ISD 505, Fulda Public Schools
Local Literacy Plan

2023-2024

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District Superintendent: Michael Pagel

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 grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings 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. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

MN Statute 120B.12

June 22, 2023

Literacy Plan Summary

A comprehensive assessment plan has been established to assess and monitor students' level of proficiency in Kindergarten, 1st, 2nd and 3rd grades. This plan consists of assessments for the purpose of screening, diagnosing, progress monitoring, measuring growth and proficiency. In addition, our district also has created rubrics for both reading and writing that align with the Minnesota English Language Arts standards based on the nationally developed Common Core Standards. Teachers use this data to make instructional decisions to ensure that each student is receiving high-quality instruction matched to their individual needs. The Fulda Public School District Local Literacy Plan focuses on assessment, Multi-Tiered System of Support which includes core instruction and intervention, staff development and family involvement to ensure that all students will reach reading proficiency by the end of third grade.

The Fulda School District provides a Multi-Tiered System of Support to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Core reading instruction focuses on structured literacy and the five pillars of reading instructional, phonemic awareness, phonics, fluency, vocabulary, and comprehension. To meet the needs of students who require additional support to reach grade level standards, teachers provide research-based interventions and regularly monitor student progress to ensure that they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Fulda Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities, which examine student assessment data and refine current instructional practices. District-wide professional development focused on the components of Structured Literacy, the five pillars of reading instruction, interventions, assessments, and data use to improve student learning is ongoing and job-embedded. Focused in-service is also provided to staff that assist with intervention services.

Engaging families as partners in their children's education is a school district goal. Literacy education is an area where families are the student's first teachers and continue to play a primary role as the students mature. Families are informed through timely, frequent communication. This communication assists families in understanding their child's reading proficiency and progress toward grade level standards. Families also have access to information on how they can support their child at home along with opportunities to be actively involved in the school.

Literacy Plan Goals and Objectives

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review tests scores by specific subgroups in reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The K-3 teachers and support staff will review, annually, the effectiveness of current teaching practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

Assessment Plan

Reading success for all requires systematic assessment and progress monitoring from Kindergarten through Grade 6. Students are assessed using statewide testing, local standardized testing, and classroom assignments and observation to provide a complete profile of student achievement and curricular strengths and weaknesses. The assessment information guides teachers' decisions and improves learning and instruction.

FastBridge is used as our screening / benchmark assessment. Benchmarks are scores that indicate the student's risk of performing below a future (usually end. of year) performance target. FastBridge defines two (or three) benchmark cut-scores for each. assessment in each season and grade, resulting in three (or four) levels of risk.

FastBridge Benchmarks	FastBridge Benchmarks
<u>Four Risk Levels</u> College Pathway Low Risk Some Risk High Risk	<u>Benchmarks are set based on national data:</u> *College Pathway*: 85th percentile and above *Low Risk*: 30th to 85th percentile *Some Risk*: 20th to 30th percentile *High Risk*: 20th percentile and below

Screening or benchmark assessments are administered in the fall, winter, and spring to collect information on all students in each grade. Each child is assessed three times a year to measure progress in oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate. It also has a high correlation with students' reading comprehension. These screening assessments are used to collect information for identifying a student's skill in a certain area of literacy and identifying those students that may need additional support or further diagnostic assessment to pinpoint their needs. Screening is the first step in identifying students' needs, including those students with dyslexia.   For those students scoring in the low risk categories, the results from benchmark assessments will be communicated to families at family-teacher conferences. Families whose children are scoring in the some risk or high risk categories will receive an explanation of the student's benchmark scores, programming needs and possible interventions at family-teacher conferences. Students who are receiving interventions are progress monitored with FastBridge Progress Monitoring fluency probes on a weekly basis to measure growth.

