



## *East Central Read Well Literacy Plan #2580*

---

### **Rationale:**

The East Central School District 2580 is fully committed to having all students grades Kindergarten through Grade three be proficient readers. Literacy development starts at an early age, and is the basis for all academic success. Our goals are to use the Reading Well by Third grade to ensure that our students have the solid foundation of literacy skills needed to prosper in the 21st Century. Research based instruction will assist students to expand their understandings of what they have read. This instruction will create opportunities for all students to be prepared for college and in the workplace. The sustained efforts needed to forge quality literacy environments in all of our schools will be paramount to our success of the Reading Well by Third grade Literacy Plan.

**Birth**

**Read Well by Grade 3**

**Career or College Ready**



### **Response to Intervention Framework**

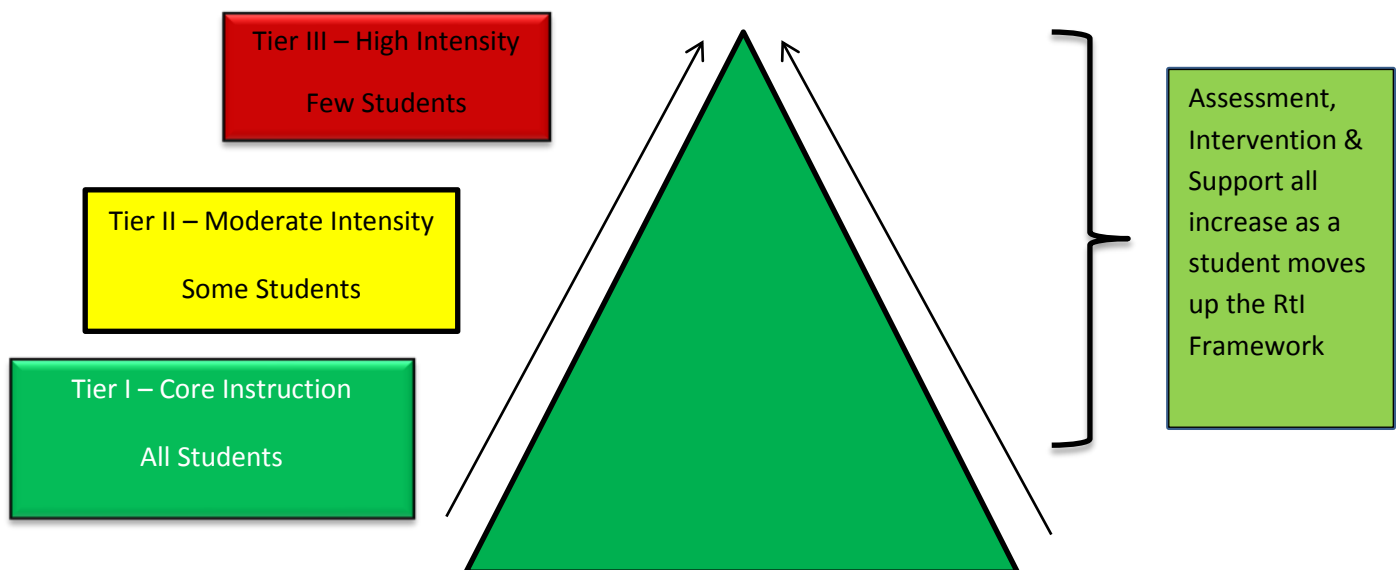
East Central School District has an established and effective Response-to-Intervention (RtI) framework. The RtI Framework is a multi-level prevention system including three levels of intensity or prevention.

- Tier I includes high quality core instruction. All students are given benchmark assessments to determine which students may be at risk or in need of additional instruction.
- Tier II includes researched based intervention(s) of moderate intensity. Assessments at this level are used to diagnose or target specific literacy needs. Interventions are checked for fidelity and students are progress monitored to check on effectiveness and growth towards target goals.
- Tier III includes individualized intervention(s) of increased intensity for students who show slow growth and progress with the Tier II intervention. Assessments at this level

are more intense, data is accumulated, a hypothesis is generated and an intervention is determined. Students at this level are given weekly progress monitoring assessments.

The three tiered levels are supported with our RTI Framework at East Central Elementary.

- **Tier I Support:** Every grade level K-6 is assigned a Grade Level Facilitator. There is also Title I support specialized in grades PreK/K, 1/2, 3/4, 5/6. These teachers lead grade level team meetings monthly to discuss data collected, instructional practices, strengths and weakness and behavioral concerns. The staff involved in leading these graphing meetings has received training from the St. Croix River Education District with an emphasis on data driven decision making and research based instruction.
- **Tier II Support:** The East Central Elementary school has a Problem Solving Team (PST). The PST meets monthly to discuss grade level concerns, students in interventions and reviews progress monitor graphs. Parents are informed of any concerns or targeted issues their child might be having and may be invited to help with additional input in helping their child succeed at school. PST teams received five days of training on the Problem Solving Model through the St. Croix River Education District.
- **Tier III Support:** The Alternative Delivery Specialized of Instructional Services (ADSIS) provides the most intensive interventions on a 1:1 or 1:2 teacher/student basis. If that is not successful, the student is brought to the Problem Solving Team (PST) to research the hypothesis. The PST works in conjunction with the building Student Support Teams (SST). If a student has intensive learning needs and had low response to research-based practices found in the Tier I & II interventions, the student may be referred to the SST for more formal assessments and potential special education services. Parents play a vital and active role in this process.



