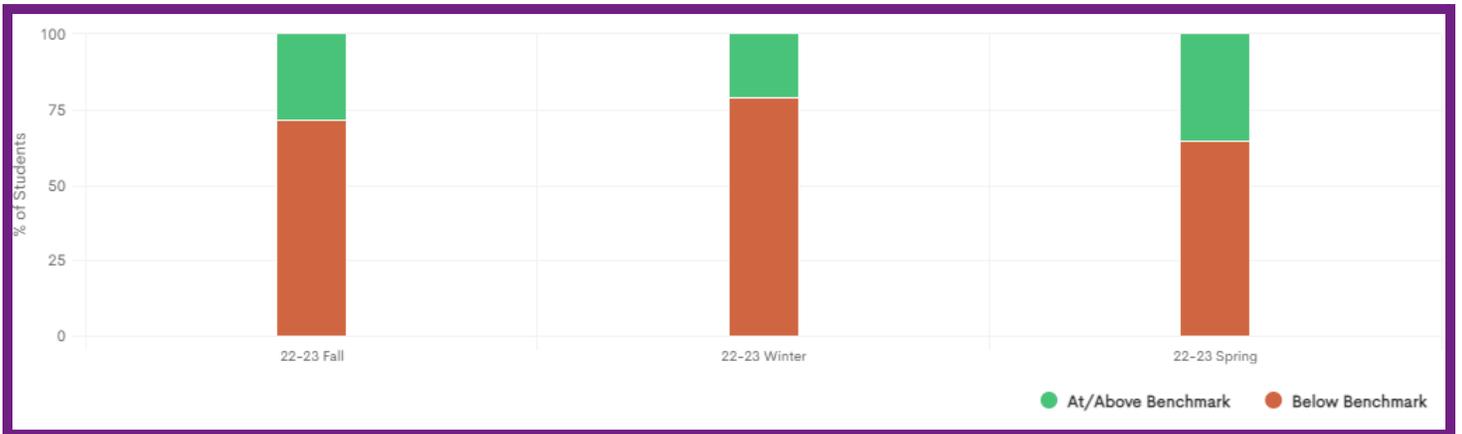
FastBridge Early Reading Kindergarten Composite Report With All Students



FastBridge Early Reading Kindergarten Composite Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



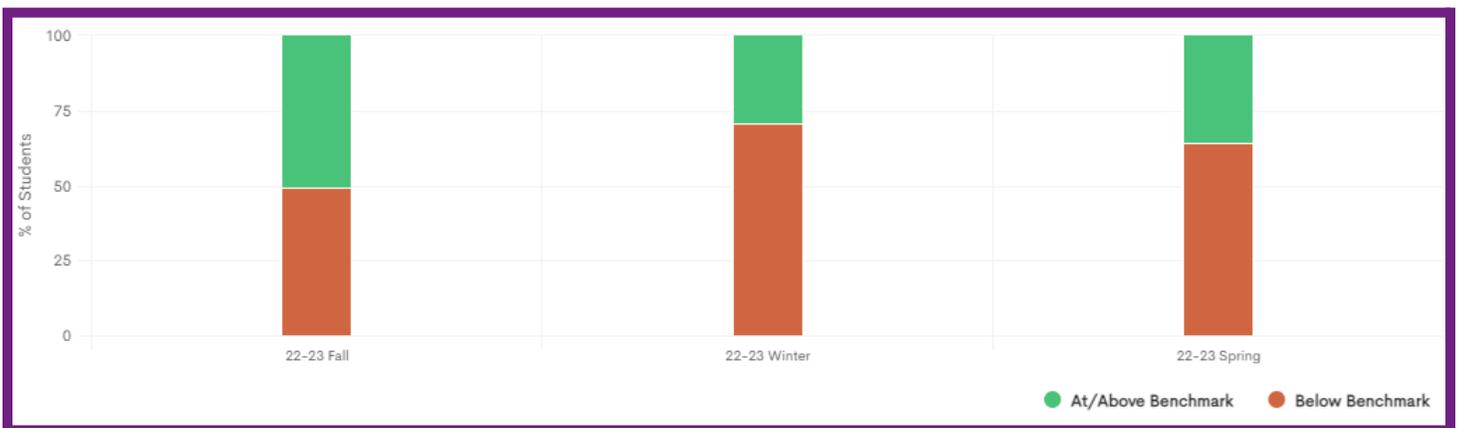
FastBridge Early Reading Kindergarten Composite Report with Multilingual Students



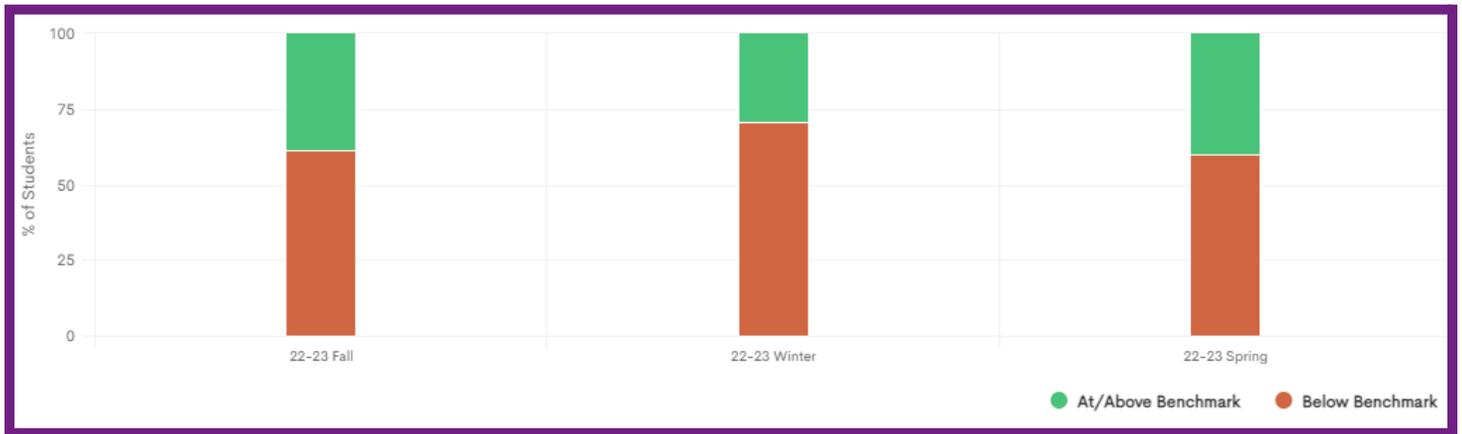
FastBridge Early Reading Kindergarten Composite Report by Gender



FastBridge Early Reading Kindergarten Composite Report with Special Education Services



FastBridge Early Reading Kindergarten Composite Report with Students Eligible for Free or Reduced Priced Lunch



The Kindergarten, 2023 spring FastBridge screening results show:

- 66% of all Kindergarten students were at or above the FastBridge benchmark.
- 52% of students with one or more racial group were at or above the FastBridge benchmark.
- 36% of multilingual students were at or above the FastBridge benchmark.
- 67% of female students and 64% of male students were at or above the FastBridge Benchmark.
- 36 % of students with special education services were at or above the FastBridge benchmark.
- 40% of students eligible for fee or reduced priced lunch were at or above the FastBridge benchmark.

FastBridge Data

Grade 1

FastBridge Early Reading Grade 1 Composite Report



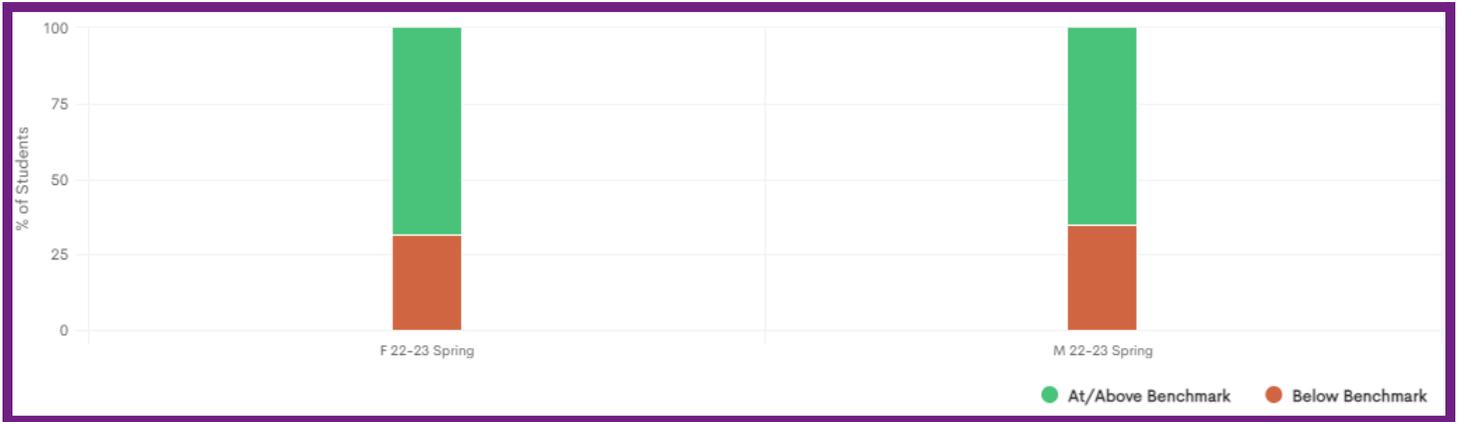
FastBridge Early Reading Grade 1 Composite Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



FastBridge Early Reading First Grade Composite Report with Multilingual Students



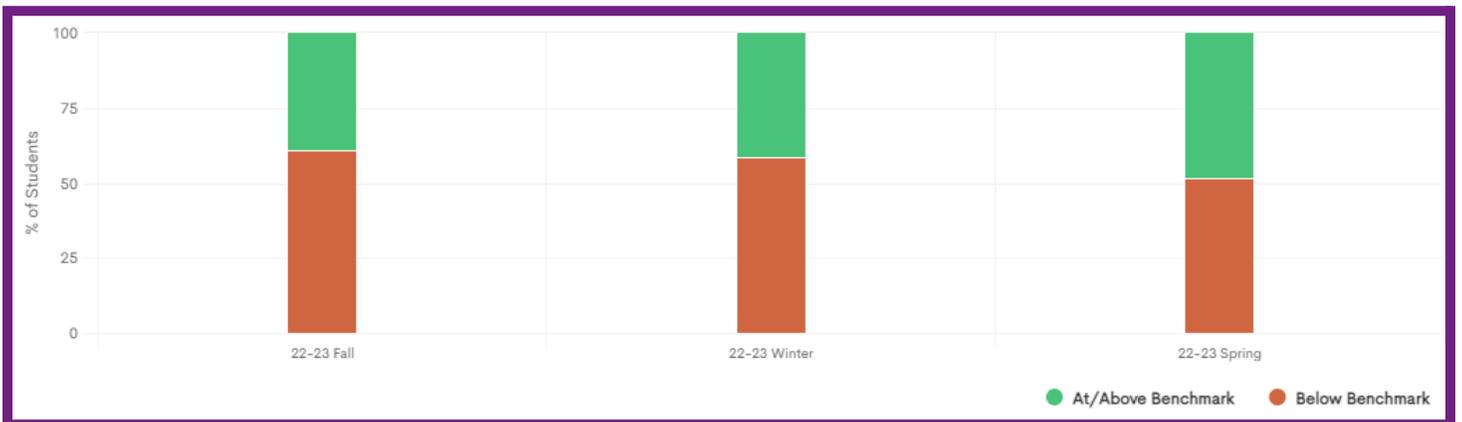
FastBridge Early Reading Grade 1 Composite Report by Gender



