

2011 Minnesota Statute: 120B.12
Reading proficiently no later than the end of Grade 3.

Clinton-Graceville-Beardsley Elementary
District #2888

Minnesota State Literacy goal:

The state of Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction.

Local Literacy Plan:

A school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include a process to:

- 1) assess students' level of reading proficiency
- 2) notify and involve parents
- 3) intervene with students who are not reading at or above grade level
- 4) identify and meet staff development needs

Reading proficiently by 3rd grade:

The state mandate requires school districts to design their programming to make sure that students are reading proficiently by the end of **grade 3**. A review of conducted research consistently reveals a very strong correlation between children's reading proficiency at grade 3 and rate of high school graduation. Students who are reading at grade level by the end of grade 3 consistently perform better in school for the years to come as compared to those students who are not reading proficiently at the end of grade 3. It is our responsibility to ensure that our students are college or career ready when they leave our educational system.

Clinton-Graceville-Beardsley Elementary is committed to ensuring that all children read proficiently by grade 3 and is making sure that all children reach their academic potential, therefore

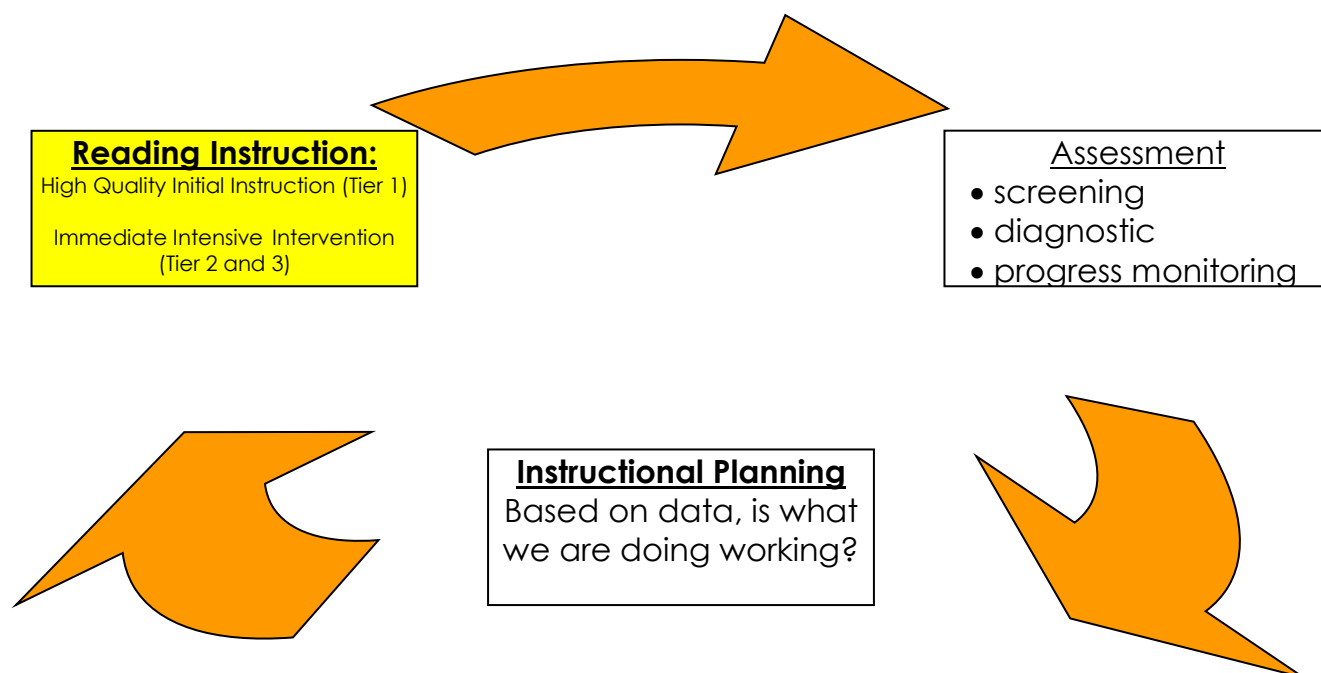
At Clinton-Graceville-Beardsley Elementary Schools, ensuring that every child can read is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. **Therefore, it has never**

been more important to us that every child learns to read and we are committed to do whatever it takes to ensure every child in our district becomes a functional reader.

Written below are the details to the plan that the Clinton-Graceville-Beardsley District (#2888) is following to ensure that necessary components are in place so that all children will be reading well by the end of 3rd grade.

Our **“Whatever it Takes”** philosophy is based on this ongoing model.



Reading Instruction:

Every child in Kindergarten through 3rd grade, in our district has access to ***at least*** 90 minutes of **Scientifically-Based Core Reading Instruction** every day. Scientifically-based reading instruction includes balanced instruction in the “Big 5” areas of reading.

Balanced Instruction:

High quality Initial Instruction and Immediate Intensive Instruction (intervention) is provided to students, based on needs.

High Quality Initial Instruction

Whole group instruction – Whole-class instruction is often used to introduce new materials strategies to the entire class. Our teachers find that working with the whole class to introduce new concepts builds common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Small group instruction – Our teachers use small, flexible groups to target specific skill needs and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group sized allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.

Peer Pairing and Tutoring – Our teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development in our classrooms.

Immediate Intensive Instruction

Individualized Instruction – Based on student data, when appropriate, students are offered one on one, individualized instruction through intervention opportunities. During these sessions, students receive explicit, direct instruction with immediate feedback by the teacher or interventionist. This method of instruction is used with students for whom reading growth is below target and must be accelerated.

