

**Independent School District #592
Climax-Shelly Public School
Read Well by Third Grade
Local Literacy Plan
2020-2021**



Read Well by Third Grade - Overview

All students are unique. Each student has special abilities and needs, as well as individual learning styles, paces, preferences, cultural backgrounds and support systems. In the Climax-Shelly School, we expect, embrace and celebrate these differences. Some students arrive in kindergarten reading fluently while others come developing print awareness. Our school community is committed to ensuring that each student reaches or exceeds grade level standards and benchmarks. These benchmarks are especially critical in reading, as research suggests that students who are not reading at or above grade level by third grade have difficulty catching up later in school.

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to continue to expand understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.

According to a statement released by the Minnesota Department of Education and embraced by the Climax-Shelly School, literacy is the cornerstone of all learning. In each subject area the ability to read and comprehend written material is of the highest importance. Supporting the development of capable readers at every level is a necessary goal for educators, parents/guardians, and communities.

With this philosophy, the state of Minnesota passed legislation that seeks to have all of Minnesota's students reading well by third grade. Minnesota Statute 120B.12, Subdivision 1 states: *Literacy goal*. The legislation seeks to have every child reading at or above grade level no later than the end of grade 3, including English language learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.

Subdivision 2. *Identification report*. (a) Each school district shall identify before the end of kindergarten, 1st grade, and 2nd grade students who are not reading at grade level before the end of the current school year and shall identify students in 3rd grade or

higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English, and in the predominant languages of district students, where practical, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English language learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1. The district also must annually report to the commissioner by July 1 a summary of the district's efforts to screen and identify students with:

1. dyslexia, using screening tools such as those recommended by the department's dyslexia specialist; or
2. convergence insufficiency disorder.
 - a. A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.

Legislation also requires the following actions be taken:

- Parents/guardians are notified of student progress at least annually for all students and must give parents/guardians of students not reading at or above grade level (in K-2) timely information. This timely information includes reading assessments administered, services available, and strategies parents can use at home to support their children.
- Students not reading at or above grade level are provided with reading intervention to accelerate student growth and reach the goal of reading at or above grade level.
- A school district is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency. The personal learning plan must be determined in collaboration with the student's educators and in consultation with the student's parents/guardians.
- Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- Elementary teachers must be able to implement comprehensive, scientifically based reading and oral language instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other literacy-related areas, including writing.
- Elementary teachers must have sufficient training to provide comprehensive, scientifically based reading and oral language instruction to meet the students' developmental, linguistic, and literacy needs using the intervention methods and programs selected by the district.

Local Literacy Plan Purpose

The purpose of this Literacy Plan is to provide an overview of how the Climax-Shelly School elementary staff will continually work to improve the academic achievement of all students by identifying needs, implement research-based instruction, engage in on-going study and self-reflection to improve the shared practice of teaching, and involve parents/guardians and the community in a joint partnership to stay actively responsive to the needs of our students. The plan is based on recommendations from the National Reading Panel and on the structure provided by the Minnesota Center for Reading Research and the Path to Reading Excellence in School Sites (PRESS) documentation. This plan is multi-tiered, evidence based, and is created around the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, as identified by the National Reading Panel. As part of our continuous improvement process, we learn with and from students, parents/guardians, educators and our greater community. We seek to share our efforts to create the optimum environment for student success, with the goal that each and every student in the Climax-Shelly Public School District is reading well by third grade. Our Local Literacy Plan will be ongoing and will be updated yearly.

Assessments Used by the Climax-Shelly School

At the Climax-Shelly School, we use AIMSweb and the STAR Reading Assessment to evaluate student learning. Both are nationally normed assessments. Each has a specific purpose designed to give teachers, students and families information about the academic performance and progress of each student. These assessments help teachers identify students who are experiencing difficulties, monitor student progress, evaluate the effectiveness of interventions and enrichments, and plan instruction to meet the needs of individual students. Our goal is to help all students achieve grade-level outcomes by the end of each year and to maximize and accelerate growth. Teachers gather information to make decisions about grouping students for instruction and deciding what works well for individual students. District-wide assessments are used as well as classroom formative assessments to provide teachers with screening, diagnostic, and progress monitoring measures to monitor and impact growth. The specific nationally normed assessments that we use are:

- AIMSweb (Pearson)
- STAR Reading Assessment (Renaissance)

Instruction is differentiated through the following interventions:

- Response to Intervention Reading Groups
- Daily Five Reading Groups within classroom reading instruction
- IXL Diagnostic online tool
- Journeys (Houghton Mifflin Harcourt) Leveled Readers
- Title I resources
- Special Education resources
- Reading Specialist resources

Local Literacy Goal

We believe that literacy is the fundamental academic asset and that literacy skills are among the most critical skills our students learn. The ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society has a direct bearing on the quality of our students' lives. More than any other ability, the ability to read and use language defines the parameters of a student's potential to learn as well as his or her ability to demonstrate proficiency in standards across the curriculum. We are committed to ensuring that all students are grade-level proficient in reading and we believe that the core curriculum and interventions we have in place are the best way for us to achieve that goal. Students will demonstrate reading proficiency throughout the primary grades and be at or above grade level by 3rd grade through the results of both screening and diagnostic measures plus interventions. Our goal is for all students to be at or above grade level on the STAR Reading Assessment and the AIMSweb assessment. However, we will not be constrained by their standards of proficiency. We will challenge our students at all ability levels before, during, and after demonstration of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high quality classroom core instruction, differentiation, and interventions. Classroom and tiered instruction are driven by an analysis of the data from the assessments that we use at Climax-Shelly School.

Read Well by Third Grade Student Assessment Schedule

Grade	Assessment	Month(s)
Kindergarten	AIMSweb	September January May

Grade	Assessment	Month(s)
1st Grade	STAR Reading Assessment	September January May
	AIMSweb	September January May

Grade	Assessment	Month(s)
2nd Grade	STAR Reading Assessment	September January May
	AIMSweb	September January May

Grade	Assessment	Month(s)
3rd Grade	STAR Reading Assessment	September January May
	AIMSweb	September January May

Defining Proficiency

At Climax-Shelly, we base our definition of “proficiency” on *Minnesota Language Arts Standards* benchmarks at each grade level. We use multiple data, including classroom language arts assessments and teacher observations as well as AIMSweb and the STAR Reading Assessment. The tables below further define how “proficiency” is defined in reading for grades kindergarten through grade three. Assessment data from the fourth quarter is used as the benchmark of grade level proficiency. This data is used to diagnose areas of academic needs as related to literacy and ongoing interventions.

Kindergarten Assessment	Proficiency
AIMSweb	Spring- Letter Naming Fluency Tier 1= 46+ Letter Sound Fluency Tier 1 = 33+ Phoneme Segmentation Tier 1= 41+ Nonsense Word Fluency Tier 1= 33+

1st Grade Assessment	Proficiency
STAR Reading Assessment	Spring- At/Above Benchmark (40%+)

AIMSweb	Spring- Nonsense Word Fluency Tier 1= 57+ Words Read Correctly Per Minute Tier 1= 53+ (80%)
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2nd Grade Assessment	Proficiency
STAR Reading Assessment	Spring- At/Above Benchmark (40%+)
AIMSweb	Spring- Words Per Minute Tier 1= 92+ (80%)

3rd Grade Assessment	Proficiency
STAR Reading Assessment	Spring- At/Above Benchmark (40%+)
AIMSweb	Spring- Words Read Correctly Per Minute Tier 1= 119+ (80%)

Parent/Guardian Notification

Research shows that involving parents/guardians in the education process has a positive effect on student achievement. It is believed that by pursuing effective parent/guardian involvement and support of school practices, school-based strategies will contribute to improve student learning in our special education and free/reduced lunch populations as well as among all students in the district. Parent/guardian involvement initiatives include Instant Alert, Reading Buddies, summer library reading program of special events, Foster Grandparents from the community who enjoy reading with the students and all-day, every-day kindergarten and pre-kindergarten. A concerted effort will be made to secure additional community members to engage with all students. Because these occur in a variety of settings and times, parent participation is increased. Every opportunity will be taken to instruct parents/guardians how to read to and with their children; the purpose being to assure school and home are reinforcing concepts and using common language.