FastBridge Early Reading Grade 1 Composite Report with Special Education Services



FastBridge Early Reading Grade 1 Composite Report with Students Eligible for Free or Reduced Priced Lunch



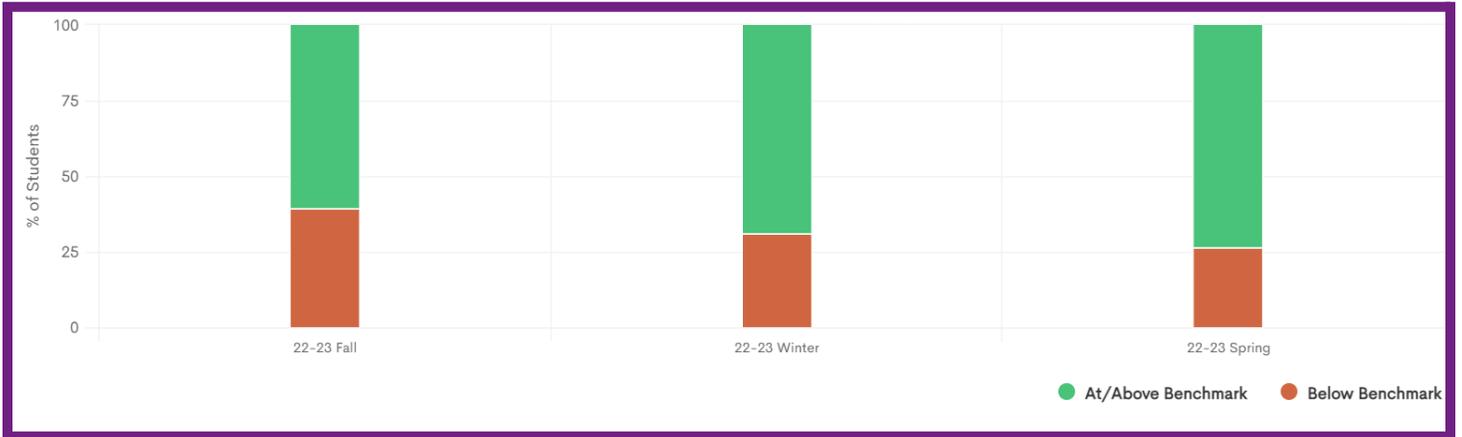
The Grade 1, 2023 spring FastBridge screening results show:

- 66% of all Grade 1 students were at or above the FastBridge benchmark.
- 59% of students with one or more racial groups were at or above the FastBridge benchmark.
- 41% of multilingual students were at or above the FastBridge benchmark.
- 68% of female students and 65% of male students were at or above the FastBridge Benchmark
- 41% of students with special education services were at or above the FastBridge benchmark.
- 49% of students eligible for free or reduced priced lunch were at or above the FastBridge benchmark.

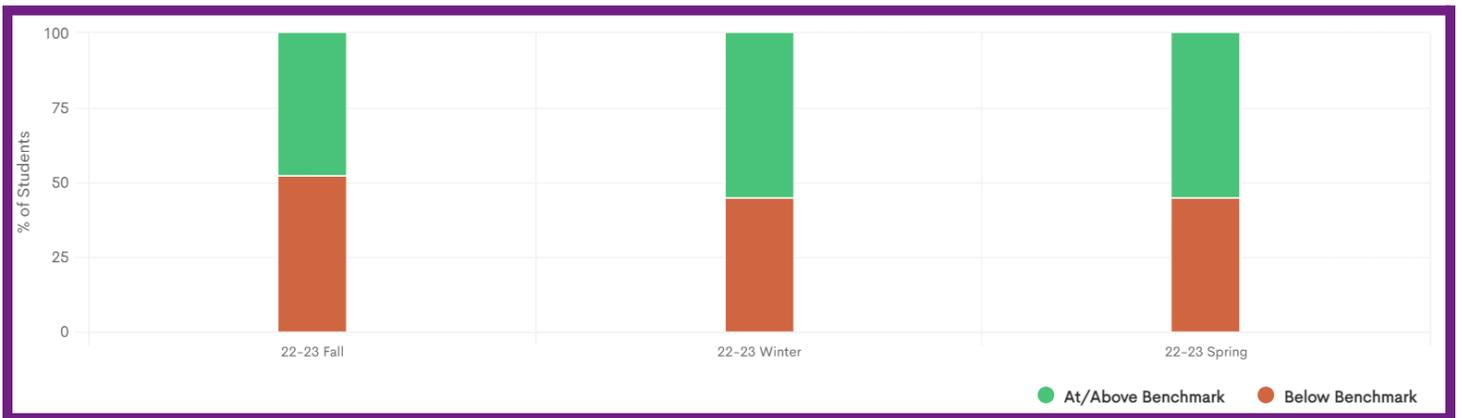
FastBridge Data

Grade 2

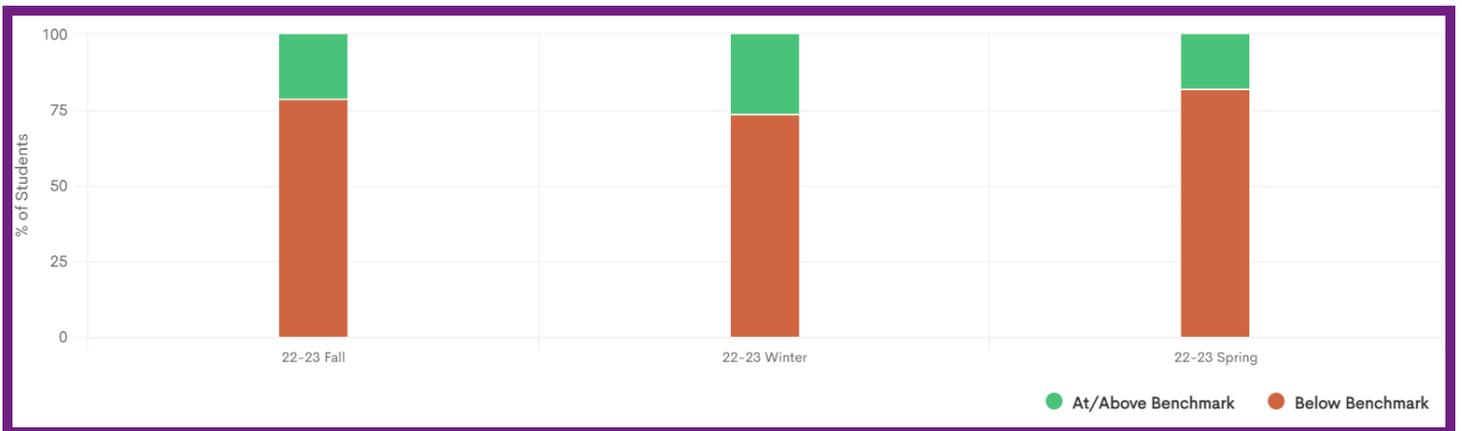
FastBridge aReading Grade 2 Report



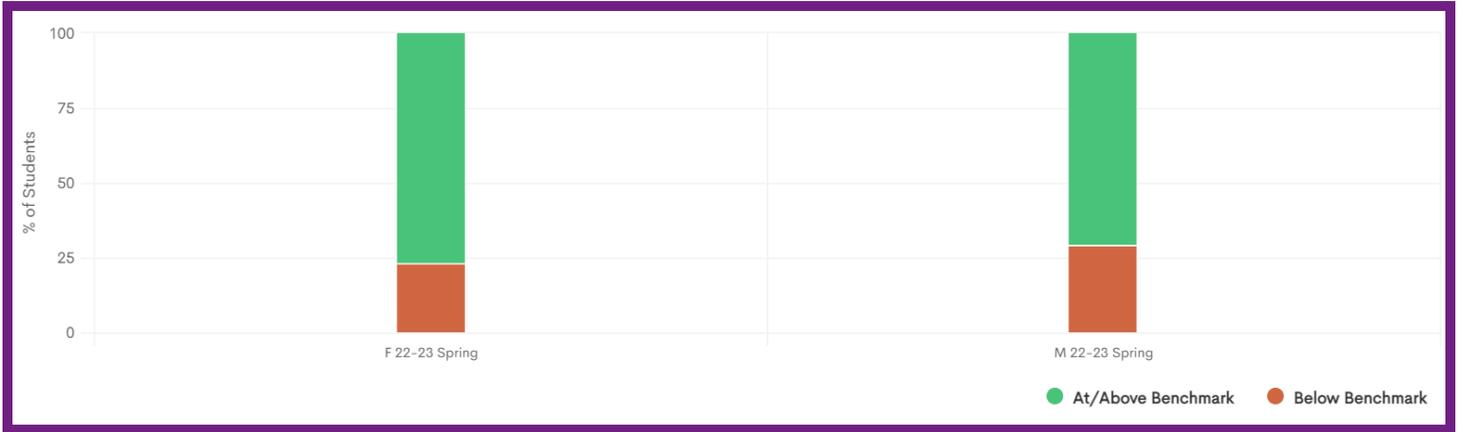
FastBridge aReading Grade 2 Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



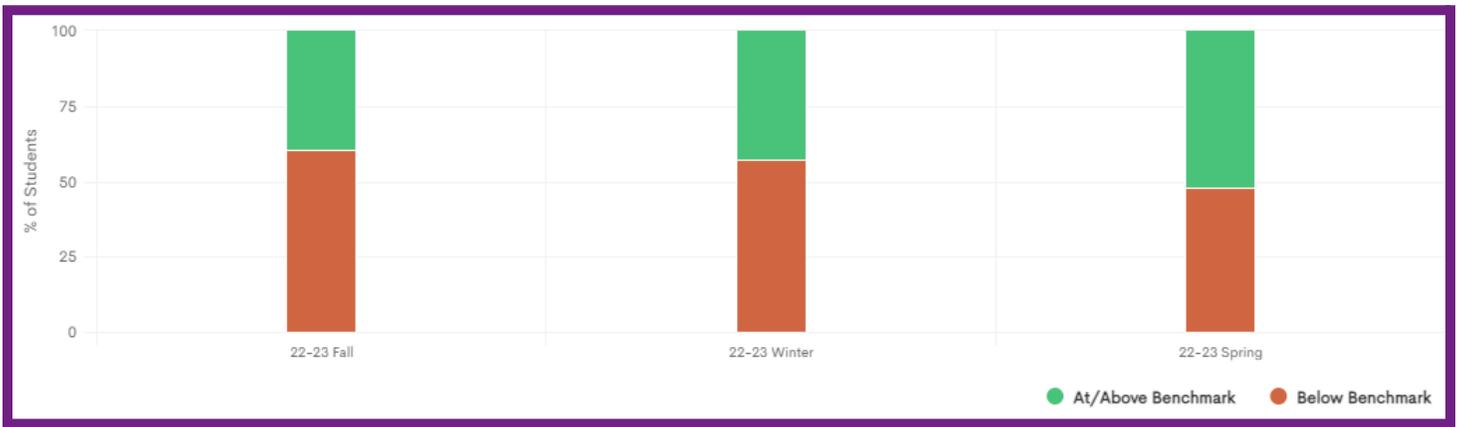
FastBridge aReading Grade 2 Report with Multilingual Students



