2020-2021 Literacy Plan Read Well by 3rd grade

The state of Minnesota has passed legislation that seeks to have all of Minnesota's children reading well by third grade. The bill requires local school districts to adhere to certain expectations, including:

- ➢ All students are provided with comprehensive scientifically based reading instruction.
- ➢ Parents are notified of student progress at least annually for all students and must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered, services available, and strategies parents can use at home to support their student.
- ➢ Students not reading at or above grade level are given intervention based on evidence-based practices to accelerate their growth toward grade level expectations.
- ➢ Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- ➢ Sufficient training is provided for all licensed staff to improve reading instruction.
- ➢ A Local Literacy Plan is developed and posted to the official district website.

Administrators and teacher-leaders are committed to ensuring that needed resources are dedicated to guide the planning and implementation of targeted instruction through the continuous use of assessment. Screening assessments will begin the first days of school so classroom teachers can begin differentiated instruction as soon as possible. New literacy coaches will be working with classroom teachers to match student needs with best practices, both in the classroom and in individual interventions. Current practices will be analyzed through gathering and interpretation of data. Student learning will be the responsibility of administrators, teachers, support staff, and students.

The Cannon Falls Literacy Plan below includes the five requirements in the local literacy plan:

- ➢ How Cannon Falls will ensure reading proficiency for all students by the end of grade 3.
- ➢ The process we will use to assess students' level of reading proficiency.
- ➢ Our plan for notifying and involving parents.
- ➢ How and when we will intervene with students who are not reading at or above grade level.
- ➢ How we will identify and meet staff development needs.

ASSESSMENTS

To achieve our goal of growth, educators must assess students as soon as possible to determine needs, then continue assessing to determine effectiveness of teaching. Results of screening assessments, which are given to all students, at a minimum, in fall and winter, support all staff with identifying and supporting students who need targeted assistance to achieve grade-level proficiency.

> ➢ **ESGI-Educational Software to Guide Instruction** is a web-based progress monitoring assessment tool accessible from any computer. District staff create assessments that are aligned to state and district standards. ESGI is an individual assessment administered by teachers and trained support staff. The reporting system provides individual parent reports, individual flashcards for skills not mastered, and ideas for interventions. ESGI provides item analysis for specific skills such as how many students have mastered a particular shape, specific letters in the alphabet, sight words, and more. It is a critical data management tool for RTI that pinpoints individual areas of need.
> ➢ **FastBridge** is a progress monitoring assessment used to inform teachers, students, and parents of growth, weaknesses, and strengths. aReading, CBMreading English, Early Reading Composite are all components of this test which are designed to support "teachers' understanding of a student's response to intervention and give them timely feedback and support to quickly adjust instruction as needed."
> ➢ **Informal Reading Inventory-**These programs effectively assess reading ability at emergent through high school levels. Two examples used are the Houghton Mifflin informal reading inventory from the current school curriculum and the Qualitative Reading Inventory-5.   The QRI-5 includes both narrative and expository passages at each grade level, questions to assess prior knowledge, and word lists. Teachers and literacy specialists can measure comprehension by retelling passages, implicit and explicit questions, and other devices. It also provides suggestions for individual intervention instruction, procedures for assessment of strategic reading, and inclusion of results in classroom portfolios.

Staff Development in Screening Systems
Appropriate staff have been trained in the administration of the above stated screening systems. We will train any new staff as needed and current staff will review updates and changes to these assessment programs.

Literacy specialists will be trained in the administration, data analysis, and implementation of interventions in response to Informal Reading Inventories.

Grade level Power Standards are currently aligned to 2010 English Language Arts standards for all students With additional PLC (Professional Learning Community) meeting times built into the 2020-2021 school year, teachers will be continuing to refine their understanding and implementation of state standards.

Current Assessment System

	K	1	2	3
Screening	Fastbridge ● earlyReading Composite ESGI – (Educational Software for Guiding Instruction) Used as a baseline before school and quarterly	FastBridge Learning ● earlyReading Composite ● aReading	FastBridge Learning ● CBMR ● aReading	FastBridge Learning ● CBMR ● aReading
Diagnostic	ESG	● PRESS phonemic awareness screener ● MRC Word Construction phonics screener	● PRESS phonemic awareness screener ● MRC Word Construction ● QRI Reading Inventory	● PRESS phonemic awareness screener ● MRC Word Construction phonics screener ● QRI Reading inventory
Progress Monitoring *Tier I*	ESGI/Fastbridge Learning	Houghton Mifflin (HM) weekly skills test	Houghton Mifflin weekly skills test and running records	Houghton Mifflin weekly skills test and running records
Progress Monitoring *Tier II*	ESGI/Fastbridge Learning	Houghton Mifflin (HM) weekly skills test FastBridge Learning	Houghton Mifflin weekly skills test and running records FastBridge Learning	Houghton Mifflin weekly skills test and running records FastBridge Learning

Communication Plan	ESGI Parent Report: * baseline reports sent the first week of school sent before school and quarterly *shared and discussed with parents at student-led conferences	HM weekly skills test *results and explanation sent home after completion of assessment *shared and discussed with parents at student-led conferences Fastbridge Learning Reports	HM weekly skills test *results and explanation sent home * discussed at student-led conferences Fastbridge Learning Reports	Fastbridge Learning, HM weekly skills test *results and explanation sent home *discussed at student-led conferences