Parent-teacher conferences are scheduled twice during the school year to provide communication on student progress and reading assessment information to deepen families' understanding of their childrens' progress and grade level expectations.

Classroom teachers provide report cards and other progress updates regarding students' reading abilities to parents/guardians at parent-teacher conferences scheduled during the fall and spring quarters. Since we began scheduling a specific time for elementary parents/guardians to meet with their children's teachers, we have had a very high percentage of parental involvement during the conferences. Assessment information, samples of student work and teacher and parents/guardians observations are shared during these conferences. Updates for parents/guardians of students who are not reading at grade level occur much more frequently throughout the school year. If parents/guardians are unable to attend conferences, every effort is made for timely communication in person, by phone, or by electronic means. Teachers often communicate with their students' parents/guardians throughout the school year, not only at conferences, by means of telephone or an electronic device. Resources for parents/guardians to support their children's education can be found at: <http://education.state.mn.us/MDE/fam/part/05643>

Core Instruction, Interventions and Instructional Supports

The Climax-Shelly School is committed to ensuring success in reading for all students by:

- Implementing the research-based Journeys curriculum that fully executes the 2010 Minnesota K-12 academic standards in English Language Arts (ELA) to include phonemic awareness, phonics, fluency, vocabulary development and reading comprehension.
- Ensuring all students are provided access to grade level standards through guided whole group and differentiated small group instruction. No students are pulled out of the room during their classroom reading instruction.
- Grouping multi-age students by instructional level for Response to Intervention for twenty minutes each morning. Students receive engaging instruction to provide a unique literacy instruction based on their literacy needs and strengths.
- Providing a library of fiction and nonfiction books at many grade levels within each classroom so students are able to choose books at, below, or above their reading level that interest them. Students enjoy a wide range of self-selected books, aiding in student achievement.
- Utilizing the interventions provided by the district, including guided reading, literacy circles, one-on-one instruction, running records and engaging literacy instruction that reflects the interests and strengths of each student while encouraging family involvement.
- Coordinating interventions prepared by classroom teachers, Title I and Special Education teachers and the Reading Specialist.

- Welcoming Foster Grandparents from the community who enjoy reading to primary students and testing them on sight words, letter names, and letter sounds.

Tier One Instruction

The first tier of instruction is the core instructional program for all students, who receive high quality reading instruction in whole and small groups. Whole group provides equal access to grade level standards and the small group provides differentiation to meet student needs. Classroom teachers utilize best-practices instructional methodology and use the adopted literacy frameworks and materials with fidelity. All primary students interact with grade-level text to build a foundation of strong reading skills, deep comprehension strategies and critical thinking about the text. Students not yet reading at grade level need supported interaction with grade-level and above-grade-level texts in order to:

- build foundations of background knowledge,
- experience excellent writing and language models,
- engage in discussions to build oral language and vocabulary,
- enjoy a variety of text genres,
- engage with informational text, and
- participate in critical thinking with teachers and peers.

Teachers teach students in flexible Daily 5 groups and with leveled text that allows students to practice reading skills and strategies, creating flexible groups to ensure that each student exhibits growth. Motivating and engaging students in the reading process is also critical to reading success. When students are interested in the topics they are reading about, they often learn more and sustain interest. Therefore, students choose and read self-selected text in addition to teacher-selected text, aiding in student achievement.

Tier Two Instruction

The second tier of instruction includes targeted interventions for students who are not yet making sufficient growth. Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs, provided in small groups by the Title I teacher or Reading Specialist. Reading in small groups provides more time, more explicitness, more focus, and more opportunities for

students to respond. This intervention is in addition to Tier One support provided by the classroom teacher. While benefiting from whole class and flexible grouping instruction, some students need more time and sometimes different materials or instruction to accelerate growth and reach grade level benchmarks. Intervention needs occur in the areas of phonemic awareness, phonics, word study, vocabulary, fluency, motivation, engagement, and comprehension. The purpose of reading is ultimately comprehension; therefore all interventions are designed to support achieving that goal.