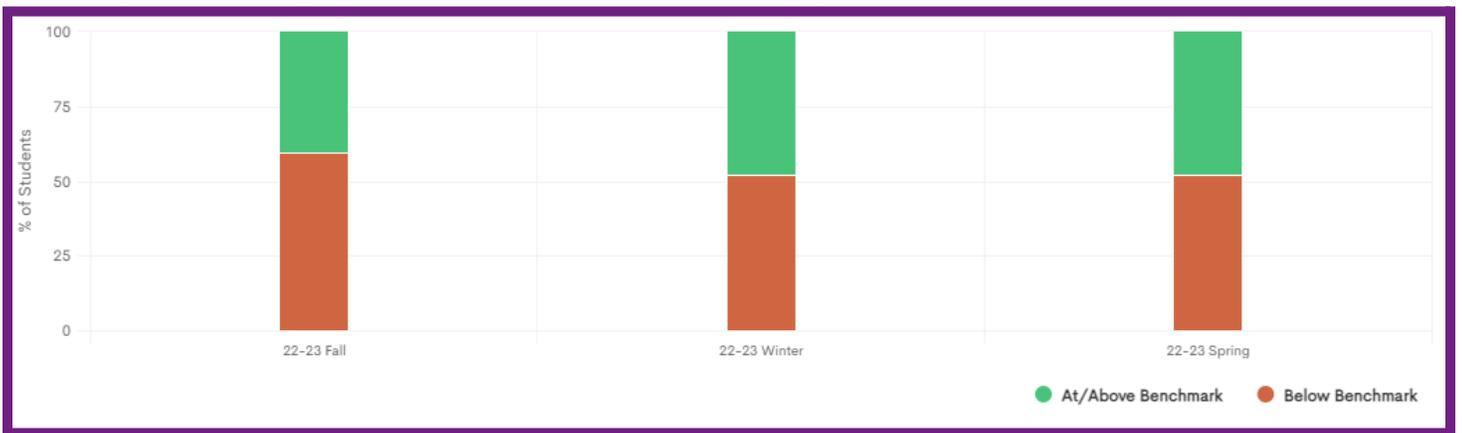
FastBridge aReading Grade 2 Report by Gender



FastBridge aReading Grade 2 Report with Special Education Services



FastBridge aReading Grade 2 Report with Students Eligible for Free or Reduced Priced Lunch

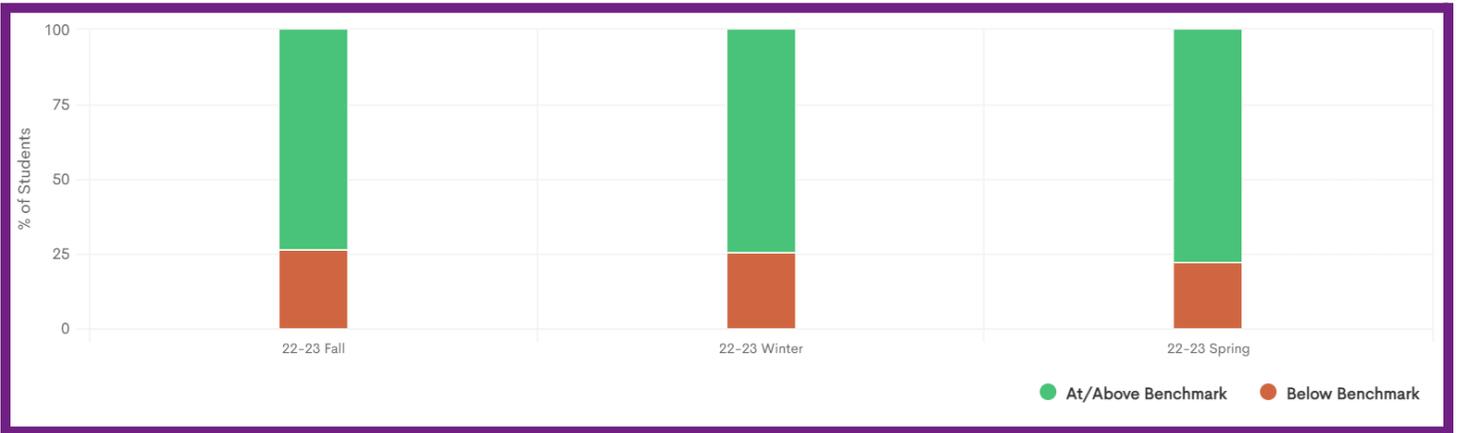


The Grade 2, 2023 spring FastBridge screening results show:

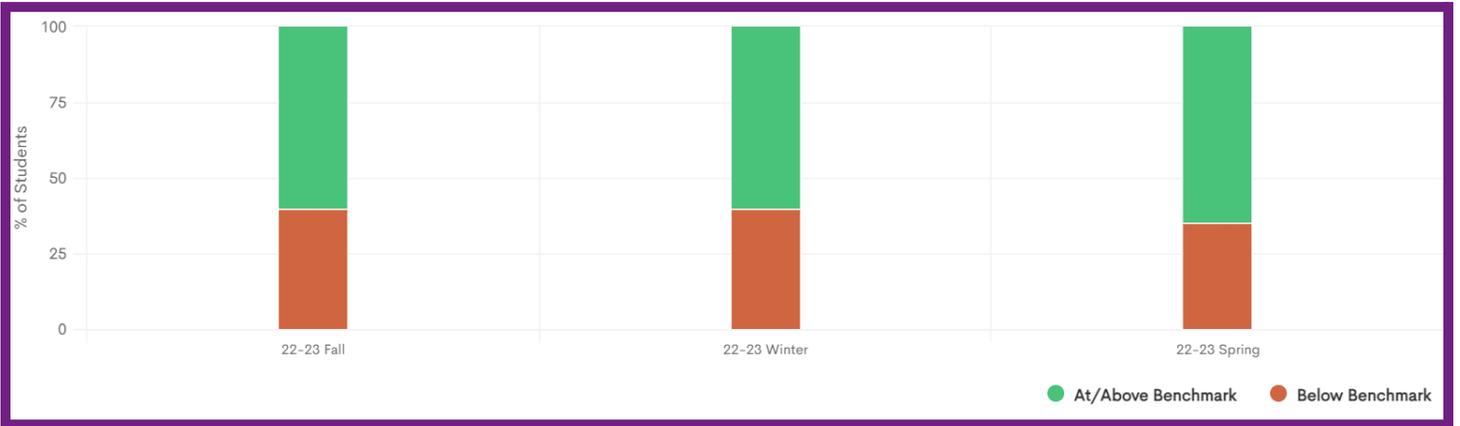
- 74% of all Grade 2 students were at or above the FastBridge benchmark.
- 55% of students with one or more racial groups were at or above the FastBridge benchmark.
- 18% of multilingual students were at or above the FastBridge benchmark.
- 77% of female students and 70% of male students were at or above the FastBridge Benchmark
- 52% of students with special education services were at or above the FastBridge benchmark.
- 48% of students eligible for fee or reduced priced lunch were at or above the FastBridge benchmark.

**FastBridge Data
Grade 3**

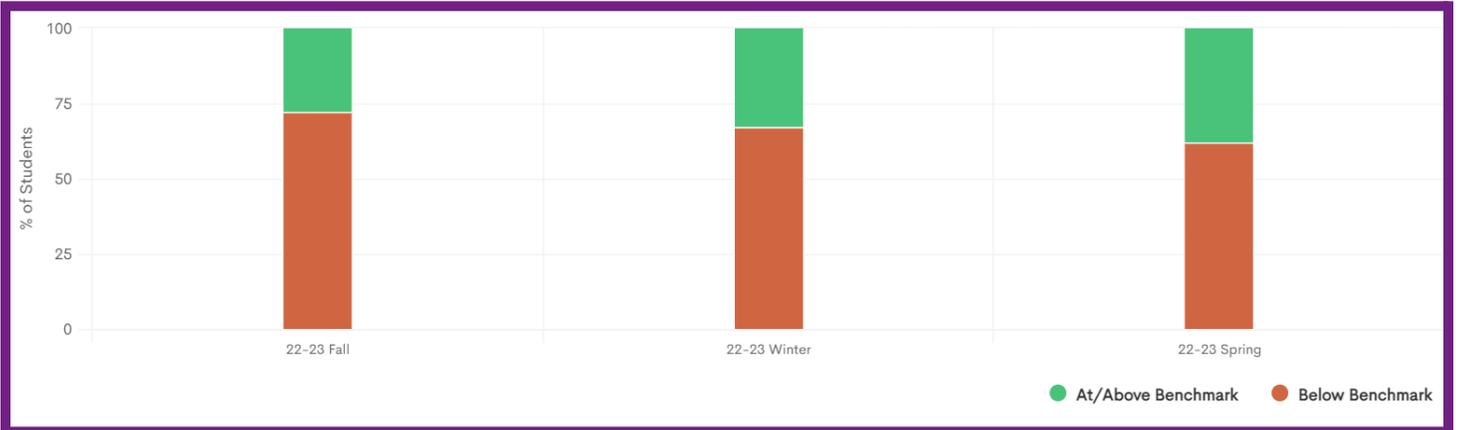
FastBridge aReading Grade 3 Report



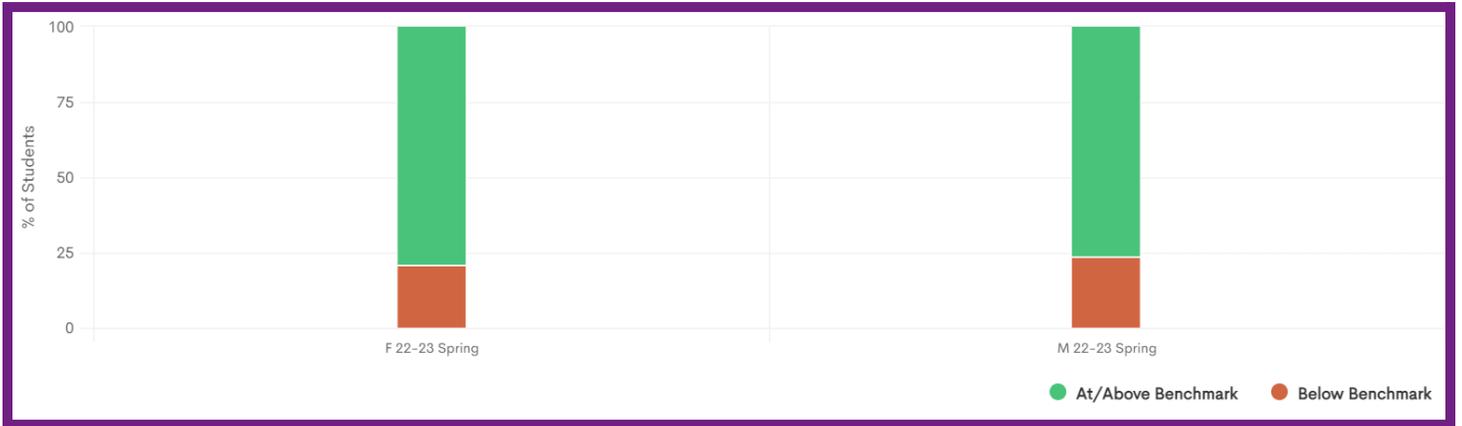
FastBridge aReading Grade 3 Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