Big 5 Areas of Reading

- 1) **Phonemic Awareness** – hearing the sounds in our language, skills such as: clapping syllables (**beats**) in words, rhyming (words that sound the same at the **end**), alliteration (words that sound the same at the **beginning**), and blending and segmenting words helps children to sound out words.
- 2) **Phonics** – the relationship between the **symbols** (our letters) and **sounds** those letters make. Phonics is important because our language is alphabetic, and decoding is an essential and primary means of recognizing words.
- 3) **Vocabulary** – students need to have 80,000 words in their vocabulary by the time they graduate from high school. Vocabulary is very important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.
- 4) **Fluency-** Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluency can be described as "automaticity" or how quickly the brain processes information.

- 5) **Comprehension-** The purpose for reading and the act of understanding what is read. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out.

High Quality Initial Instruction:

The **McMillan-McGraw-Hill Treasures** curriculum is utilized by all classrooms. This curriculum is designed to be used as a full-year program with instruction on developing the big 5 (**phonemic awareness, phonics, fluency, vocabulary and comprehension**) as well as writing, spelling, and grammar. Students are directly taught lessons as well as provided multiple practice opportunities where newly taught skills and strategies are embedded into daily activities.

During the 2022-2023 school year, Kindergarten – 3rd grade teachers will be utilizing the **Foundations** supplemental word study program, which is a Wilson program based in the practices of Orton Gillingham. The program targets the use of a multisensory, structured language program that provides systematic and explicit instruction in the areas of reading, spelling and handwriting. All Kindergarten through 3rd grade teachers and Title 1 and ADSIS interventionists are trained to intentionally implement the program as designed and will receive implementation coaching throughout the year. The implementation of this program is in response to the growing language based needs of the student entering our school and is also designed to support our efforts in meeting the reading needs of all students.

1) Phonemic awareness skills are intentionally and explicitly taught using the curriculum and supplemental resources to all students in our PreK, Kindergarten and 1st grade classrooms and additional instruction is provided for students as needed beyond 1st grade.

2) Phonics skills are intentionally and explicitly taught using the curriculum and supplemental resources if needed to all students in PreK through 6th grade.

3) Vocabulary is intentionally and explicitly taught using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade.

4) Fluency skills are intentionally and explicitly taught through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade. PreK and Kindergarten fluency practice opportunities use materials to build automaticity with letter names, letter sounds and sight words rather than connected text materials.

5) Comprehension skills and strategies are intentionally and explicitly taught through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade. The skills of both listening comprehension as well as reading comprehension are addressed and embedded into learning.

Immediate Intensive Instruction:

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to**, not **in place of** the Tier 1 Core Instruction. Students will be placed in intervention programs based on assessment data and student's response to instruction. Screening assessments will be used to determine student's need for additional support and diagnostic assessments will be used to determine which big 5 area(s) are needed to be targeted to strengthen.

Clinton-Graceville-Beardsley Elementary School offers the following intervention resources to students.

Students in **PreK** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work with at least 5 students from each PreK classroom, but is certainly able to work with more if the daily schedule allows.

Pre K Minnesota Reading Corps:

Students in the Clinton-Graceville-Beardsley Area ECFE School Readiness **PreK program** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work with at least 5 students from each PreK classroom, but is certainly able to work with more if the daily schedule allows.

Interventions used by the PreK Minnesota Reading Corps

Big 5 Area	Intervention/Description
Vocabulary	<p style="text-align: center;"><u>Oral Language:</u></p> <p>Students will increase skill in vocabulary and expressive language while providing a model and practice in correct grammar and syntax. Children will be able to expressively say identified objects through Random Automatic Naming over time.</p> <ul style="list-style-type: none"> • What is it Bag • Cube: Vocabulary • Theme-Related Picture Cards
Phonics	<p style="text-align: center;"><u>Visual Discrimination</u></p> <p>Students will increase skill in visual discrimination and letter sounds while providing practice that leads to automaticity so that children will be able to</p>

	<p>expressively say identified objects, colors, letters or sounds through Random Automatic Naming over time.</p> <ul style="list-style-type: none"> • Matching items that look the same • Pointing to a letter when a tutor says it • Saying the letters by themselves • Pointing to a letter sound card when a tutor says it • Saying the letter sound
Phonemic Awareness	<p style="text-align: center;"><u>Phonological Awareness</u></p> <p>Students will increase skill in auditory discrimination while providing practice that leads to automaticity so that children will be able to expressively identify sounds over time.</p> <ul style="list-style-type: none"> • Matching environmental sounds • Matching rhyming or beginning sounds/alliterative words • Pointing to rhyming or beginning sounds/alliterative words using pictures

K-3 Minnesota Reading Corps:

Students in **Kindergarten – 3rd grade** who are not proficient in reading skills receive one-on-one support from a trained tutor for 20 minutes each day. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension. Students will receive, on average, 100 minutes/ week of additional reading support. The one on one setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Interventions used by the K-3 Minnesota Reading Corps:

Big 5 Area	Intervention/Description
Phonics	<p style="text-align: center;"><u>Letter/Sound Correspondence:</u></p> <p>Students practice saying letter sounds when shown a letter symbol card.</p>
Phonemic Awareness	<p style="text-align: center;"><u>Word Blending:</u></p> <p>Students practice blending sounds of consonant-vowel-consonant words to make words.</p>
Phonemic Awareness	<p style="text-align: center;"><u>Phoneme Blending:</u></p> <p>When auditorily given the parts of a word the student will blend the</p>