Kindergarten Screening and Benchmarking

Required Screening Assessments	Fall Scores	Winter Scores	Spring Scores
earlyReading in FastBridge **Fall Subtests-** Concepts of Print, Onset Sounds, Letter Names, Letter Sounds **Winter Subtests-** Onset Sounds, Letter Sounds, Word Segmenting, Nonsense Words **Spring Subtests-** Letter Sounds, Word Segmenting, Nonsense Words, Sight Words - 50	✓	✓	✓

Kindergarten Benchmark Cut-Scores			
earlyReading in FastBridge (composite score)	High Risk Below 20%ile	Some Risk 20%tile - 30%ile	Low Risk Above 30%ile
Fall	0-29	29-31	31+
Winter	0-44	44-48	48+
Spring	0-58	58-61	61+

First Grade Screening and Benchmarking

Required Screening Assessments	Fall Scores	Winter Scores	Spring Scores
earlyReading in FastBridge Word Segmenting, Nonsense Words, Sight Words - 150, Sentence Reading	x		
Oral Reading Fluency (ORF)-FastBridge CBMreading		x	x

First Grade Benchmark Cut-Scores			
earlyReading in FastBridge (composite score)	High Risk (Intensive) Below 20%tile	Some Risk (Strategic) 20%ile - 30%tile	Low Risk (Core Support) Above 30%tile
Fall	0 – 27	27-30	30+
Winter	0-39	39-46	46+
Spring	0-50	50-58	58+
Oral Reading Fluency (FastBridge CBMreading)	High Risk (Intensive) Below 20%tile	Some Risk (Strategic) 20%ile - 30%tile	Low Risk (Core Support) Above 30%tile
Winter	0-20	20-27	27+
Spring	0-38	38-53	53+

First Grade Benchmark Cut-Scores			
aReading (FastBridge aReading)	High Risk (Intensive) Below 20%ile	Some Risk (Strategic) 20%ile – 30%ile	Low Risk (Core Support) Above 30%ile
Fall	0-418	418-428	428+
Winter	0-437	437-447	447+
Spring	0-451	451-460	460+

Second Grade Screening and Benchmarking

Required Screening Assessments	Fall Scores	Winter Scores	Spring Scores
Oral Reading Fluency (ORF)-FastBridge CBMreading	x	x	x
FastBridge aReading	x	x	x

Second Grade Benchmark Cut-Scores			
Oral Reading Fluency (FastBridge CBMreading)	High Risk (Intensive) Below 20%ile	Some Risk (Strategic) 20%ile – 30%ile	Low Risk (Core Support) Above 30%ile
Fall	0-29	29-43	43+
Winter	0-57	57-72	72+
Spring	0-75	75-89	89+

Second Grade Benchmark Cut-Scores			
aReading (FastBridge aReading)	High Risk (Intensive) Below 20%ile	Some Risk (Strategic) 20%ile – 30%ile	Low Risk (Core Support) Above 30%ile
Fall	0-451	451-462	462+
Winter	0-467	467-475	475+
Spring	0-474	474-482	482+

Third Grade Screening and Benchmarking

Required Assessments	Fall Scores	Winter Scores	Spring Scores
Oral Reading Fluency (ORF)-FastBridge CBMreading	x	x	x
FastBridge aReading	x	x	x

Third Grade Benchmark Cut-Scores			
Oral Reading Fluency (FastBridge CBMreading)	High Risk (Intensive) Below 20%ile	Some Risk (Strategic) 20%tile- 30%ile	Low Risk (Core Support) Above 30%ile
Fall	0-60	60-76	76+
Winter	0-85	85-99	99+
Spring	0-99	99-113	113+
Third Grade Benchmark Cut-Scores			
aReading (FastBridge aReading)	High Risk (Intensive) Below 20%ile	Some Risk (Strategic) 20%ile – 30%ile	Low Risk (Core Support) Above 30%ile
Fall	0-474	474-482	482+
Winter	0-484	484-492	492+
Spring	0-489	489-497	497+

In addition to the screening and benchmarking assessments, all students in 2nd and 3rd grade will take the FastBridge aReading assessment in the fall and spring of each year. aReading assesses student proficiency in various areas of literacy. aReading correlates strongly to the MCA assessment and provides a proficiency level along with growth information. This information is communicated to families at conferences.