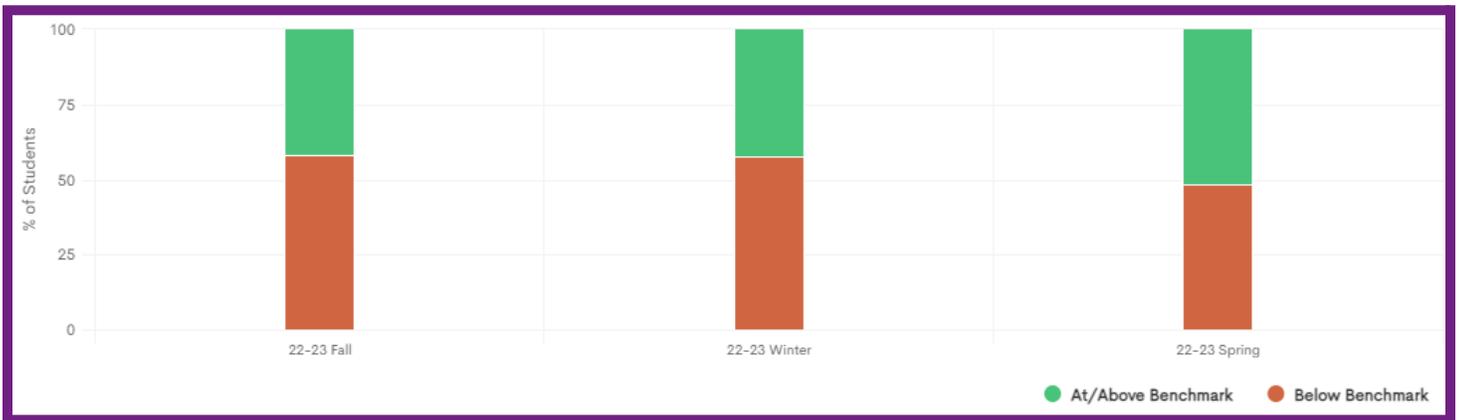
FastBridge aReading Grade 3 Report with Multilingual Students



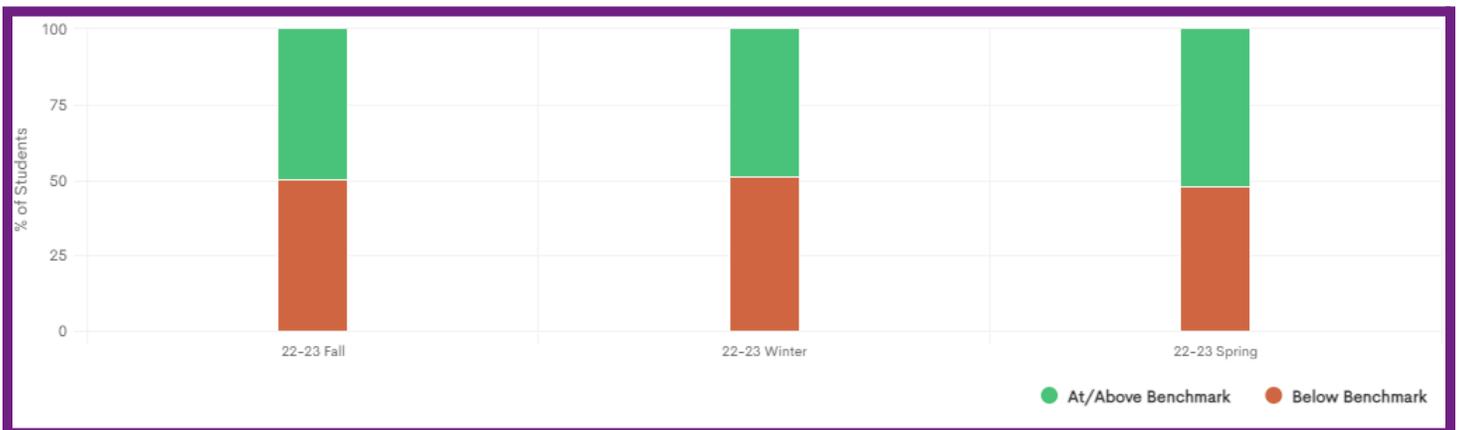
FastBridge aReading Grade 3 Report by Gender



FastBridge aReading Grade 3 Report with Special Education Services



FastBridge aReading Grade 3 Report with Students Eligible for Free or Reduced Priced Lunch

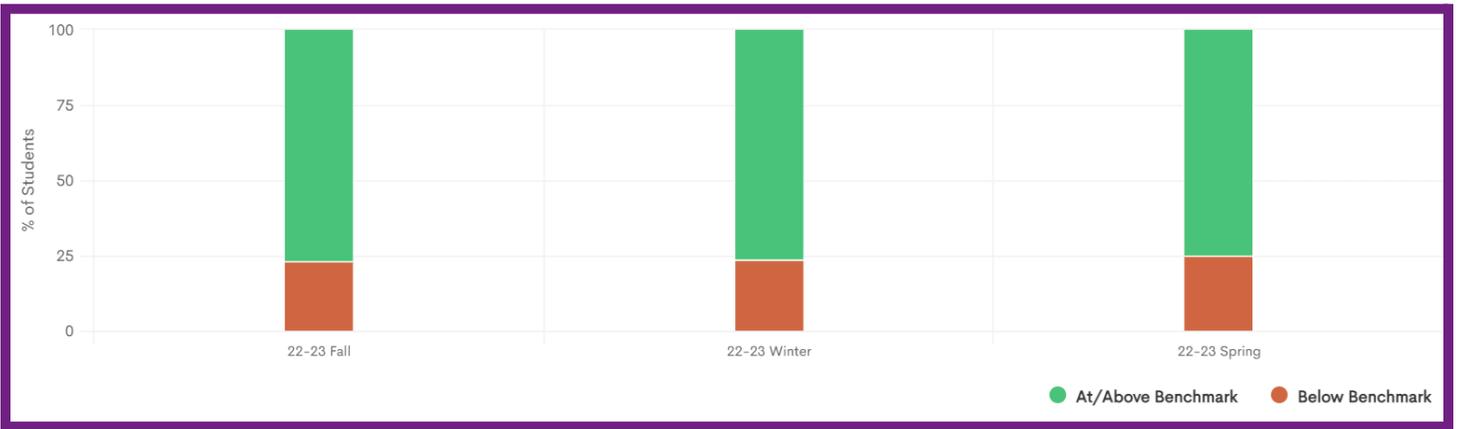


The Grade 3, 2023 spring FastBridge screening results show:

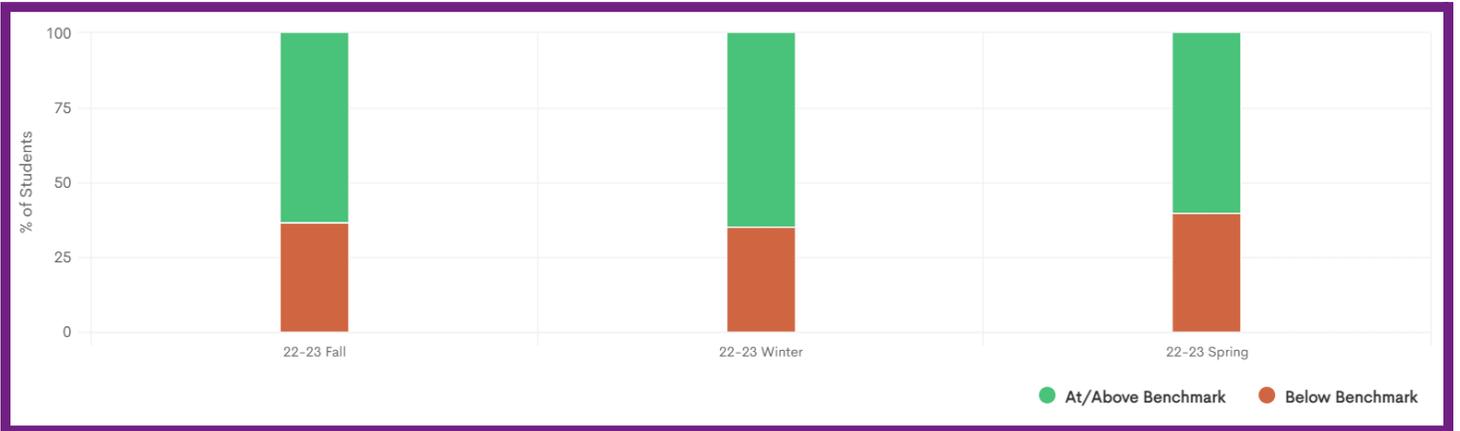
- 78% of all Grade 3 students were at or above the FastBridge benchmark.
- 65% of students with one or more racial groups were at or above the FastBridge benchmark.
- 38% of multilingual students were at or above the FastBridge benchmark.
- 79% of female students and 76% of male students were at or above the FastBridge Benchmark
- 52% of students with special education services were at or above the FastBridge benchmark.
- 52% of students eligible for free or reduced priced lunch were at or above the FastBridge benchmark.