	parts to make a word. /c/ /a/ /t/ = cat
Phonemic Awareness	<u>Phoneme Segmenting:</u> When auditorily given a word, the student will provide the parts of the word cat = /c/ /a/ /t/
<u>Phonics/Phonemic Awareness and Fluency</u>	<u>Word Construction</u> A multi-stepped program that allows students the opportunity to practice letter sounds, blending to read words, writing words and reading words in connected sentences in a very controlled, strategic and structured manner.
<u>Fluency</u>	<u>RRCS = Repeated Reading with Comprehension Strategy:</u> Students repeatedly read aloud from a passage for one timed minute. After each timing, the student records how many words were read correctly and errors read in that minute. The student will re-read the same material again for 1 minute, and the goal is for the student to improve his/her fluency and read more words than the time before. Throughout the intervention, students are asked to answer the following questions: <ol style="list-style-type: none"> 1) Who is the most important who or what? (character recall) 2) What is the most important thing about the who or what? (main idea) 3) Predict what will happen in the rest of the story? (Prediction) <p>This strategy includes a fluency component (repeated readings), comprehension component (answering the questions) and a motivational component (graphing the number of words read correctly and errors during the repeated readings.)</p>
<u>Fluency</u>	<u>Duet Reading:</u> A passage will be selected for the student to read. The student will repeatedly read a section/portion of the passage (the same passage 4 times before moving on to the next part of the text. <u>1st reading:</u> Student reads a portion of the text independently <u>2nd reading:</u> Student and interventionist take turns reading every other word (interventionist starts) <u>3rd reading:</u> Student and interventionist take turns reading every other word (student starts) <u>4th reading:</u> Student reads the portion of the text independently
<u>Fluency</u>	<u>Stop/Go Reading:</u> This is for students who struggle to stop at periods and pause at punctuation during the reading. Students will read through a portion of the passage at a time. They will repeatedly read the same portion three times each. <u>1st reading:</u> At the end of every sentence, the teacher will

	<p>say “stop” and wait 2-5 seconds and then say “go.” The student will read the next sentence in the same fashion.</p> <p><u>2nd reading:</u> Student will read the same portion of the passage and this time, at the end of every sentence, the student stops at the end of each sentence and takes a deep breath.</p> <p><u>3rd reading:</u> Student will read the same portion of the passage and this time, at the end of every sentence, the student reads naturally, briefly pausing at the end of each sentence.</p> <p>Move to the next portion of the passage and begin the same routine again.</p>
<u>Fluency</u>	<p><u>Pencil Tap:</u></p> <p>This intervention is used for students who read so quickly that they insert many errors and inaccuracies. The student repeatedly reads each portion of the passage 3 times. Each time the student reads, any time a word is misread, the teacher will tap the pencil. The student is expected to stop, fix the error, and go back to the beginning of the sentence and reread the sentence. The student rereads each portion three times with the goal to have fewer and fewer errors each time the passage portion is read.</p>
<u>Fluency</u>	<p><u>Newscaster:</u></p> <p>This intervention is used for students who do not apply expression to their reading. This routine allows the student an opportunity to hear a fluent reader read a portion of the passage.</p> <p><u>1st reading:</u> The student reads a portion of a passage alone</p> <p><u>2nd, 3rd and 4th readings:</u> The interventionist reads aloud the same portion of the passage 3 times while the student tracks with his/her finger.</p> <p><u>4th, 5th and 6th readings:</u> The interventionist and student read the same passage at the same time 3 times, while the student matches the interventionist's speed and expression.</p> <p><u>7th reading:</u> Student reads the portion of the passage alone.</p>

Title 1

Title 1 is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging

state academic achievement standards and state academic assessments. Clinton-Graceville-Beardsley Area Schools offers Title 1 support to students in grades K-6 who fall below target on reading screening assessments (NWEA, AIMS, MCA's, Reading Recovery Assessments and Kindergarten inventory assessments. Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title 1 receive reading support in a small group setting 30 minutes sessions. Students will receive, on average, 125-150 minutes/week of additional reading support. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Special Education:

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate, research based interventions have been attempted and classroom accommodations have been made and data continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

Title 1 and Special Education Teachers and interventionists have been trained on and have access to the same fluency interventions used by the Minnesota Reading Corps Member and has further access to the following interventions:

Big 5 Area	Intervention/Description
Fluency/Comprehension	<p><u>Read Naturally:</u></p> <p>The Read Naturally program is a series of tools designed to help students improve reading fluency. The program provides a structured, "safe" and motivating environment for students, particularly those who are struggling readers, to improve their reading fluency. The program has three key elements: teacher modeling, repeated reading, and progress monitoring.</p>

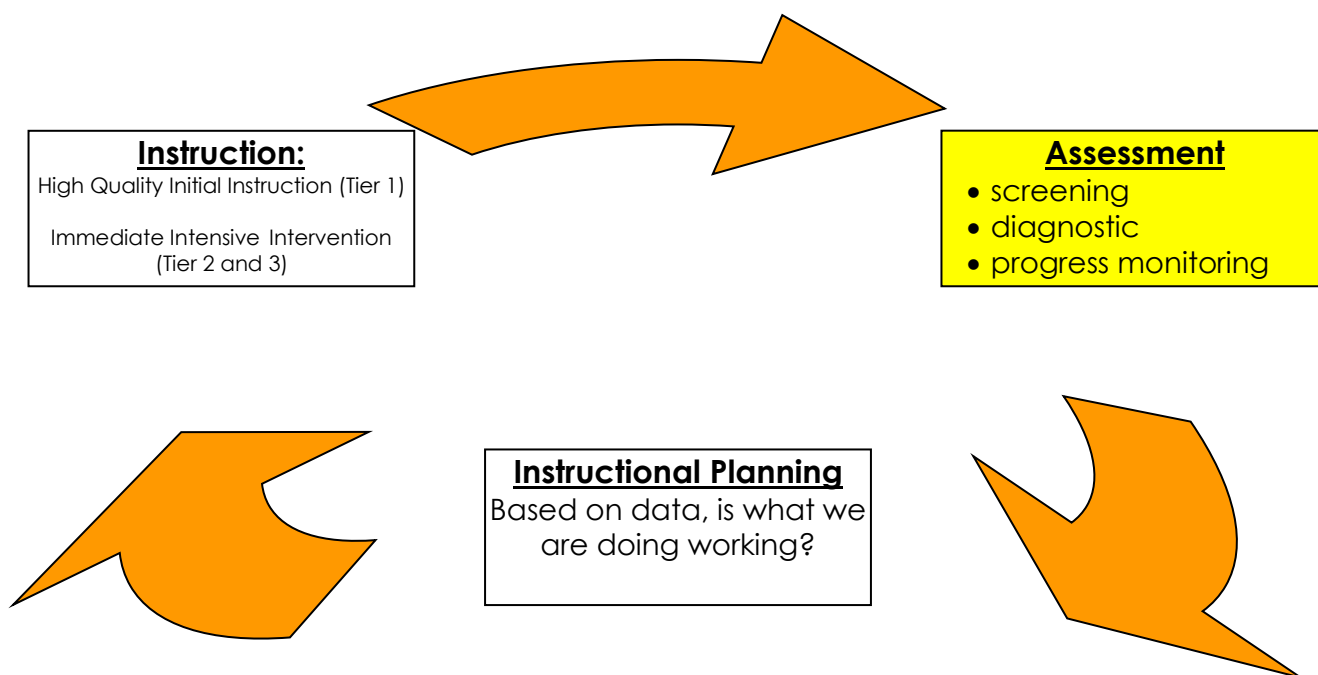
Big 5 Area	Intervention/Description
Phonemic awareness Phonics Fluency Comprehension Vocabulary	<p><u>Early Success:</u></p> <p>A research-based reading intervention program for students in grades 1 and 2 who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) that provides 30 minutes of daily instruction that is in addition to the core</p>