## **East Central Assessment Plan**

The purpose of the East Central district assessment plan is to identify students who are not currently reading at grade level. The assessment data is used to help plan and implement instructional needs of the students. Interventions are tailored to accelerate growth and achieve grade level performance.

The East Central District implements literacy screening for all enrolled students three times each school year. These assessments help identify students who may be at risk for having difficulty meeting grade level expectations. Criterion referenced target scores have been established for each measure at each administration time that reflect expected grade level performance for that measure. These target scores are set to predict a high likelihood of success on the upcoming Minnesota Comprehensive Assessment (MCA) state test. East Central District uses the target scores collected and established by the St. Croix River Education District (SCRED). SCRED establishes annual target scores that are aligned to the state MN Comprehensive reading assessments and /or the NWEA Measures of Academic Progress (NWEA MAP). Please reference [SCRED's assessment website](#) for the annual target score calculations.

### **Four Types of Assessments for Literacy and Reasons for Their Use:**

- 1. Screening or Benchmark Assessments** – Assessments conducted 3-4 times per year in grades Pre K through grade 8 to determine which students may be at risk or need of additional instructional support.
- 2. Diagnostic Assessment** – Informal assessments conducted so that targeted information can help determine specific instructional needs.
- 3. Progress Monitoring Assessments** – Assessments used between screening or benchmark periods on students who are receiving interventions. Typically, the benchmark assessment and the progress monitoring assessment are aligned so there is a consistent tool used throughout the year.
- 4. Summative or Outcome Assessments** - Assessments used at the end of learning to determine if students have made outcome targets. MN state assessments (MCA) are outcome assessments based upon state standards. In East Central District Kindergarten and Grade 1 are given SRA Direct Instruction Mastery tests, Grades 2 -6 are given Houghton Mifflin unit/theme assessments to determine mastery of lesson objectives.

## Diagnostic Assessments

Literacy Screening Assessments				
	Kindergarten	Grade 1	Grade 2	Grade 3
September	Letter Sound Fluency	Phoneme Blending and Segmenting  Nonsense Word Fluency  Letter Sound Fluency	Curriculum Based Measurement of Reading	Curriculum Based Measurement of Reading
November	Phoneme Blending and Segmenting		NWEA Measures of Academic Progress	NWEA Measures of Academic Progress
January	Letter Sound Fluency  Phoneme Blending and Segmenting	Phoneme Blending and Segmenting  Curriculum Based Measurement of Reading	Curriculum Based Measurement of Reading	Curriculum Based Measurement of Reading
May	Letter Sound Fluency  Blending and Segmenting  Nonsense word fluency	Curriculum Based Measurement of Reading	Curriculum Based Measurement of Reading  NWEA Measures of Academic Progress	Curriculum Based Measurement of Reading  NWEA Measures of Academic Progress

Classroom and Title I teachers meet monthly to review graphs and student progress. Student's who are not meeting Curriculum Based Measurements (CBMS), are either placed in Title One services, or the ADSIS program to receive a more intense, individualized, research-based reading intervention. These students are then progress monitored via Aimsweb by Title One or ADSIS staff. For instances in which these data do not provide a clear picture of a student's instructional needs, additional diagnostic assessment may be needed to clarify these needs.

**Such as:**

Phonological Awareness Screening Test

Quick Phonics Screener

Core Assessment Reading: Multiple Measures for kindergarten through grade 8

Informal Reading Inventory

Diagnostic Reading Assessment

Qualitative Reading Inventory

## **Parent Notification and Involvement**

At least one time a year, parents are provided with the results of their children's screening assessment. For students whose pattern of performance on the screening assessments indicates elevated risk for difficulty developing literacy skills consistent with grade level expectations, parents are provided with a description of the discrepancy, a description of the supports offered by the school to support the student's accelerated growth in literacy, and suggestions for parents about things they can do to support their children's growth.

## **Literacy Intervention**

Any K-3 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessment, as performing below grade level expectation will be provided intervention in the area of identified need for the purpose of accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed, additional diagnostic assessments will be completed to identify appropriate instructional match for student interventions.

Parent involvement in support of student receiving reading interventions is encouraged.

As described in the Parent Notification and Notification section above, strategies for parents to use with their children to support growth in reading are communicated tri-annually.

In addition, the district collaborates with programs in our community to support intervention methods for students. One example of this collaboration is with the Minnesota Reading Corps program that furnishes trained AmeriCorps members to provide supplemental practice reading interventions for students.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of core reading instruction.