FastBridge Data Grade 4

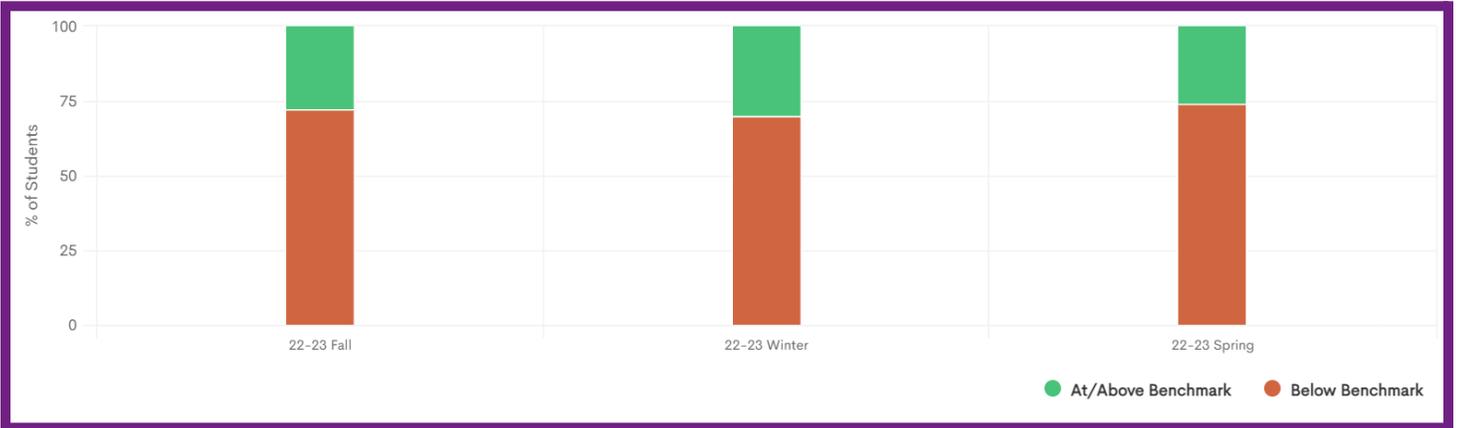
FastBridge aReading Grade 4 Report



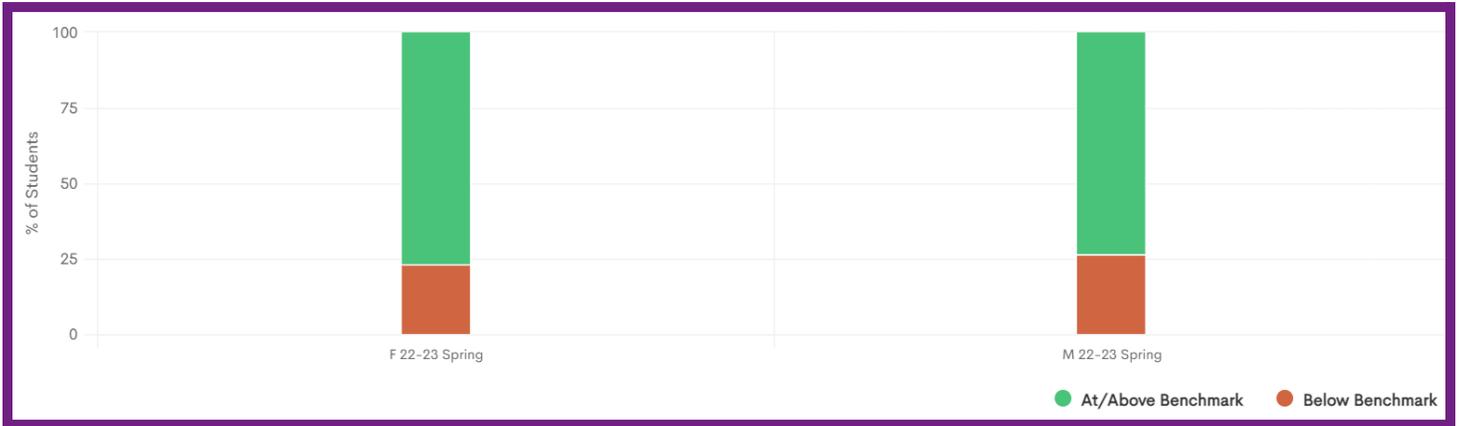
FastBridge aReading Grade 4 Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



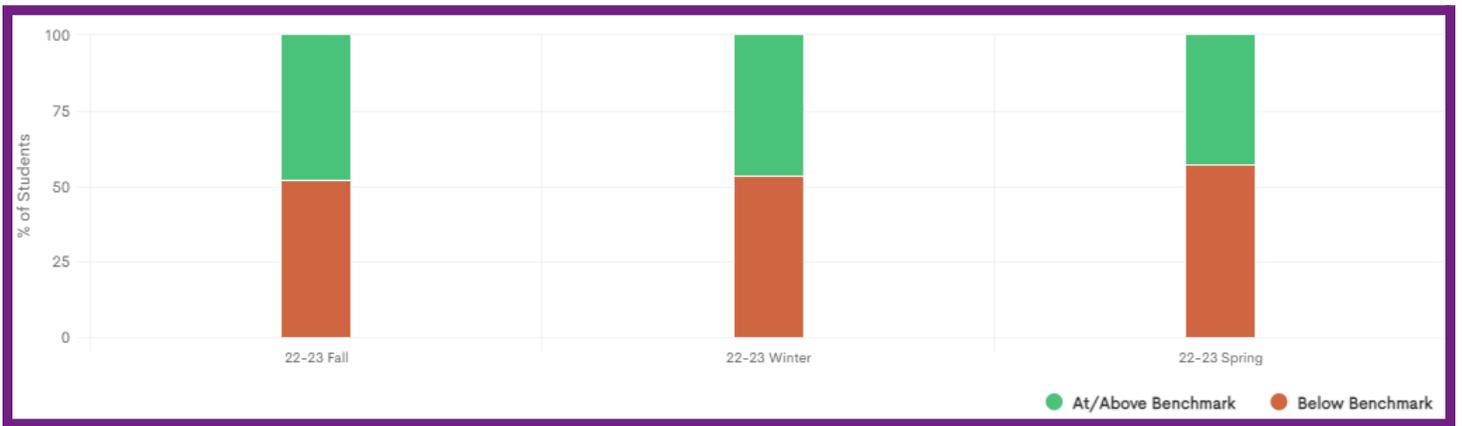
FastBridge aReading Grade 4 Report with Multilingual Students



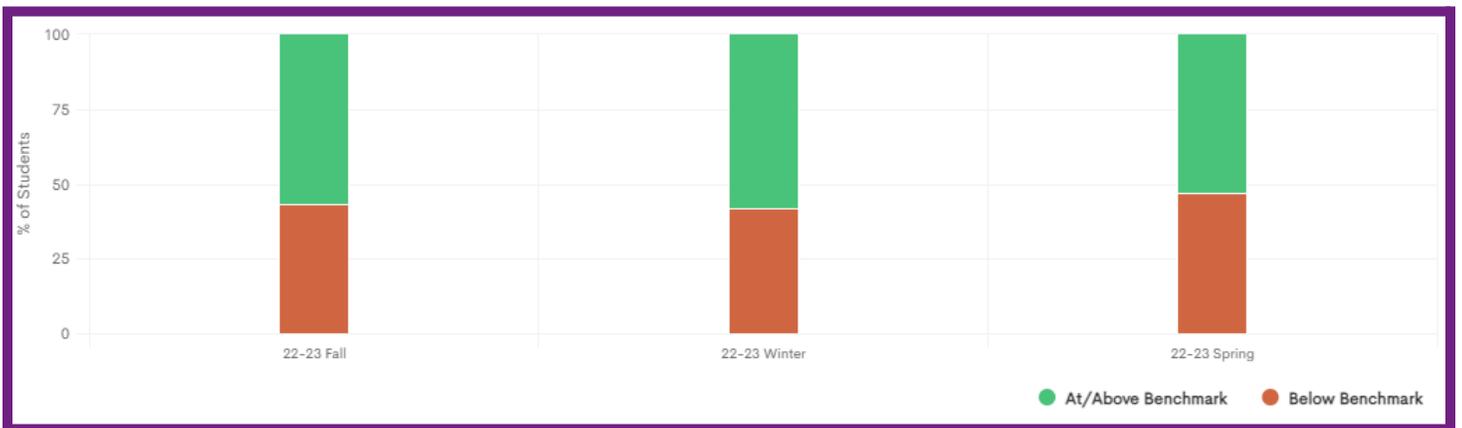
FastBridge aReading Grade 4 Report by Gender



FastBridge aReading Grade 4 Report with Special Education Services



FastBridge aReading Grade 4 Report with Students Eligible for Free or Reduced Priced Lunch

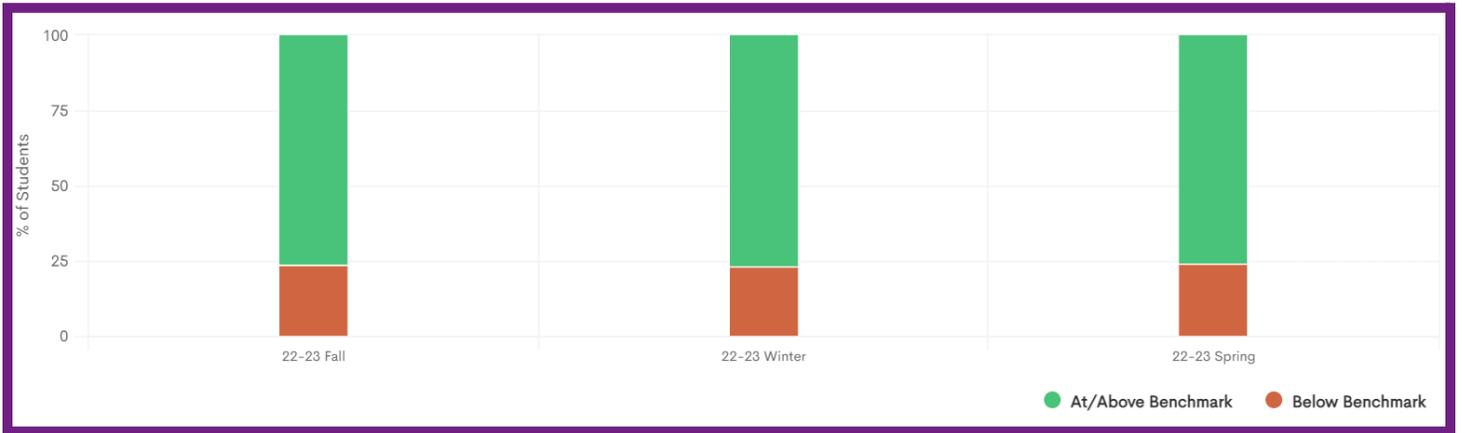


The Grade 4, 2023 spring FastBridge screening results show:

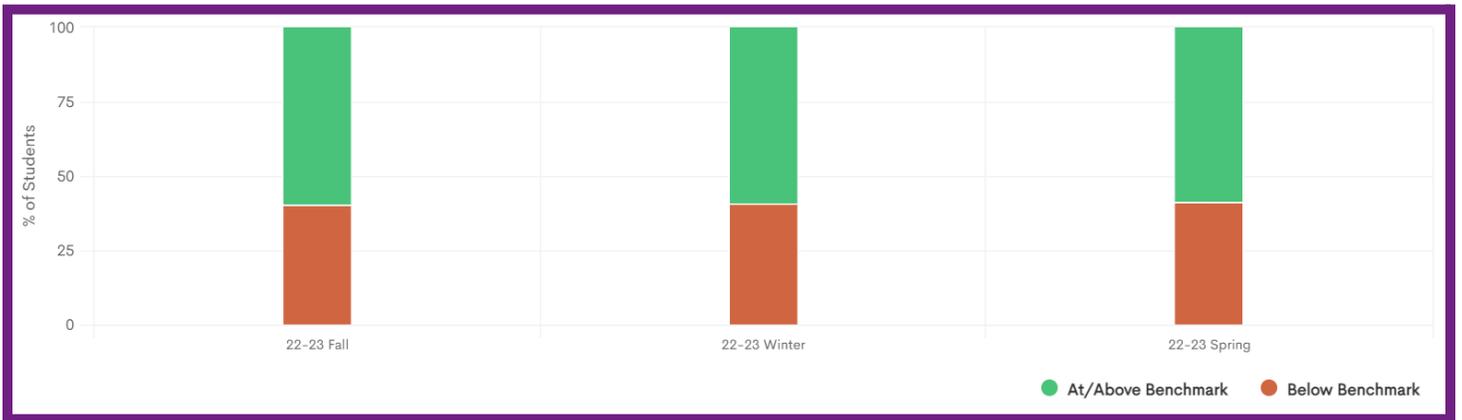
- 75% of all Grade 4 students were at or above the FastBridge benchmark.
- 60% of students with one or more racial groups were at or above the FastBridge benchmark.
- 26% of multilingual students were at or above the FastBridge benchmark.
- 77% of female students and 74% of male students were at or above the FastBridge Benchmark
- 43% of students with special education services were at or above the FastBridge benchmark.
- 53% of students eligible for free or reduced priced lunch were at or above the FastBridge benchmark.