Clinton-Graceville-Beardsley School **Local Literacy Plan**

	reading/language arts program. The daily lesson plan provides explicit, direct instruction in a three part lesson plan: Rereading for Fluency, Reading the Books of the Week and Working with Words/Writing Sentences.
Phonics Fluency Comprehension	<p style="text-align: center;"><u>Soar to Success:</u></p> <p>A reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the core reading program. Two primary goals of this intervention are to accelerate students' reading ability and, to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts. Instruction for <i>Soar to Success</i> occurs in small groups of 5-7 students that meet daily for 30-40 minute lessons for 18 weeks. Each lesson consists of five parts: Revisiting, Reviewing, Rehearsing, Reading and Reciprocal teaching, and Responding/Reflecting. Students read one book for four to five consecutive lessons, with a specific chunk of the book as the focus of each lesson.</p>

<u>Phonemic Awareness</u> <u>Phonics</u> <u>Fluency</u>	<p style="text-align: center;"><u>K- PALS and First Grade PALS</u></p> <p><i>K-PALS and First Grade PALS</i> are used to enhance the regular school reading curriculum, not replace it. <i>PALS</i> is designed to increase students' time engaged in reading. Each <i>PALS</i> session incorporates two separate tutoring routines. The first routine, entitled Sounds and Words, is a set of code-based activities that follow a direct instruction model and include the components of phonemic awareness, phonics, and fluency. The second routine, Story Sharing, provides each pair the opportunity to interact with text to promote fluency and comprehension.</p>
<u>Fluency/Comprehension</u>	<p style="text-align: center;"><u>Accelerated Reader</u></p> <p>Students choose books or short stories to read for which there are AR tests. AR software provides comprehension tests featuring five to 20 multiple-choice questions. The student reads the book and then takes the test which gives immediate feedback in terms of the number of correct answers on the test.</p>
Phonemic awareness Phonics Fluency Comprehension Vocabulary	<p style="text-align: center;"><u>SRA Reading Mastery:</u></p> <p><i>Reading Mastery</i> is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive.</p>
Phonemic awareness	<u>Wilson Reading System</u>

Phonics Fluency Comprehension Vocabulary	<p>A structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. Students receive instruction in:</p> <ul style="list-style-type: none"> • Word structure, Word recognition and spelling of high frequency words, including irregular words • Vocabulary, word understanding, and word-learning skills • Sentence-level text reading with ease, expression, and understanding. • Listening comprehension with age-appropriate narrative and informational text • Reading comprehension with narrative and expository text of increasing levels of difficulty • Narrative and informational text structures • Organization of information for oral or written expression • Proofreading skills • Self-monitoring for word recognition accuracy and comprehension
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Assessment

The Local Literacy Plan must include a process to: **assess** students' level of reading proficiency

Assessment of student progress and skill is a critical piece in determining reading proficiency. The following assessments are conducted and the individual student scores on the assessments are compared to target scores.

The following questions are asked:

Where is the student performing?

Where should the student be performing? (what is the target)

Is there a gap between where the student **is** and **should be** currently performing?

Clinton-Graceville-Beardsley Elementary School utilizes three forms of assessment practices to make educational programming decisions for their students.

☒ **Screening/Benchmarking assessments**

☒ **Diagnostic Assessments**

☒ **Progress Monitoring Assessments**

Screening/Benchmarking assessments:

Benchmarks data will be collected in the fall/winter/spring for **all** students using grade level assessment materials. Results from the assessment will be used by teachers to identify students at-risk, help individualize instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

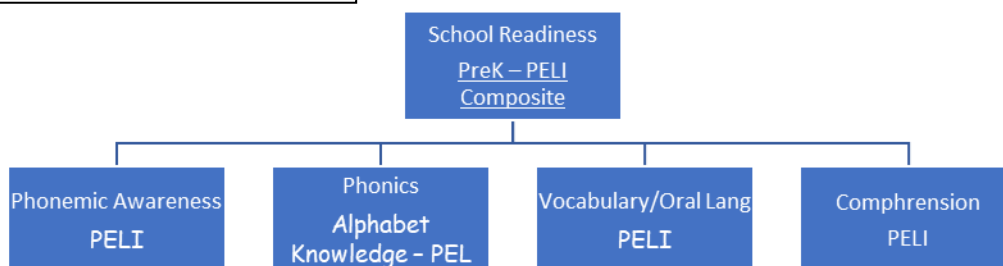
- Identify Early – Identify students not making progress quickly and accurately
- Inform Instruction – Modify instruction and evaluate effects of program changes
- Monitor Progress – Monitor progress and visually display improvement/effects of instructional methods
- Report District Progress – Demonstrate student, school, and district improvement over time
- Compare Progress – Make comparison at the student, class, grade, school, and district levels

