

Pelican Rapids School District Literacy Plan

Read Well by Third Grade

2022-2023

Mission

Pelican Rapids School District Mission

As the district implements its local literacy plan, the district will continue to follow its mission.

Our Mission

The mission of the Pelican Rapids School District, in partnership with home and community, is to provide a safe learning environment that promotes educational excellence for all students challenging them to become

- Lifelong Learners
- Independent Thinkers
- Respectful Individuals
- Responsible Citizens

Our Motto

We learn, not for school, but for life!

"Non scholae, sed vitae, discimus!"

Reading Well by Third Grade

June 2022

The purpose of this document is to share current practice of the Pelican Rapids School District and how the district plans to address the requirements of literacy for grades K-3.

Read Well by Third Grade, Minnesota Statue 120B.12

<https://www.revisor.mn.gov/statutes/?id=120b.12>

MN Statute 120B.12 requires that a school district adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is also referred to as “Read Well by Third Grade.” The local literacy plan must also include “a 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 district must post its literacy plan on the official school district Web site.”

Minnesota Department of Education

According to the MN Dept. of Education, “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 students have 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. . . .”

Viking Elementary School

The Pelican Rapids School District has one elementary building. Viking Elementary houses Headstart/ECFE for 3-year olds to Grade 6 serving 590 children. Viking Elementary uses Treasures, published by McGraw-Hill, as our core reading program.

Pelican Rapids School District Reading Instruction

Treasures, the core reading instruction for grades K-6, is a research based reading program. Through this program, teachers differentiate instruction for the range of reading levels within their classrooms. Viking Elementary School uses the balanced literacy model incorporating shared reading, guided reading and independent reading, as well as focused skill and strategy instruction. Instruction includes the critical components of reading skills and implementation of "Daily 5/CAFÉ" reading instruction.

The Five Critical Components of Reading Skills

The National Reading Panel has identified five critical components of reading skills that children must master as they progress from non-readers in kindergarten to proficient readers at the end of third grade. They are phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

- Phonemic awareness – The ability to hear, identify, and manipulate individual sounds in spoken words.
- Phonics – Relationship between a specific letter and its sound – as it relates to the written word (decoding-blending and segmenting.)
- Fluency – Ability to read text accurately and smoothly.
- Vocabulary – Understanding and making connections between words on the page corresponding to the spoken word.
- Reading Comprehension – The level of understanding of a text.

Viking Elementary School's comprehensive reading assessment plan monitors the development of all of the components in a manner appropriate to each grade level.

Areas of Assessment

Kindergarten

Assessments of student growth in letter identification, phonemic awareness, phonics, and vocabulary.

First Grade

Assessments of student growth in phonemic awareness (to identify struggling students), phonics, oral reading fluency (read text with accuracy), vocabulary (oral language), and reading comprehension (end of school year).

Second Grade

Assessments of student growth in phonics (decoding skills – especially multi-syllable words), oral reading fluency (read text with accuracy), vocabulary (oral language – high frequency words), and reading comprehension.

Assessments and Interventions

Assessment

One measure of assessment used by Viking Elementary K-3 teachers is the AIMSWEB ASSESSMENTS. AIMSWEB Assessments provide teachers, students, and parents with an accurate assessment of a student's ability and growth to accurately measure what a child knows and needs to know. Grade 3 -6 teaching teams use the STAR Reading Assessment to assess reading skills and comprehension. Kindergarten through grade 6 teams (consisting of grade level teachers, interventionists, Special Education, ESL and ADSIS teachers) collaborate monthly utilizing data generated by AIMSWEB/STAR and common assessment to guide instruction and as a tool to make informed decisions on instructional strategies to support student learning.

Determining Proficiency

The following chart shows which specific assessment tools are used at each level from early childhood through third grade. The level of performance defined by the district as meeting proficiency is also listed.

Grade	Assessment	Proficiency
K	Aimswweb Letter Sounds Fluency Fountas and Pinnell Benchmark Assessment	Spring Target Score is 41 or higher Spring Text Level C/D or higher

1	Aimswab Nonsense Word Sounds Fluency Aimswab Oral Reading Fluency Fountas and Pinnell Benchmark Assessment	Spring Target Score is 62 or higher Spring Target Score is 52 or higher Spring Text Level I/J or higher
2	Aimswab Oral Reading Fluency Aimswab Reading Comprehension Fountas and Pinnell Benchmark Assessment	Spring Target Score is 90 or higher Spring Target is low risk Spring Text Level M or higher
3	Aimswab Oral Reading Fluency Aimswab Reading Comprehension MCA Reading	Spring Target Score is 109 or higher Winter Target is low risk Spring MCA=Meets or Exceeds

Screening and Identifications efforts for Dyslexia or Convergence Insufficiency Disorder

The district also must annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder.