FastBridge Data Grade 5

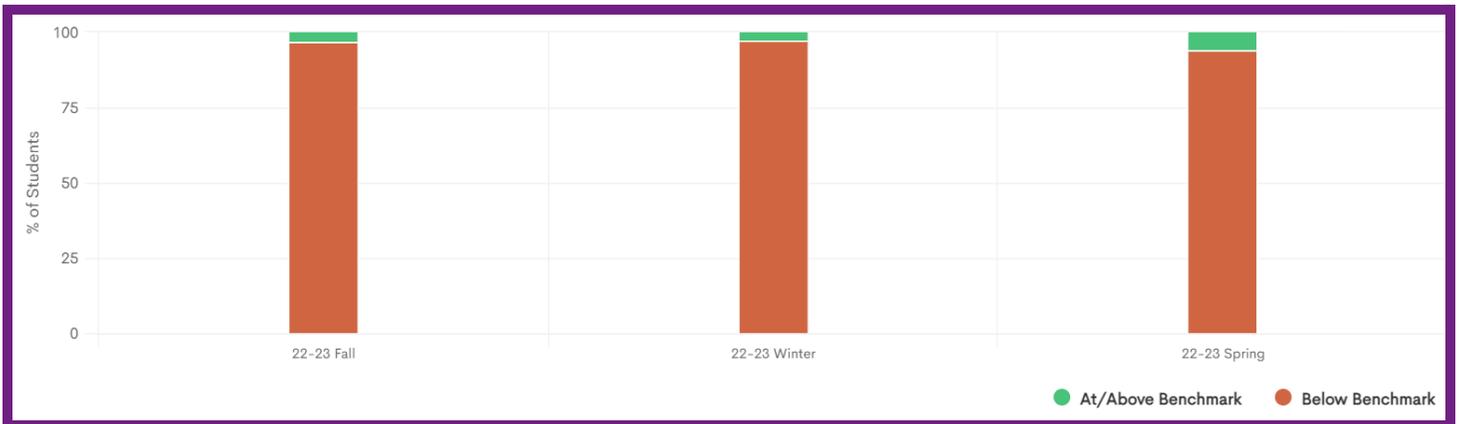
FastBridge aReading Grade 5 Report



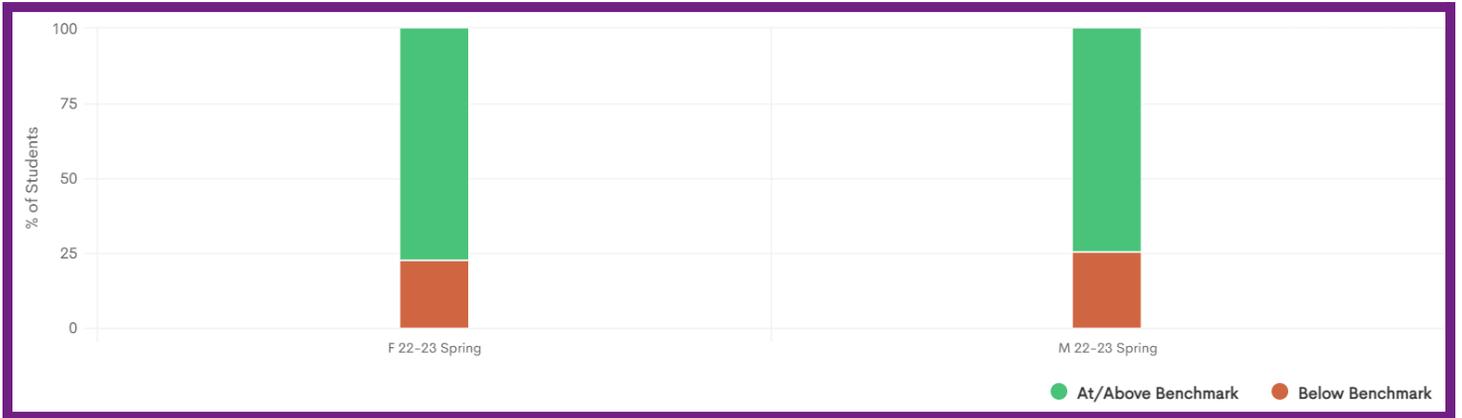
FastBridge aReading Grade 5 Report with American Indian, Asian, Black, Hispanic, Pacific Islander and Two or More Races



FastBridge aReading Grade 5 Report with Multilingual Students



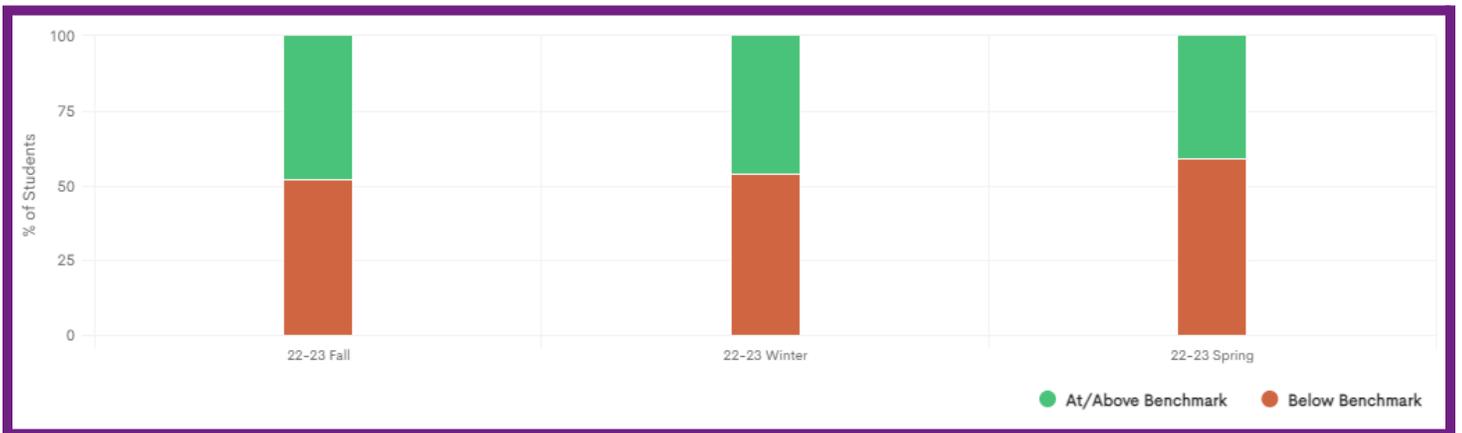
FastBridge aReading Grade 5 Report by Gender



FastBridge aReading Grade5 Report with Special Education Services



FastBridge aReading Grade 5 Report with Students Eligible for Free or Reduced Priced Lunch



The Grade 5, 2023 spring FastBridge screening results show:

- 76% of all Grade 4 students were at or above the FastBridge benchmark.
- 59% of students with one or more racial groups were at or above the FastBridge benchmark.
- 6% of multilingual students were at or above the FastBridge benchmark.
- 78% of female students and 74% of male students were at or above the FastBridge Benchmark
- 37% of students with special education services were at or above the FastBridge benchmark.
- 53% of students eligible for free or reduced priced lunch were at or above the FastBridge benchmark.

IV. Continuous Improvement

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 follows the whole child approach, addressing each area of development through the use of Creative Curriculum. Creative Curriculum's approaches are evidence-based, Parent Aware approved, and foster the growth and development of foundational literacy skills. The objectives and standards of literacy instruction and assessment at the Preschool level are linked to the MN Department of Education's Early Childhood Indicators of Progress(ECIPS).

K-5 Instruction

All students in Grades K-5 receive a recommended 90-120 minutes of daily reading and writing instruction rooted in a *Structured Literacy Instructional Framework*. The model of instruction includes the five pillars of literacy; phonemic awareness, phonics, vocabulary, comprehension, and fluency instruction. Literacy lessons employ an explicit, sequential, and systematic gradual release process with both decodable and authentic texts.

Elementary students in Grades K-5 participate in learning experiences that are informed from FastBridge screening, progress monitoring assessments, and frequent formative classroom assessments. The placement assessment from *Being a Reader* is utilized by Kindergarten through Grade 3 instructional staff and informs small group instruction and individual conferring sessions. During the 2022-23 academic year the district established the *Phonological Awareness Screening Test (PAST)* from David A. Kilpatrick, Ph.D. and the *Phonics and Word Reading Survey* from LETRS/Voyager Sopris Learning, Inc. as additional diagnostic measures for students displaying characteristics of dyslexia.

As the district aligns with the Science of Reading evidence, Grades Kindergarten through Grade 3 classrooms have adopted a new core reading resource: *Being a Reader (BAR)* from *Collaborative Classroom*. The district will complete the two year adoption process in the 2023-2024 school year. *Sonday Essentials* from *Winsor Learning* has been utilized in Grades K-2 since the 2019-2020 school year for additional emphasis on systematic and explicit phonemic awareness and phonics instruction in Grades K-1-2.

Grades 4 through 5 are continuing with *Units of Study (UoS)* from Columbia Teachers College as their core resource. Evidence-based, *Sonday Essentials* from *Winsor Learning* will be implemented in grades three through five during the 2023-2024 academic year to attend to the decoding, encoding, and morphology necessary for older elementary students in their literacy development.

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.

V. Process to Assess Students

An assessment plan must include screening 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 with additional diagnostic subtests and ongoing progress monitoring process.

Pre-K Assessment

The StormHawks Preschool Program utilizes ongoing and authentic assessment tools to ensure individual strengths and needs are viewed and supported across all areas of development. Assessment objectives and standards align with the MN Department of Education's Early Childhood Indicators of Progress(ECIPS).

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.

Kindergarten through Grade 5 Assessment

ECCS Elementary Assessment Schedule for 2023-2024

ECCS currently screens all elementary students, Grades K-5, using FastBridge universal screening assessments. Students in Kindergarten and Grade 1 use the FastBridge Early Reading screening composite assessment. Students in Grades 2 through 5 use the Fastbridge FASTtrack screening composite assessment along with the Reading CBM (Curriculum-based measure). The district plan includes FastBridge universal screening of all students three times a year in the fall, winter, spring.