Benchmark Screening Assessments used in the Clinton-Graceville-Beardsley Elementary Schools to help determine and ensure reading proficiency are:

Screener Tool	Description
<u>PELI – Preschool Early Literacy Indicators</u>	PELI is a storybook-embedded assessment of essential pre literacy and oral language skills needed for kindergarten. The PELI assessment measures: <ul style="list-style-type: none"> • alphabet knowledge

	<ul style="list-style-type: none"> • vocabulary and oral language • phonological awareness • listening comprehension
<u>FAST – Formative Assessment System for Teachers: (PreK – 6th)</u>	The FAST measures a child's fluency (how quickly a skill is processed) in necessary reading skills. Fluency is very important as it informs the teacher about how quickly a child can go to his/her brain and retrieve the information necessary to complete the skill.
<u>STAR Reading</u>	STAR reading is a computer-based assessment designed for students who can read independently. It measures students' reading comprehension and is typically administered in the fall, winter and spring. The software adjusts the difficulty of each item to a student's performance and various scores are calculated to be used for programming decisions.
<u>Star Reading Early Literacy</u>	STAR Early Literacy is a computer-based assessment designed for students who are in the early stages of reading development. STAR Early Literacy measures a student's automaticity of 41 different skills in seven literacy domains: general readiness, graphophonemic knowledge, phonemic awareness, phonics, structural analysis, comprehension, and vocabulary. Diagnostic data is gathered for programming decisions.
<u>Kindergarten – Skill Specific</u>	Informal Assessments measuring specific skills quarterly.
<u>McMillan-McGraw-Hill Treasures</u>	Weekly and Unit assessments from the curriculum

Benchmark Screenings for PreK

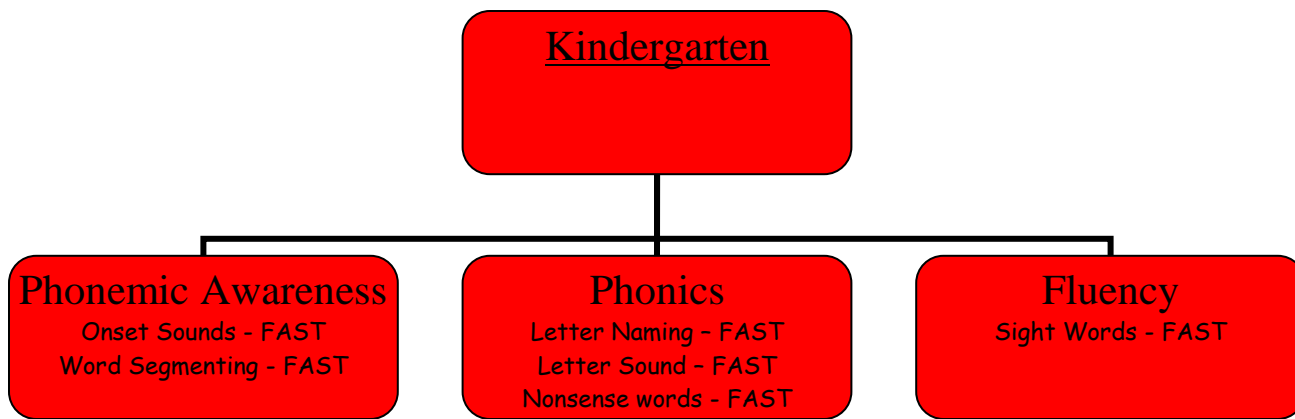


Clinton-Graceville-Beardsley School **Local Literacy Plan**

Target Scores to indicate proficiency in the skill: Students should be at or above the following scores by spring before Kindergarten to be considered "Kindergarten Ready"

Big 5 Area	Measure	Fall target	Winter target	Spring target
Reading Composite	Reading Composite	159	201	231
Phonemic Awareness	Phonemic Awareness	4	10	13
Phonics	Alphabet Knowledge	6	17	23
Vocabulary	Vocab/Oral Lang	18	21	23
Comprehension	Comprehension	13	16	17