All third grade students will also take the Minnesota Comprehensive Assessments. Assessment information is communicated at family-teacher conferences and/or mailed to families as the results become available.

Multi-Tiered Systems of Support
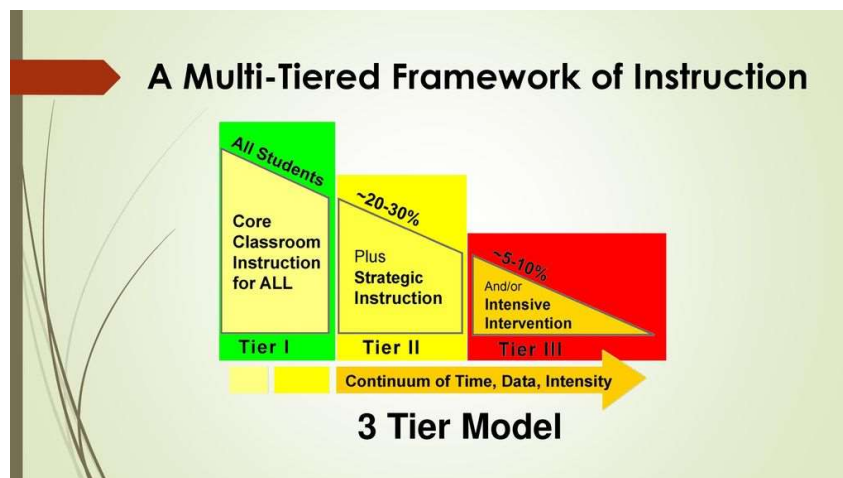
Multi-Tiered System of Support provides different levels of instruction based on student needs.

- Tier 1 (low risk): core instruction that all students receive.
- Tier 2 (some risk): strategic, more targeted instruction/intervention and supplemental support in addition to and aligned with the core instruction.
- Tier 3 (high risk): intensive (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and social emotional instruction and support.

Tier 1

Core literacy instruction is driven by research-based methods and the Minnesota English Language Arts Standards. Instruction follows a Structured Literacy Instructional Framework. Students are provided with a literacy foundation that includes all five areas identified by the National Reading Panel: phonological awareness, phonics, fluency, vocabulary and comprehension.

Instructional assessments are used to identify students' independent and instructional reading levels, as well as their specific strengths and areas for growth as readers. Core instruction is differentiated through guided reading instruction, independent reading, conferring and word study.