In the 2022-2023 school year the district began using the *Phonological Awareness Screening Test (PAST)* from David A. Kilpatrick, Ph.D. and the *LETRS Phonics and Word Reading Survey* from Voyager Sopris Learning, Inc. as an additional diagnostic measure for students displaying characteristics of dyslexia.

Below please find our district assessment benchmarks:

- [Kindergarten](#)
- [Grade 1](#)
- [Grades 2-5](#)
- [MCA III Achievement Level Cut Scores for Grades 3-5](#)

Plan for Literacy Screening - Identifying Dyslexia Characteristics & Convergence Insufficiency Disorder

Identifying Dyslexia Characteristics

In Kindergarten and Grade 1, teachers administer FastBridge Early Reading screening assessments at the beginning of each year and then follow-up again in the winter and spring. FastBridge Early Reading subtests, which are administered individually for 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

In Grades 2-5 teachers assess students using FASTtrack Reading along with the FastBridge CBM Reading for additional diagnostics for all students grades 1 through 5. In addition, students in Grades K through 3 take a placement assessment from *Being a Reader* which is monitored throughout the school year as students systematically move forward with phonics and reading strategy skill work during small group instruction. Classroom teachers continually monitor overall decoding, encoding, comprehension, and writing achievement for possible

indicators of reading difficulties or dyslexia characteristics.

Upon completion of the screening assessments, a data review is completed for each learner through our MTSS process. Using a multi gated approach, students who present in a risk category based on screening benchmarks will receive additional diagnostic assessments to help identify targeted supports or interventions. A suite of early reading subtests from FastBridge along with the *Phonological Awareness Screening Test (PAST)* from David A. Kilpatrick, Ph.D. and the *LETRS Phonics and Word Reading Survey* from Voyager Sopris Learning, Inc. are additional diagnostic assessments administered for students who present in a risk category or show dyslexia characteristics on their grade level screening assessments.

Identifying Convergence Insufficiency Disorder

A vision screening with a district-employed registered nurse is completed for all students in Grades K, 1, 3, and 5. Vision screening is also offered as requested with teacher or guardian concern and for 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 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 may be encouraged to seek further screening.

Family Notification and Involvement

Families are notified at the building level of the dates universal screening with FastBridge will take place. Presentations both in-person and in print are provided to provide families/caregivers with 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 universal screening process with FastBridge assessments and how the assessments are administered. Families/caregivers receive information throughout the school year about other measurements used to assess student reading achievement.

Student data from the FastBridge assessments and the MCA III Reading assessments are available to Families on the Infinite Campus Portal, or in written form upon request.

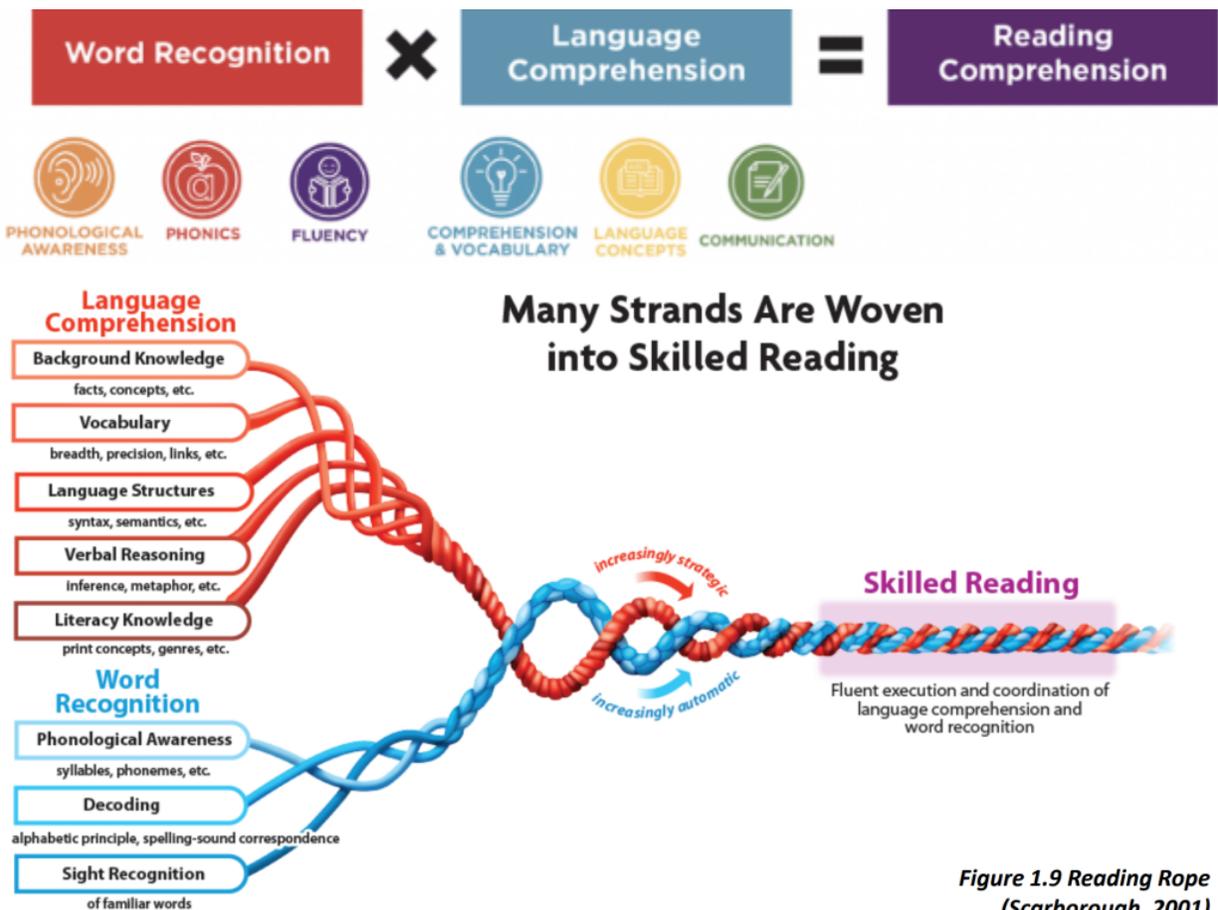
The family/caregiver of students identified in a risk category for reading proficiently or who display dyslexia characteristics are given periodic updates including FastBridge progress monitoring graphs, the current classroom learning targets, and relevant formative and summative assessment data.

Family involvement opportunities at each school include information about targeted intervention programming with information and materials that families may use to support continued learning at home.

VI. Intervention and Instructional Supports

All students in Grades K-5 who are identified in a risk category for not meeting screening or performance benchmarks are provided with instruction through targeted literacy interventions. This time provides students with 20-30 minutes of daily small group or individual instruction targeting the specific needs of each student. Aligning with the Science of Reading/evidence-based practices, we ensure all interventions are grounded with explicit and systematic instruction and target the greatest literacy support need/s for each student. Interventions are supplemental to core reading instruction.

All interventions are informed from the **Simple View of Reading** as developed by Philip B. Gough and William E. Tunmer (1986) and shared from Waterford.org and **Scarborough's Reading Rope** developed by Hollis Scarborough (2001).



Reading interventionists, with guidance from both instructional coaches and the district literacy specialist, choose from a number of multi-tiered evidence-based interventions. Many of our multi-tiered interventions are listed below.

Intervention	Description	Source
<p>Sonday System 1</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics 	<p>Sonday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.</p>	<p><u>Winsor Learning</u></p>
<p>Sonday System 2</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics 	<p>Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through eighth grade. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.</p>	<p><u>Winsor Learning</u></p>
<p>Reading Corps</p> <p><i>*Dependent on tutor availability.</i></p> <ul style="list-style-type: none"> ● Targeted to student support needs 	<p>Students who received Reading Corps tutoring demonstrated growth in phonics, reading fluency, and oral reading fluency scores that were equivalent to an extra 50%-90% of a year of schooling.</p>	<p><u>Reading Corps</u></p>

Intervention	Description	Source
<p>Equipped for Reading Success by David Kilpatrick</p> <ul style="list-style-type: none"> • Phonemic Awareness 	<p>Students will participate in a systematic and explicit program for developing phonemic awareness and fluent word recognition abilities with one minute phonemic awareness drills.</p>	<p><u>Equipped for Reading Success</u></p>
<p>PRESS <i>(Pathway to Reading Excellence in School Sites)</i></p> <ul style="list-style-type: none"> • Phonemic Awareness 	<p>The ability to focus on and manipulate phonemes, which are the smallest units of spoken language. The understanding that spoken words are composed of discrete sounds makes it possible to make letter-sound connections and benefit from phonics instruction.</p>	<p><u>PRESS Site</u></p>
<p>FastBridge</p> <ul style="list-style-type: none"> • Phonemic Awareness 	<p>Lessons in this intervention offer research-based instructional practices & materials to help students improve their Phonemic Awareness skills. Materials target student needs at the classroom and small group levels. They also include step-by-step guides.</p>	<p><u>FastBridge Learning</u></p>
<p>PRESS <i>(Pathway to Reading Excellence in School Sites)</i></p> <ul style="list-style-type: none"> • Phonics 	<p>The relationship of sounds in a language with their written representation is also known as letter-sound correspondence. Developing readers in alphabetic languages discover that sounds are represented in systematic and predictable ways. Evidence demonstrates that students need explicit</p>	<p><u>PRESS Site</u></p>