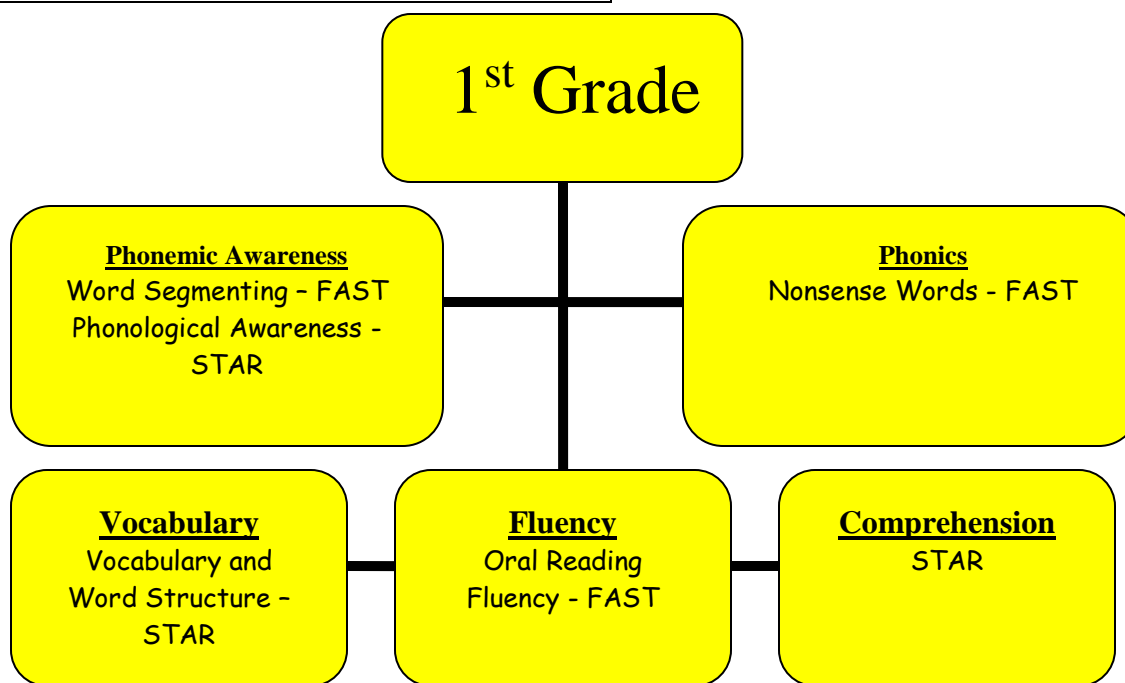
Benchmark Screenings for Kindergarten
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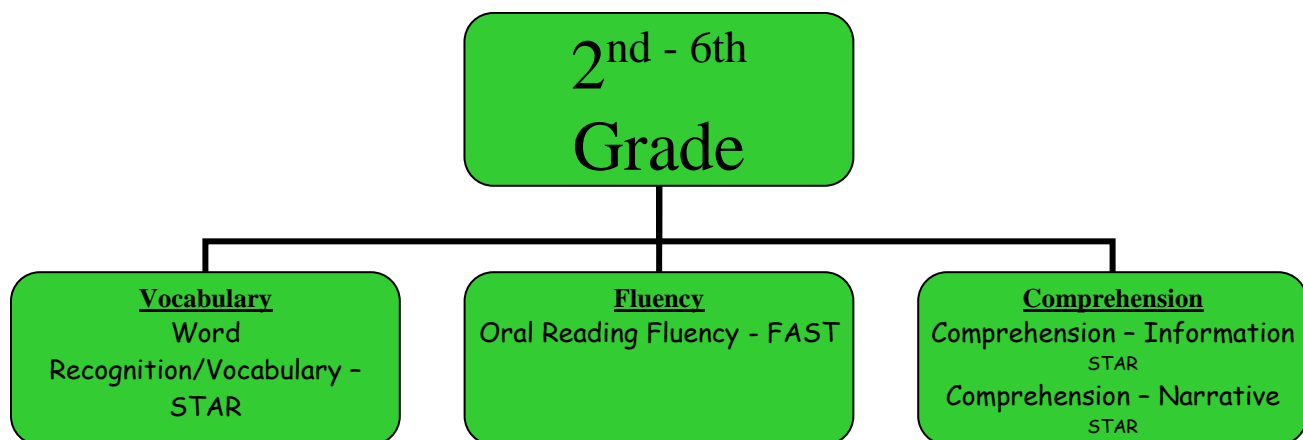
Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Onset Sounds	13	16	16
	Word Segmenting		27	31
Phonics	Letter Name	20		
	Letter Sound	8	29	45
	NonSense Words		8	14
Fluency	Sight Words			18

Benchmark Screenings for 1st Grade



Big 5 Area	Measure	Screener	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Word Segmenting	FAST	30	32	33
	Phonological Awareness	STAR	Avg	Avg	Avg
Phonics	NonSense Words	FAST	12	19	25
Vocabulary	Vocabulary/Word Structure	STAR	Avg	Avg	Avg
Fluency	Oral Reading Fluency	FAST		52	82
	Sight Words	FAST	25	55	71
Comprehension	Comprehension	NWEA	Avg	Avg	Avg



Big 5 Area	Measure	Grade	Fall Target Score	Winter Target	Spring Target
Vocabulary	Word Recognition/Vocabulary	2-6	Avg*	Avg*	Avg*
Fluency	Oral Reading Fluency	2	63	97	116
	Oral Reading Fluency	3	100	122	135
	Oral Reading Fluency	4	125	142	156
	Oral Reading Fluency	5	142	158	172
	Oral Reading Fluency	6	155	168	180
Comprehension	Comprehension-Informational	2-6	Avg*	Avg*	Avg*
	Comprehension-Narrative	2-6	Avg*	Avg*	Avg*

* Avg. = (21-40 percentile)

Diagnostic Assessments-

When screening assessments indicate below target or below average results, further assessments will be used to further diagnose the challenging area of reading.

Available Diagnostic tools include:

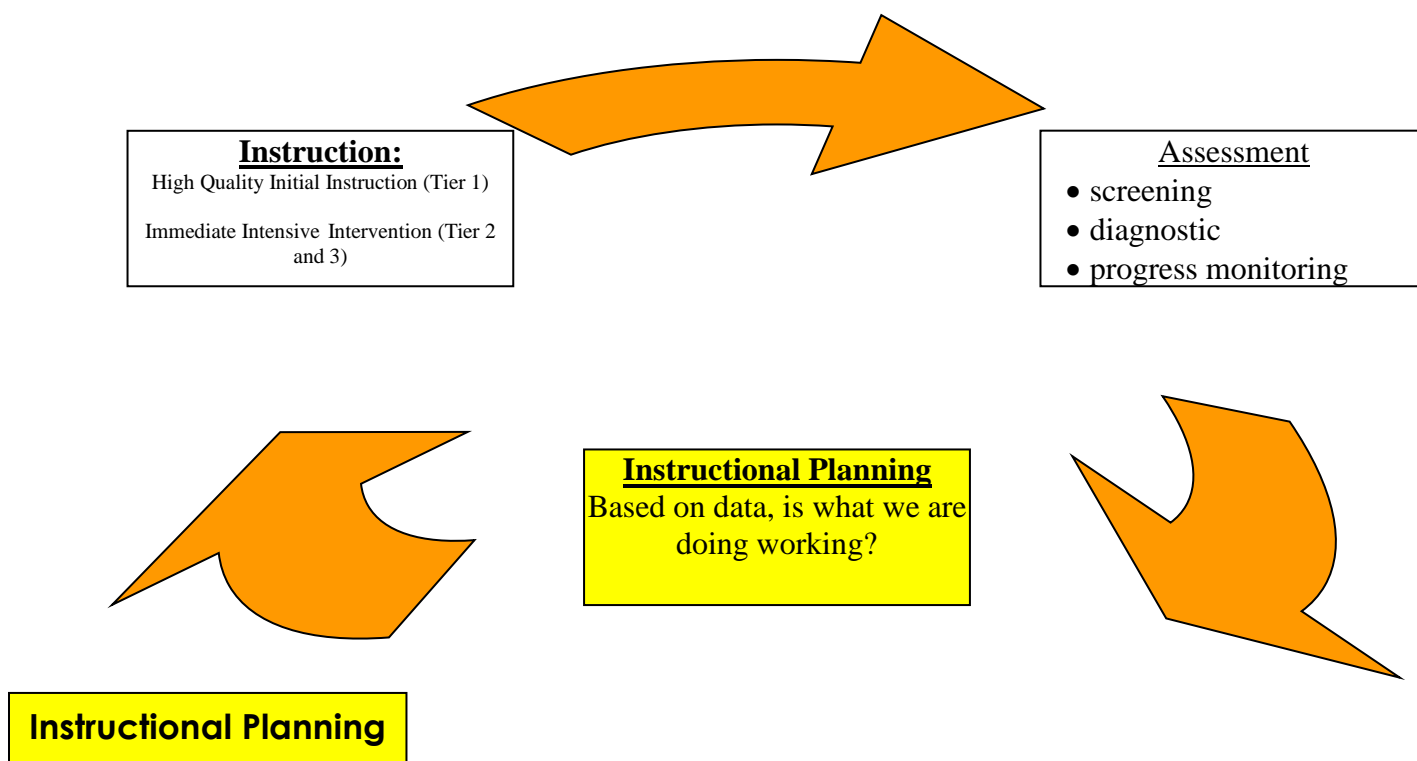
- ✓ Phonological Awareness Continuum of Complexity
- ✓ Phonological Awareness Skills Inventory
- ✓ Visual Discrimination Continuum of Complexity
- ✓ Phonics Survey
- ✓ Reading Recovery Observation Survey
- ✓ Special Education Assessments (Formal and Informal)
- ✓ Kindergarten informal quarterly assessment

Progress Monitoring-

This is the process in determining and ensuring that what we are doing is working. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring is implemented with all students who are receiving any Tier II or Tier III support in the area of reading. The tools used to monitor a student's progress are designed to show growth over a short amount of time, therefore, students' growth can be monitored on a weekly/biweekly/monthly basis. Data is shared weekly/biweekly/monthly with parents and teachers and educational decisions are made, ongoing, based on the data.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Intervention Program	Frequency of Progress Monitoring	Data reported to teachers and parents
Minnesota Reading Corps	Weekly	weekly
Title 1	Quarterly	Quarterly
Special Education	Monthly	Quarterly/IEP review



When data indicates that a student is not meeting target or gaining skills needed to be a proficient reader, planning is done and a targeted intervention is put into that child's day to ensure that progress will be made.

CST – Child Study Team

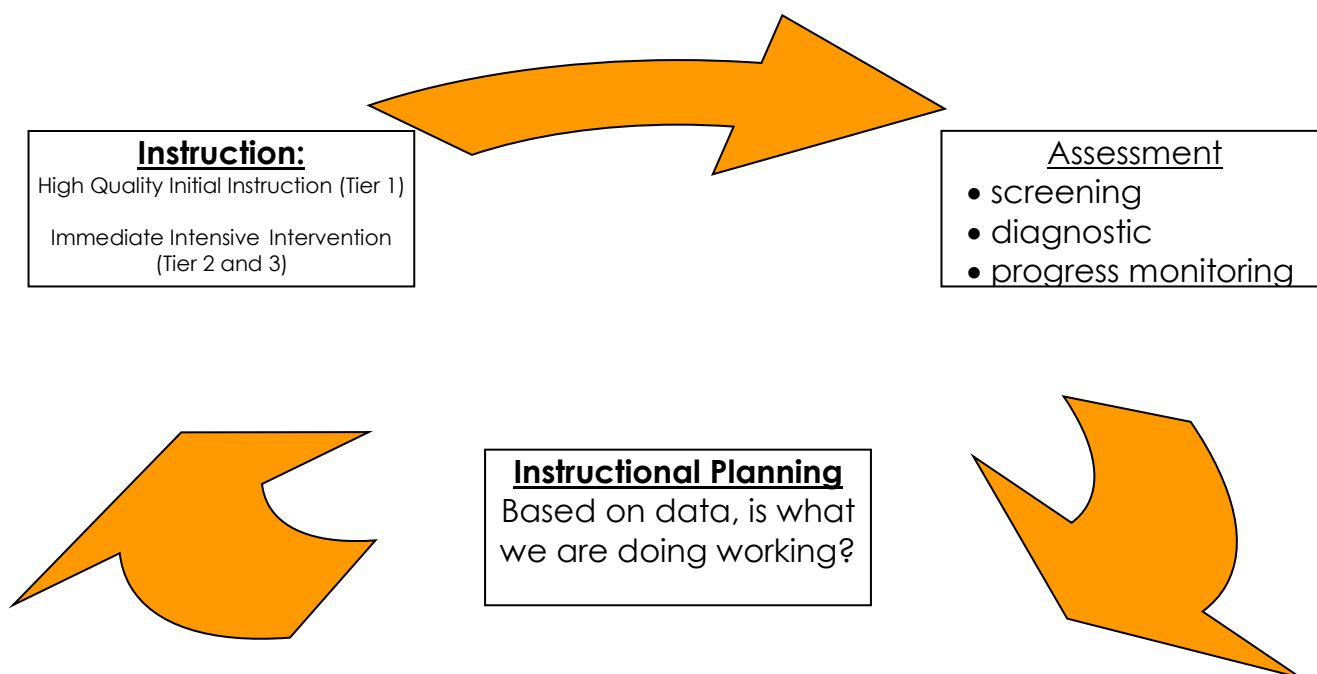
Clinton-Graceville-Beardsley has a functioning Problem Solving team at elementary to discuss appropriate programming for children who are falling behind academically or struggling with behavioral issues.