Tier 2 and Tier 3

Students identified as non-proficient through benchmarking assessments and classroom performance will receive standard protocol evidence-based interventions appropriate for their level of achievement and specific area of weakness. Progress will be monitored through FastBridge Progress Monitoring and documented for additional analysis by grade level teams. If a student in intervention continues to make inadequate progress, adjustments to the intervention plan will be made and the site problem solving team may be involved to help determine next steps.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 60 minutes of core instruction. Students receiving Special Education services are included at this level.
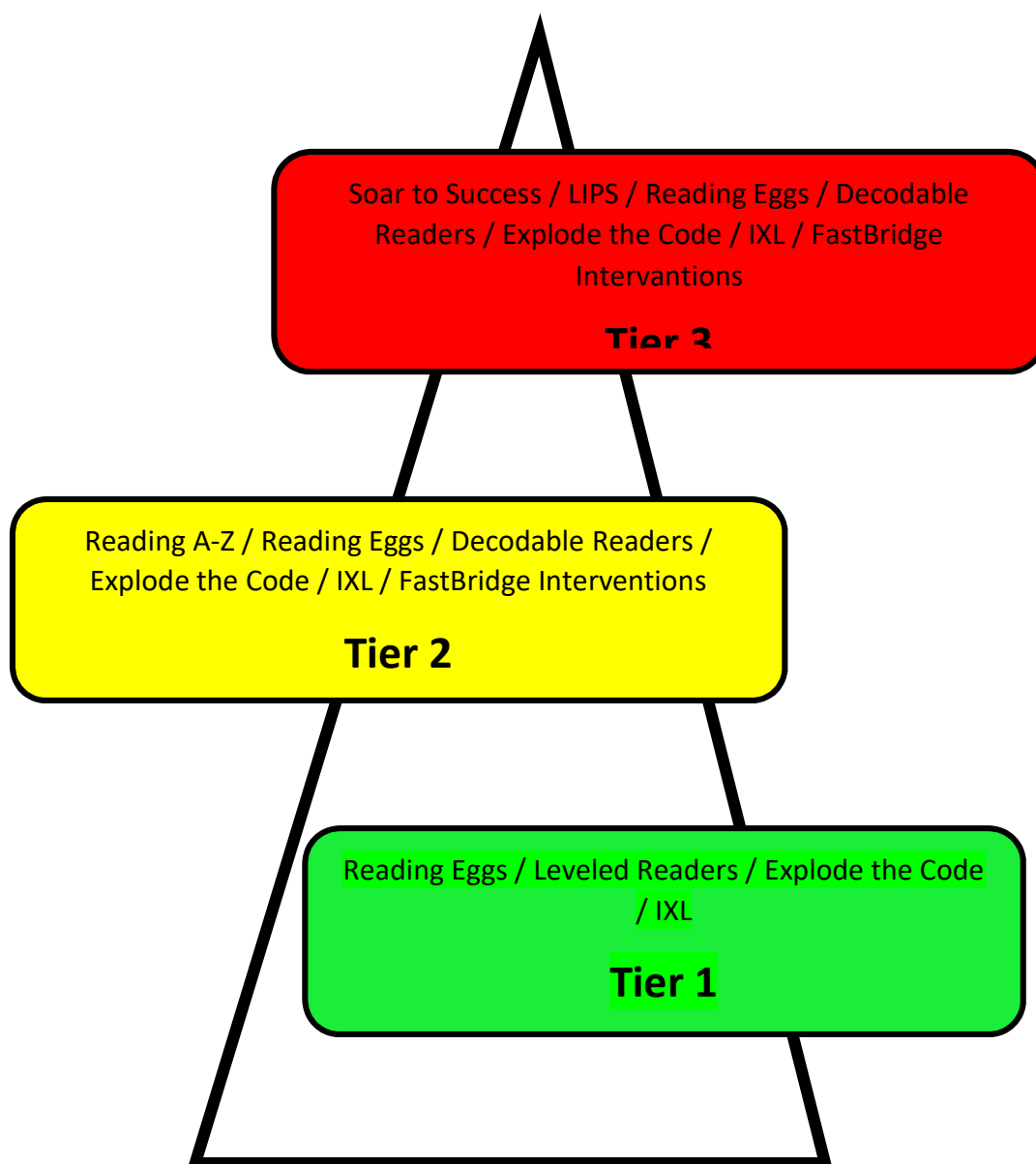
Tier 1

Core Curriculum 60 minutes a day provided by the classroom teacher.

Screening/Benchmark tested 3 times per year.

Meets or Exceeds grade level benchmark targets

If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.

Continue Core Curriculum 60 Minutes a day by classroom teacher.

Tier 2

Special Education or Title I intervention with small group for approximately 15 minutes for 4-5 days a week.

Progress Monitor Weekly.

If 3 to 4 data points are consecutively above the FastBridge Growth Line, with one data point at or above the next benchmark target, exit from intervention.

If 4 data points are consecutively below the FastBridge Growth Line, change the intervention.

Tier 3

Special Education

Title I Services

Push-In or Pull-Out intervention with small groups.

Progress Monitor Weekly

If not successful, refer for a Special Education evaluation.