Proficiency Guidelines for 2020-2021

	K	1	2	3
Locally Determined Power Standards	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments
ESGI	Proficiency assessed as a baseline before school year, quarterly for benchmarks, and as formative assessments to guide instruction and RTI groups.	NA	NA	NA
Fluency Fastbridge	41 LSF (letter sounds correct per minute) End of Year	66 WCPM (words correct per minute) End of Year	101 WCPM (words correct per minute) End of Year	125 WCPM (words correct per minute) End of Year
MCA-III	NA	NA	NA	"Meets" Score

Parent Notification
- ➢ Power Standards posted via school website and sent home during Open House and at Quarter One report cards.
- ➢ Daily Folders in grades K-2 and Agenda in grade three.
- ➢ Weekly/Monthly newsletters from classroom teachers and administration.
- ➢ School website offers information related to curriculum and instruction.
- ➢ Online gradebook
- ➢ E-mails, phone calls, blogs, or google sites set up by teachers to inform parents.

Parent Involvement
- ➢ Title I parent meetings, including ways to support literacy at home
- ➢ Literacy Nights
- ➢ "Book in a bag" with parent feedback
- ➢ Open House – stations set up to explain literacy assessments and interventions, and progress monitoring including information on FastBridge, AR tests and ESGI.
- ➢ Establish summer book lending program with goal of minimizing gap in literacy
- ➢ Inform parents of district resources, including the elementary media center literacy website

Overall Description of Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and an assessment of all children in the general education classroom. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. As staff gain knowledge and experience in RTI, they will be doing so through a focus on literacy during the 2020-2021 school year. Descriptions of tier levels are listed below.

Tier I – All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention.

Tier II – Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by teachers or paraprofessionals for 3-4 days per week for 30 minutes in addition to the existing high-quality general education teaching in Tier I.

Tier III – Supplemental intense interventions typically totaling 5 days per week for 50 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will

be administered by the most highly-trained staff which may include literacy specialists, special education staff or general education teachers.

Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

Interventions available to students in K-3

Program / Intervention	Tier (s)	Grade	Initial Assessment	Progress Monitoring
Guided Reading small groups	1	K-5	● FastBridge Testing: aReading and aMath are administered whole group by general education teacher	aReading and aMath
Individual and small group targeted instruction (RTI Block in schedule)	2, 3	K-5	● FastBridge administered whole group by general education teacher ● Running records and Scholastic Placement Test administered individually by general education teachers ● ESGI administered by trained reading specialist ● QRI-5 Qualitative Reading Inventory	ESGI, Fastbridge
ADSIS	2, 3	K-5	● FastBridge administered whole group by general education teacher ● Running records and Scholastic Placement Test administered individually by general education teachers ● ESGI administered by trained reading specialist ● QRI-5 Qualitative Reading Inventory	
Title I	2, 3	K-3	● FastBridge administered whole group by general education teacher	
Minnesota Reading Corps Literacy Tutors	2, 3	K-3	● MN Reading Corps assessment	Reading Corps monitoring tool As needed to address individual student needs

How Parents will be Informed of Student Progress
Through implementation of RTI, parents will be provided information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

How Learner Data is Used
Learner data guides instruction K-3, giving grade levels an opportunity to determine which students need more time to work on skills that they didn't master the first time. Students who have exceeded expectations will be given enrichment opportunities.

How Services are Provided
Students will be given additional opportunities to learn or relearn literacy skills needed for classroom success. Additional instruction is provided by licensed teachers, trained paraprofessionals and Reading Corps tutors.

Professional Development for Staff
Over the past two years, a team of staff, including administration, was trained by an outside consultant, Quintin Pettigrew, to begin a cultural shift to Professional Learning Communities. These Professional Learning Communities are ongoing collaborative planning groups surrounding curriculum, intervention, best practices, formative and summative assessment, data analysis and more.

Current:
➢ Licensed and non-licensed staff have completed training in RTI and it is being implemented in grades K-5.
➢ The school-wide vision of student learning and the purpose for RTI has shifted from skepticism to ownership, with a newly adopted belief that through RTI all students can be successful.
➢ Administration initiated and the School Board approved the 2020-2021 school calendar allowing for twelve late start dates for staff to continue work on Literacy and RTI in PLC groups.

2020 Goals:
➢ Expand the use of FastBridge progress monitoring through training by current staff.
➢ Develop individual professional development goals related to an area of RTI and utilizing scientifically-based reading instruction.
➢ Expand the use of Daily 5 and CAFÉ through the use of experienced on-site staff.

For the 2020-2021 school year, the K-3 staff will continue to build on learning generated thus far in RTI and through our PLC's. Structures and schedules focus on literacy practices and meaningful instructional time. Our goal is to allow common grade-level intervention blocks of time to drive the entire school schedule. Literacy will be a main focus for staff development, including implementation of Daily 5. The collaborative work that is done in our PLC's will include unwrapping the Power Standards into learning targets, developing common formative assessments, and developing a system for data analysis.