After Fall Benchmarking, students are placed, based on data, into supportive interventions. By synthesizing AIMS, IGDI, STAR and MCA-II, Kindergarten Inventory data together, the team makes Tier 2 intervention placements for all students who are determined below target. Specific criteria are required for each intervention entrance. Students then begin working in Tier 2 interventions with an interventionist using a scientifically based reading intervention (as described above). The intervention determination is made based on screening and diagnostic data as well as classroom performance and teacher recommendation.

Outside diagnosis of dyslexia or convergence insufficiency will be included in the planning and educational programming decisions to best meet the needs of each student.

Progress monitoring data is reviewed monthly to determine intervention effectiveness. Exit criteria is specified as well and decisions are made to continue intervention, change intervention or exit the student from intervention based on the current progress monitoring data.

The ongoing process continues. **Instruction** is followed by **assessment**. The data from the assessment is analyzed and **instruction** is **planned** and then put into place.



Parental Involvement:

All Parents are provided a copy of their child's fall screening scores (AIMS, NWEA) at the fall Parent Teacher Conferences in November and with report cards in the winter and spring. If, prior to that conference, a child has been placed into an intervention based on data, the parent will receive a personal contact from the **child's teacher**, describing the data that indicates the need for that intervention and the programming that will take place for that child. Parental permission is received prior to initial intervention.

At Clinton-Graceville-Beardsley Elementary School, an educational team consists of parents/guardians, the child, and the teacher. Each member of the team has specific responsibilities and expectations:

The Parent(s)/Guardian(s) is/are expected to:

1. Make sure that their child attends school regularly, is on time, and is prepared to learn.
2. Ask what skills their child is learning in classes each.
3. Engage in activities with their son/daughter that continues his/her classroom learning at home.
4. Check that written and study homework is completed each day.
5. Attend school activities and programs that are displays and/or applications of what their child is learning in school
6. Communicate frequently with their child's teacher, through notes, conferences, telephone conversation or email about how well their child is doing.

The Student is expected to:

1. Come to school on time and be ready to learn.

2. Pay attention to his/her teachers and family when they are helping with school work.
3. Write down homework assignments and make sure to bring home the books and materials needed to do them.
4. Complete homework and remember to bring it to class.
5. Ask for help from teachers and family members when it is needed.
6. Show parents work and tests, returning them with their signatures, if their teachers request it.

The Teacher is expected to:

1. Provide quality teaching and model behaviors for students and their families.
2. Communicate frequently with families about their students' progress.
3. Recognize that all students learn differently and employ varied instruction strategies.
4. Use technology as an assessment and teaching tool.
5. Provide frequent feedback to students about their academic progress and participation
6. Participate in meaningful professional development to enhance instruction skill

Professional Development

Quality teachers are the single greatest determinant of student achievement. In order to remain informed and up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources, providing opportunities for teachers to learn is essential.

Professional Development Opportunities:

The Clinton-Graceville-Beardsley has not had a consistent practice of providing opportunities to collaborate with colleagues across and within grade levels to promote development of the competent use of literacy practices and instructional strategies. This is an area of professional development need.

Workshop Opportunities:

Staff members are required to seek funding from the staff development fund to attend workshops and trainings outside of the school district. A staff development committee is in place to grant permission for attendance.

Summer Training Opportunities:

The Midwest Special Education Cooperative, of which Clinton-Graceville-Beardsley Area Schools is a member, provides various literacy training opportunities throughout the summer for the staff (PreK-12, Title 1, Paraprofessionals, etc) of all member districts. The opportunities are provided at no charge to the attendees and attendees are provided a monetary stipend for attending. Recent training in which Clinton-Graceville-Beardsley staff has attended include:

Best Practices in Early Literacy (K-1)
Best practices in Literacy Instruction (2-6)
PALS (K-PALS, 1st grade PALS, PALS 2-6th)

Content Area Reading Strategies
SEEDS of Emotional Development
Using Data to Drive Instruction
Response to Intervention

Professional Development Projects:

The Midwest Special Education Cooperative is offering funding and support to Clinton-Graceville-Beardsley staff who are interested in implementing a literacy initiative or project designed to increase reading growth and achievement within their district. Interested groups will complete a plan, detailing the goal, process, intent and needs for the project. Project members will be supported by the Cooperative's Literacy Coach who will help guide the process.

EL training:

EL professional development opportunities will be provided to staff throughout the upcoming school year.

Professional Development Needs:

Based on the analysis of current literacy practices at Clinton-Graceville-Beardsley Elementary, it was determined that further professional development is needed in the areas of:

Tier 1 instructional practices
Tier 2 interventions
Targeting instruction to meet the Tier 2 needs of students
Research based reading interventions
Flexible Grouping
Differentiated Instruction
Using data to drive instruction
Utilizing Progress Monitoring
LETRS – Science of Reading