If successful, determine how this level of support will be maintained

Evidence-Based Reading Instruction

The evidence-based reading curriculum Fulda uses is Wonders, what has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

Evidence-Based Interventions

Soar to Success / LIPS / Reading Eggs / Decodable
Readers / Explode the Code / IXL / FastBridge
Intervantions

Tier 3

Reading A-Z / Reading Eggs / Decodable Readers /
Explode the Code / IXL / FastBridge Interventions

Tier 2

Reading Eggs / Leveled Readers / Explode the Code
/ IXL

Tier 1

Professional Development

Professional development is essential to the work teachers do. In the Fulda School
District all teachers receive professional development in the following areas: Multi-
Tiered System of Support, assessment, and data driven decisions. Teachers in Fulda
Schools will be provided professional development in three ways: formal training and
workshops, Professional Learning Communities/Collaborative Teams/Data Teams, and
individual coaching. When planning professional development, student and teacher
performance data will be analyzed in order to differentiate staff development offerings

and meet each teacher's needs. Ensuring that teachers are current in Scientifically Based Reading Research is an expectation and will continue to be a focus as we provide job-embedded staff development.

The Fulda District has four days available for Professional Staff Development. District staff will focus on implementing strategies that will have an impact on and improve student achievement in Reading, Math and Science during the 2023-24 school year.

English Learners and Other Diverse Populations

The district currently assesses all English Learners using the WIDA Screener.

WIDA Screener is an English language proficiency assessment given to new students in grades K–12 to help educators identify whether they are English language learners (ELLs). It is a flexible, on-demand assessment that can be administered at any time during the school year. WIDA Screener is available in two formats – online (U.S. only) and paper (U.S. and International).

Key Features of WIDA Screener

- Aligns with the WIDA English Language Development Standards
- Assesses each of the four language domains: **Listening, Speaking, Reading, Writing**
- Reports proficiency level scores for each language domain and for three composite scores: Oral Language, Literacy and Overall; score reports are produced at the individual student level only (not school, district or state)
- Screener Paper is scored locally by trained raters. Listening and Speaking domains are media-delivered.
- The Screener Online test platform automatically scores the Listening and Reading domains during administration. A trained local rater scores the Speaking and Writing domains.
- Screener for Kindergarten is scored locally by the test administrator.

If a student is identified as an ELL, proficiency level scores from WIDA Screener can be used by educators to compare across ELLs and to plan differentiated levels of support for each child.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.
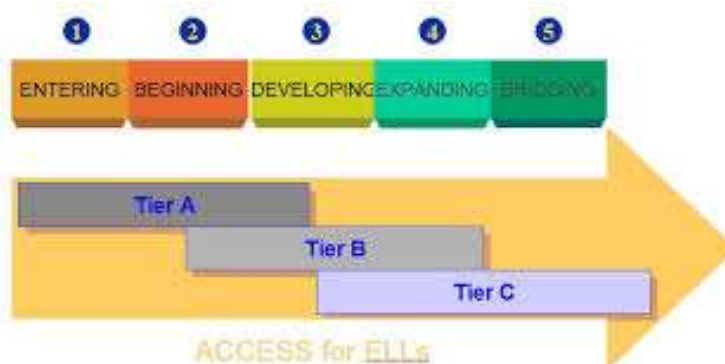
Based on the ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from the District's EL Staff, in addition to the core instruction.

This District has approximately 43 English Learners, based on these numbers, resources will be allocated, and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as needed or developed on-site.

The ACCESS Screener and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FastBridge and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The K-3 teachers and support staff is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Family Communication and Partnership

In addition to our district website, there are various ways of communicating with families to promote literacy awareness, provide information on student progress, and accelerate student literacy progress through family and school collaboration. Fulda Public Schools provide the following opportunities for all families to gain information and to be partners in their child's literacy instruction:

- Fall Family-Teacher Conferences are held to communicate student progress, grade level expectations and individual student goals.
- Standards-Based Report Cards in grades K-3 are sent home at the end of each quarter.
- Classroom and school newsletters and websites provide connections between home and school.