Tier Three Instruction

At the third tier of instruction are targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction. Instruction is intensely focused and is an individually tailored instructional program to meet a student's needs. The student receives interventions focused on a specific need which has been identified by data. These interventions would be in addition to the Tier One and Tier Two interventions. Students who have not responded to a minimum of two forms of additional instruction in phonemic awareness and phonics will be informally evaluated for unique learning needs and provided individually designed instruction that may include additional time for reading instruction or repeated instruction from core or smaller group instruction. Students with greater needs receive more intensive support. Instruction occurs more frequently and has a low student-to-teacher ratio. Students receive increased instruction and may use alternative curriculum to meet standards and try to meet the goal of making a year of more academic growth. Special education evaluation may also be provided, dependent on the recommendation of the Student Assessment Team. The Climax-Shelly Public School District provides a comprehensive program for students with disabilities. Individual Educational Plans (IEPs) that specifically identify goals and objectives are created for students who qualify for special education services. Special Education teachers collaborate with classroom teachers and other educational staff to choose alternative reading curriculum or modify the classroom curriculum to meet the student's needs.

Professional Development

When students need increasingly sophisticated reading skills, Climax-Shelly School intends to provide support for teachers to incorporate differentiated instruction into their daily lesson plans. Teachers have six full-day and eight half-day professional development days provided throughout this school year to provide training opportunities for teachers. Training focuses on the diverse needs of our students in the classrooms

and effective strategies to meet their needs. Individual teachers may also choose to attend workshops on specific topics of their interest and of which they want more information to bring back to share with other teachers. Individual teachers or the entire staff have most recently had the following Professional Development opportunities:

- Leveled Literacy Intervention
- PRESS
- Daily 5
- IXL
- ENVoY
- 6+ 1 Traits of Writing
- Mindset
- Cultural Competency
- Non-Violent Crisis Intervention
- RipL Training
- Guided Reading
- Infinitec
- Coaching with Amy Mulry

Specific professional development for Climax-Shelly staff in the future may or should include the following activities:

- Provide opportunities for staff to continue to align curriculum, instruction and assessments in Language Arts
- Online professional development for all staff through Infinitec
- Through workshops and professional learning communities: identify students not meeting or partially meeting MCA goals, develop instructional activities for differentiating instruction and responsive teaching, assess the effectiveness of instructional strategies by interpreting the data of common formative assessments, develop a variety of classroom interventions to be used during instruction to help struggling students or challenge advanced students, and differentiate instruction for ethnically diverse, special education or free/reduced populations.

Screener for Dyslexia

The state of Minnesota is requiring school districts to have a brief measure to identify students who may be at a high risk of having dyslexia. The Climax-Shelly School has not had a screener available prior to this year but will be implementing it to be compliant with Minnesota State Legislative requirements. Below is the mandatory dyslexia instruction in teacher preparation programs passed and effective July 1, 2020.

MN 2019 Legislative Session

DDMN's Dyslexia screening and mandatory dyslexia instruction in teacher preparation programs passed and are effective July 1, 2020. Also, the term "balanced" was deleted from the teacher preparation reading instruction requirement and replaced with "structured".

Screening:

"Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia." "Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened, in a locally determined manner, for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified."

Teacher preparation:

"Board-approved teacher preparation programs for teachers of elementary education must require instruction in applying comprehensive, scientifically based or evidence-based, and structured reading instruction programs that..."

"Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association,

[See our slide show](#) of how the bills gained support and move through the legislature.

[SF116 / HF1495](#) (did not pass) Dyslexia teacher professional development for 5-year recertification. The reading preparation must include at least five clock hours of training on dyslexia.

[SF196 / HF1494](#) (passed) Dyslexia teacher training requirement for teacher preparation programs (Higher Education). Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include

instruction on dyslexia. Instruction on dyslexia must be in conjunction with the knowledge and practice standards of the International Dyslexia Association.

[SF651 / HF1496](#) (passed) Dyslexia screening requirement. A school district must screen for dyslexia.

Our Local Literacy Plan is developed and posted to the official district website. At the Climax-Shelly Public School District, our current initiatives and efforts are aligned with the Minnesota State Legislation.