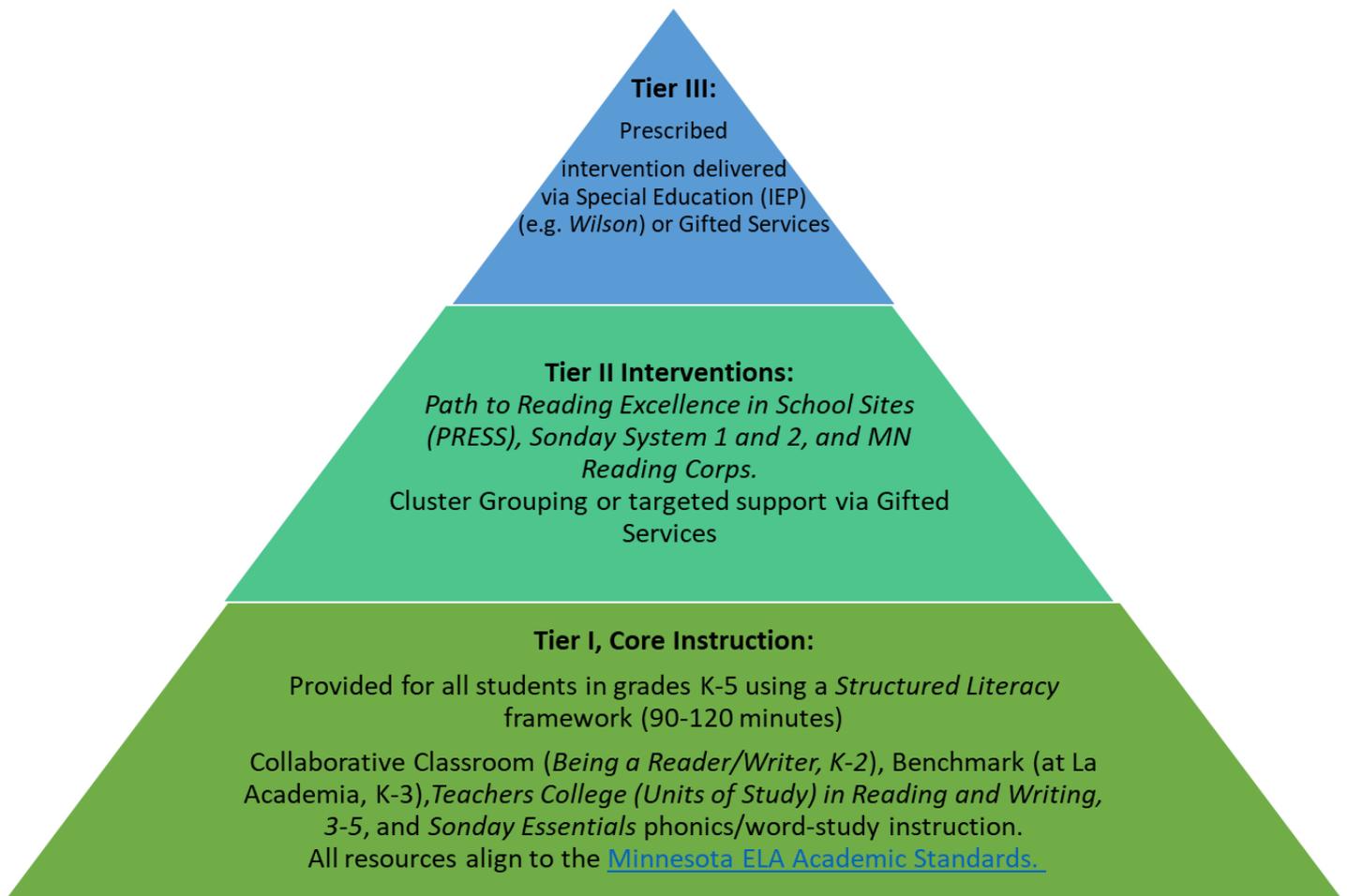
Intervention	Description	Source
	instruction in the code of written English.	
FastBridge Word Mix-Up <ul style="list-style-type: none"> • Phonics 	Students will increase accuracy and automaticity in blending and decoding words (e.g., CVC, consonant digraphs, consonant blends, CVCe).	FastBridge Learning
PRESS <i>(Pathway to Reading Excellence in School Sites)</i> <ul style="list-style-type: none"> • Fluency 	Fluent readers read with speed, accuracy, and proper expression. As readers gain speed and accuracy, their reading becomes more automatic, requiring less effort to decode the words. This leaves readers more able to focus on constructing meaning.	PRESS Site
PRESS <i>(Pathway to Reading Excellence in School Sites)</i> <ul style="list-style-type: none"> • Comprehension Reciprocal Teaching	Explicit strategy instruction is an effective approach to teaching comprehension. Reciprocal Teaching is a widely used and well-researched comprehension approach that includes multiple strategy instruction emphasizing four strategies: questioning, clarifying, predicting, and summarizing.	PRESS Site
FastBridge Repeated Reading with Comprehension <ul style="list-style-type: none"> • Comprehension 	Students will increase broad reading skills such as reading rate, vocabulary knowledge, and comprehension strategies when reading words in text.	FastBridge Learning
Wilson Reading System <ul style="list-style-type: none"> • Phonemic 	Based on more than three decades of data, WRS is designed for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their	Wilson Reading System

Intervention	Description	Source
<p>Awareness and Phonics</p>	<p>current intervention; have been unable to learn with other teaching strategies; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.</p>	

[ECCS Multi-tiered Reading Intervention Site](#)

Students who are in interventions are progress-monitored weekly. Progress monitoring data informs adjustments or changes to the intervention to ensure the chosen intervention is having the desired effect on student achievement.

Kindergarten through Grade 5 Tiered Levels of Intervention



1. Tier I Interventions

Using universal screening and classroom formative assessments, students are provided with small group instruction targeted to specific area/s of student need. In addition to Tier 1 targeted classroom interventions, students participating in intervention groups are provided evidence-based reading and language arts instruction in their classroom. 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 through 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 20-30 minutes of daily small group instruction targeting the specific need/s of each student. Students achievement is progress monitored weekly with defined [exit criteria](#) for exiting from the intervention program. Progress continues to be monitored until there is assurance the student will continue to perform at or above grade level without the intervention support.

3. Tier III Interventions & Special Education Services

Through our building level iTeam procedures, students are assessed at each level of the tiered intervention process. After examining the screening and progress-monitoring data, along with intervention specifics, a student may be recommended for consideration by their building Child Study Team for an educational assessment involving parents/guardians/caregivers 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 student/s and is provided by licensed special education teachers.

Intervention Documentation and Family Involvement Across the Tiers of Intervention

ECCS values partnership and families. In addition to student conferences held twice a year, families are provided with FastBridge reports at least two times a year - in the fall and spring. Presentations at the building level are used to explain the assessments used with all students. This information is also shared during conferences with the option of an interpreter being present to support communication on an as-needed basis.

Parents/guardians/caregivers are included in the iTeam process.

Parents/guardians/caregivers 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. Families 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/caregivers continue to participate in discussions about the results and the follow-up measures that will be put in place to continue monitoring the child's achievement. This may include a referral for a possible educational assessment. In order for a child to complete an educational assessment, families 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 targeted interventions are planned, monitored and evaluated until the student is successfully able to meet grade level expectations.

Title I services are a part of the intervention system implemented at schools that are receiving Title I funding (In 2023-24: Carver Elementary, Clover Ridge Elementary, and La Academia). Family engagement, 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 meet grade level reading benchmarks..

VII. Professional Learning

In addition to the common understandings and expectations for general reading instruction, each building monitors the literacy instructional proficiency of teachers and fidelity of curriculum implementation with literacy classroom visits followed by feedback conversations with grade level teams. The literacy visits teams are typically made up of a combination of the building principal, instructional coach, reading specialist and dean.

Ongoing professional development in the following areas will continue during the 2023-24 school year.

1. ECCS is planning for Science of Reading professional learning for all teachers and instructional staff. The training will include instruction in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy. The training opportunity will include explicit, systematic, evidence-based instruction in the five areas mentioned above. ECCS is waiting for further guidance from MDE and has tentatively scheduled the start of training opportunities for our January 22, 2024 professional development day.
2. The district has a dedicated Elementary Literacy Coach/Reading Specialist to provide and/or coordinate ongoing training and support for teachers focusing on curriculum resources, consistency in assessment, and structured literacy professional learning with curriculum alignment. Along with the district coach, there is an instructional coach in each elementary building supporting literacy instruction.
3. Training refreshers will be provided by the district for Grades K through 5 teachers on universal screening, diagnostic assessments, and tiered intervention decision making through the MTSS framework.
4. The district will continue work with instructional coaches and administrators on integrating *Educlimber*, the district's data warehouse, to continue developing an understanding of the data review process and intervention planning. This professional learning will continue at individual sites for use in PLC (Professional Learning Community) and/or grade level data discussions used to inform instruction.

- Continued training to support teachers in Grades K through 3 on *Being a Reader* and Grades K through 5 on *Sonday Essentials* with concentration on implementation fidelity will be offered. Teachers will use formative whole class and small group data from both of the resources to continue to inform instruction and intervention.
- Ongoing professional learning opportunities for literacy interventionists on *PRESS Interventions* and *Sonday System 1 and 2* will be offered to support tiered intervention needs in Grades K-5.
- Ongoing support and training on the district's *Structured Literacy Framework* will occur throughout the school year. Each elementary school has a literacy plan targeted to the specific needs of each building based on our district implementation progression.

Expose	Explore	Implement	Fidelity
Look at this	Give it a try	Practice Consistently	This is who we are
			
<i>Learning work</i>	<i>You take the risk to try</i>	<i>Increasing quality</i>	<i>What we do & How we do it</i>
Admin/BILT/Coaches	Early Adopters	80%	100%

The plans include, but are not limited to; literacy classroom visits with feedback sessions and coaching opportunities, literacy professional learning related to our structured literacy framework, and trimester grade level implementation targets and grade level trimester benchmark goals.

- Language Arts curriculum work will be focused on aligning our resources with the new Minnesota ELA Academic Standards (ECCS will adopt the MN 2025 literacy standards in the 2024-2025 school year) and an evidence-based Structured Literacy framework. Professional learning opportunities will take place during two dedicated professional learning days, staff meetings, team meetings, and PLC conversations. The district reading specialist, with the support of building level instructional coaches, will support all literacy themed professional learning.
- Continuing in the 2023-24 school year, all elementary schools will have professional learning opportunities in the areas of equity and culturally-relevant instructional

strategies. The focus will be on continuing to meet the unique social/emotional and academic needs of our students while holding high expectations for all.

10. The district will provide in-house training for teachers in Grades 3-5 on the Writers Workshop framework through *Units of Study in Writing* from Columbia Teachers College. The district reading specialist with the support of building level instructional coaches will support *Units of Study in Writing* through coaching opportunities throughout the school year.
11. The district will provide training and ongoing coaching support for K-3 teachers using our new *Being a Writer (BAW)* resource from Collaborative Classroom. The district literacy specialist with the support of building level instructional coaches will support *BAW* implementation through coaching opportunities throughout the school year.

VIII. Instructional Supports for ML (Multilingual) Learners

Language Arts instruction is provided for all students, including Multilingual Learners. During core content instruction, ML Learners receive instruction along with their grade level peers. These students benefit from using and receiving exposure to academic and social English communication within general education classroom settings. To foster both access and engagement within classroom instruction, students' English proficiency levels are considered in the development of lessons. English Language Development Teachers collaborate with content area teachers through team teaching and/or consulting to provide an understanding of individual language proficiencies and student needs in the areas of reading, writing, listening and speaking. English Language Development teachers provide staff with students' language levels along with WIDA Performance Definitions, which detail the amount and complexity of academic language students are expected to use at their proficiency level. Teachers utilize the WIDA Can-Do Descriptors, which provide a sampling of the language that students can process and produce at different proficiency levels in the domains of reading, writing, speaking, and listening. Staff work together to implement various supports and strategies to help students access content and further develop academic language in English.

Students who are new-to-country or in the beginning phases of English acquisition receive explicit English Language Development services to build basic interpersonal communication skills as well as cognitive academic language. English Language Development teachers utilize the literacy skills the students come with to understand uses of the English language. These students often receive more focused instruction to help them navigate various settings and situations.

The overall program goal is to support students in developing both receptive and expressive language so they can fully participate, engage, understand and communicate within mainstream settings. English Language Development teachers align their lessons to grade level instructional goals and standards. The Multilingual program strives to consider cultural and linguistic opportunities for all learners and create avenues for cross-cultural understanding and learning.

IX. 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 with ethnic groups, gender, free and reduced lunch status sharing the number and percentage of students meeting the reading proficiency benchmark at the end of each grade. This information is included in a report presented to the ECCS School Board as part of the district's *yearly literacy plan and annual report*. This report is made available online following a presentation to the school board.

The ECCS Literacy Plan is 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: <https://www.district112.org/district/news>