- **Description of efforts to screen and identify students with dyslexia.** Aimswab universal screening measures are utilized in grades K-3 as an initial screener (fall, winter, and spring) to identify ALL students at-risk of reading difficulties/disorders, including but not limited to dyslexia.

- **Intervention** in addition to core instruction and matched to indicators and needs, is provided for students showing risk factors.

- **Response to Intervention** over time, including growth, level and rate of learning, is documented through progress monitoring in all Tier II and Tier III interventions.

- **Collaborative** team problem solving will occur for students who do not show progress in interventions. Additional factors considered by the team will include but are not limited to developmental history, family interview, classroom observation, review of Evidence-based Indicators for Dyslexia (MDE), school records and achievement data.

- Further evaluation for a disability (section 504 or special education services) may be considered if students' progress is determined to be consistently flat or peaks then stagnates.

- **Description of the district's efforts to screen and identify students with convergence insufficiency disorder.** *Pelican Rapids Public School District does not screen for convergence insufficiency disorder as a part of its vision screening program.* Parents with concerns about the condition should see their vision specialist for assessment and treatment. Vision screenings for schools are not available for Convergence Insufficiency.

Intervention Teams

Strategies are scientifically research-based including balanced literacy and differentiated instruction that improves academic achievement. This helps ensure that students meet their individual target goals by the end of each academic year. Following the fall assessment, each student's test data is analyzed to determine interventions needed. Students will receive needed classroom interventions. In addition, teacher teams identify students who are performing below target scores. *As a school-wide Title One School, students are placed in Tier II Intervention groups for reading and math based on specific needs (i.e. skills/concepts needing to be developed). Viking Elementary School sets aside 30 minutes for each Reading and Math Intervention time in addition to 90 minute core instruction for Reading and Math. Interventions are taught by Title I Intervention teachers, grade level, Special Education, ESL and ADSIS staff. In Fall 2017, K-3 grade level teams and interventionists implemented PRESS Intervention. PRESS provides research-based, guidance and learning pathways for students. Students requiring Tier III Intervention may be placed in ADSIS prior to a special education referral.*

Viking Student Success is a program is available to Viking Elementary students requiring additional assistance beyond the school day. This program is provided Tuesday through Thursday afterschool.

Professional Development

Grade Level Collaboration meetings are held monthly throughout the school year to bring grade level staff together with Intervention, ESL, Special Education, and ADSIS staff to review student data and identify needs for students to master Common Core Standards.

Since 2014, all staff received training in accountable academic talk and close reading. In the fall of 2015, the Literacy Team developed a progression of sentence frames/stems and close reading markings to be used from pre-K thru grade 6.

Each year, ESL staff provide professional develop on instructional strategies to support our ESL students. In Spring 2016, a task force of staff developed a toolkit for classroom teachers to support students new to country with little or no English language.

During the 2016-2017 school year, the Literacy Team participated in Balanced Literacy training. As a result, the Literacy Team is providing professional development in Balanced Literacy for staff which includes conducting Classroom Literacy Visits.

In the Summer and Fall of 2017, Intervention teachers and grade level teams received training on PRESS Intervention. Teams in grades K-3 use PRESS for developing intervention groups and learning pathways during monthly collaboration meetings.

Annually, staff receive at least one hour of professional development to support our high ELL population. All staff receive professional development in our common instructional practices: accountable academic talk, close reading, student goal setting and accountability partners.

Parent Connection

Parent involvement begins before the first day of the new school year. Parents/guardians and students are able to attend the annual Viking Elementary School 'Meet and Greet'. This is an opportunity for students to come to school with a parent or guardian to meet their teacher to learn what will be expected of students and parents for the coming school year. Students and parents can also ask any questions they may have.

K-6 classroom teachers continue communication with parents and guardians during the school year through classroom newsletters, monthly school newsletters, phone calls, letters, emails, and student-led conferences. Prior to the AIMSWEB and STAR testing in the fall, winter, and spring, parents receive notification of the upcoming testing. During conferences that are held in the fall and spring, results of the AIMSWEB/STAR test data are shared with the parents.

Title I Family Nights are in the Fall and Spring each school year. Learning strategies for parents to use with their child are given during this event. A student planner is used in K-6 to facilitate two-way communication between home and school, and families receive a *Reading Connections* newsletter each month offering ideas for families to support their children in reading.