## LITERACY INTERVENTION MATRIX FOR EAST CENTRAL PUBLIC SCHOOLS

Student Profile (Key Indicators)	Pre- K and Kindergarten	Grade 1	Grade 2	Grades 3
<p style="text-align: center;"><b>Primary or Core Classroom Intervention</b></p> <p style="text-align: center;"><b>Tier I</b></p> <p>For students scoring below grade level on our screening assessments.</p>	<p>Guided instruction of literacy skills provided by classroom teacher. SRA Direct Instruction Signatures K &amp; Classroom Connections.</p>	<p>SRA Direct Instruction Signatures 1 and Classroom Connections. Guided instruction of literacy skills provided by classroom teacher.</p> <p>Some classrooms use <i>Peer Assisted Learning Structures (PALS)</i> from Vanderbilt University.</p>	<p>Houghton Mifflin Curriculum- small group instruction provided using leveled readers at student's instructional level.</p> <p>"Back Table" instruction provided in addition to core instruction to support mastery of daily learning</p> <p>Some classrooms use <i>Peer Assisted Learning Structures (PALS)</i> from Vanderbilt University. This class-wide intervention provides structures for peers to support the learning of their partners in the areas of phonics, fluency and comprehension skills (summarizing, question generation, self-monitoring, and predicting)</p>	
<p style="text-align: center;"><b>Secondary or Supplemental Intervention – Tier II</b></p> <p>For students scoring below grade level on our screening assessments and struggling with Core Instruction. These students are at risk of not passing the MN Comprehensive Assessments in Reading.</p>	<p>Early Literacy Fluency Practice Protocols through MN Reading Corps</p>	<p><b>Grades K-3 MN Reading Corps provides Literacy Interventions that support additional practice of fluency skills:</b></p> <ul style="list-style-type: none"> <li>- Phoneme blending and segmenting</li> <li>- Sound blending</li> <li>- Repeated Reading</li> <li>- Pencil Tap (Repeated Reading)</li> <li>- Stop/Go (Repeated Reading)</li> <li>- Great Leaps Phonics and Fluency</li> <li>- Newscaster (Repeated Reading)</li> </ul> <p><b>Title I and Reading Specialists provide targeted Instruction:</b></p> <p><b><i>Phonemic Awareness and Phonics</i></b></p> <ul style="list-style-type: none"> <li>- <i>Great Leaps</i> Phonics</li> <li>- <i>Road to the Code</i></li> <li>- <i>Recipe for Reading</i></li> </ul> <p><b><i>Fluency</i></b></p> <ul style="list-style-type: none"> <li>- Repeated Reading Practices including additional comprehension generation steps</li> <li>- Read Naturally</li> <li>- <i>Six Minute Solution</i></li> </ul> <p><b><i>Comprehension/Vocabulary</i></b></p> <ul style="list-style-type: none"> <li>- <i>Collaborative Strategic Reading</i> (Reciprocal Teaching)</li> <li>- <i>Making Connections</i> Curriculum</li> <li>- Leveled Readers from Houghton Mifflin Content with Question Generation</li> <li>- Houghton Mifflin Intervention Tool Box</li> </ul>		

		<p><b>Writing/Spelling</b></p> <ul style="list-style-type: none"> <li>- Sight word reading and spelling integration from Houghton Mifflin sequence</li> <li>- <i>Words their Way</i> developmental spelling lessons</li> <li>- Extra Support with Houghton Mifflin writing skills and composition</li> </ul>
<p><b>Intensive Intervention – Tier III</b></p> <p>These students have demonstrated low response to evidence-based interventions and supports.</p>		<p>Interventions listed in the Secondary/Supplemental Intervention section are also provided in the Tier III/Intensive Intervention level with an increase in interval, intensity, or smaller group setting. Licensed teachers (Title I &amp; ADSIS) provide the intervention and use evidence-based decision protocols from the St. Croix River Education District.</p>

**STAFF DEVELOPMENT**

Each year, the district establishes a plan for staff development in the area of reading for the purpose of improving teacher knowledge and skills in delivering high quality expert literacy instruction. The district plan ensures that:

- Staff development is provided in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Staff development is provided on all intervention methods or programs that have been selected for use with students.
- Staff development on improving reading instruction is regular and ongoing for all licensed teachers.
- Staff development that supports teachers’ skills in recognizing students’ diverse needs in cross-cultural settings and are ability leveled to serve the oral language and linguistic needs of students of poverty.

**Identified areas of need include:**

All teachers at East Central Elementary:

1. Writing/reading connection
2. Daily 5 integration
3. Use of informational text
4. Comprehension strategy instruction

Intervention Teachers:

1. Benchmark phonics kits
2. Assessment use for diagnostics
3. How to read diagnostic data and inform parents and teachers
4. Running records
5. Comprehensive strategy instruction
6. Informal text
7. SIM strategies

Paraprofessionals:

1. Reading GOM data and providing feedback to students
2. Repeated reading protocols
3. Aimsweb training
4. Six Minute Solution and Read Naturally

Parents:

1. Website link with videos
2. How to read with your child
3. Leveled readers
4. Resources for parenting
5. Parent information night
6. Parenting classes promoted thorough Community Education