Wheaton Area Public School District
ISD #0803
Local Literacy Plan
May 2024

Minnesota Read Act: Minn. Stat. 120B.12 (2023)

The goal of this legislation is:

- to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals

- to ensure that districts provide evidence-based reading instruction through a focus on students' mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills

- to make certain students receive evidence-based instruction that is proven to effectively teach children to read.

District Wide Assessments

Universal K-3 Screeners:

<u>FastBridge</u>: A screening assessment designed to measure a student's reading abilities quickly and accurately. It assesses various aspects of reading, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The FastBridge Reading assessment provides educators with valuable data to inform instruction, intervention, and progress monitoring for students at different grade levels. It is efficient and reliable in identifying students who may require additional support or enrichment in reading.

<u>Kindergarten</u>: All kindergarten students are screened using the FastBridge earlyReading measures in the **fall, winter, and spring** of the year. The early literacy measures are designed to assess oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension skill levels of each student. Characteristics of dyslexia can be identified through further analysis of the specific universal screening measures of letter names, onset sounds, word segmenting, letter sounds and nonsense words.

1st Grade: All 1st grade students are screened using the FastBridge earlyReading and CBMReading: Oral Reading Fluency measures in the fall, winter and spring of the year. The early literacy measures are designed to assess oral language, phonological awareness, phonics, and vocabulary and the CBMReading: Oral Reading Fluency is designed to assess fluency and comprehension levels of each student. Characteristics of dyslexia can be identified through further analysis of the specific universal screening measures of word segmenting, nonsense words and oral reading fluency.

2nd and 3rd Grade: All 2nd and 3rd grade students are screened in the fall, winter, and spring using the FastBridge CBMReading: Oral Reading Fluency and the FastTrack Reading screening. FastTrack Reading combines the aReading and AUTOreading assessments. These measures are designed to assess oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension levels of each student. Characteristics of dyslexia can be identified through analysis of student responses to the Phonological Awareness Screening Test (PAST) and the Basic and Advanced Decoding Skills tests.

4th – 8th Grades: All 4th – 8th grade students are screened in the fall, winter, and spring using the FastTrack Reading screening. FastTrack Reading combines the aReading and AUTOreading assessments. These measures are designed to assess oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension levels of each student. Characteristics of dyslexia can be identified through analysis of student responses to the Phonological Awareness Screening Test (PAST) and the Basic and Advanced Decoding Skills tests.

Overview of Student Reading Skills and
<u>Dyslexia Screening Results</u>

Wheaton Area School's assessment data is summarized below, including fall '23 and spring '24 data collected using the FASTBridge screening tools and diagnostic screeners. The data collected from these screenings allowed us to gauge student progress and identify areas of growth, ensuring targeted support for each learner. Additionally, we have conducted screenings to identify students exhibiting characteristics of dyslexia. The screenings are instrumental in our efforts to provide early interventions and support for students with specific literacy needs. The following table presents a summary of our findings, offering insights into student reading proficiency levels and the prevalence of dyslexia characteristics within our district.

Summary Data: Kindergarten through 3rd grade

Grade	Number of students screened (Fall)	Numbers of students at or above benchmark (Fall)	Number of students screened (Spring)	Number of students at or above benchmark (Spring)	Number identified with characteristics of Dyslexia
K	17	9	17	10	4
1	29	11	28	14	2
2	33	17	33	16	3
3	28	19	28	16	1

Summary Data: Grades 4-110 Not Reading at Grade Level

Grade	Number of students screened (Fall)	Numbers of students at or above benchmark (Fall)	Number of students screened (Spring)	Number of students at or above benchmark (Spring)	Number identified with characteristics of Dyslexia in the fall
4	21	18	21	17	0
5	24	14	23	15	3
6	21	14	15	22	0
7	23	12	18	15	1
8	29	16	21	17	0

Core Reading Instruction and Curricula - Grades K-5

The following table defines the curricula used for core reading instruction across various grade levels. The following information will provide a comprehensive overview of the curricular frameworks. Each curriculum is carefully selected by a committee to align with the diverse needs of our student populations and to support the attainment of reading proficiency benchmarks as outlined by state standards.

Reading Instruction in our classrooms are guided by structured literacy pedagogical approaches, with instruction designed to support comprehensive literacy development. Structured literacy emphasizes explicit, systematic, and sequential instruction in the fundamental components of reading and writing. Within the classrooms, lessons are scaffolded to ensure mastery of oral language, phonological awareness, phonics, fluency, vocabulary, comprehension and writing. Multisensory techniques are integrated, allowing students to engage with learning through auditory, visual, and kinesthetic modalities. Teachers utilize evidence-based instructional strategies, providing clear explanations, modeling, guided practice and corrective feedback to reinforce learning.

Grade	Implemented Curricula	Curricula Use	Minutes dedicated to • Whole Class • Small Group • Intervention
Kdg	Fundations Heggerty Rooted in Reading Intervention	Foundations Skills Knowledge & Comprehension	90 minutes - Rdg. Block 20 minutes - Intervention
1st Grade	Fundations Heggerty Rooted in Reading Intervention	Foundations Skills Knowledge & Comprehension	120 minutes - reading block 20 minutes - Intervention
2nd Grade	Fundations Heggerty Rooted in Reading Intervention	Foundations Skills Knowledge & Comprehension	135 minutes - reading block 20 minutes - intervention
3rd Grade	Fundations Rooted in Reading	Foundations Skills Knowledge & Comprehension	110 minutes - reading block

			20 minutes -intervention
	Intervention		
4th Grade	Ideas	Knowledge & Comprehension	60 minutes - reading block
	Intervention	Foundational Skills	20 minutes - intervention
5th Grade	Ideas	Knowledge & Comprehension	90 minutes - reading block
	Intervention	Foundational Skills	20 minutes - intervention

Core ELA Instructional and Curricula- Grades 7-12

The following table defines the curricula used for core reading instruction across various grade levels. The following information will provide a comprehensive overview of the curricular frameworks. A committee carefully selects each curriculum to align with the diverse needs of our student populations and to support the attainment of reading proficiency benchmarks as outlined by state standards.

In Grades 6-12, literacy instruction evolves to meet the increasing demands of academic content and critical thinking skills. The instructional principles guiding literacy instruction at this level prioritize the development of advanced comprehension strategies, critical analysis, and effective communication across various disciplines. Teachers incorporate a range of text types, including informational texts, literature, and multimedia sources, to engage students in authentic and meaningful literacy experiences. Literacy instruction in grades 6-12 aims to cultivate literate individuals who can confidently navigate the demands of academic and professional contexts, equipped with the critical thinking skills and communication proficiency necessary for success.

The following table defines the curricula used for ELA Instruction across grade levels. Curricular decisions are made by committees allowing course instructors to use knowledge and expertise in determining how best to meet the diverse needs of our student populations and to support the attainment of the 7 -12th grade English Language Arts state standards.

Grade	Implemented ELA Curricula	Descriptions of Curricula Use	Instructional Delivery Model
6th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes
7th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes
8th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes
9th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes
10th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes
11th Grade	Glencoe Literature Course	Knowledge and	50 minutes

		Comprehension	
12th Grade	Glencoe Literature Course	Knowledge and Comprehension	50 minutes

Data-Based Decision Making for Literacy Interventions

Wheaton Area School utilizes a collaborative multi-tiered system of support framework and problem-solving model to best meet the literacy needs of all students. Our approach to data-driven decision-making in literacy interventions is both systematic and thorough, firmly grounded in the Multi-tiered System of Support (MTSS) model.
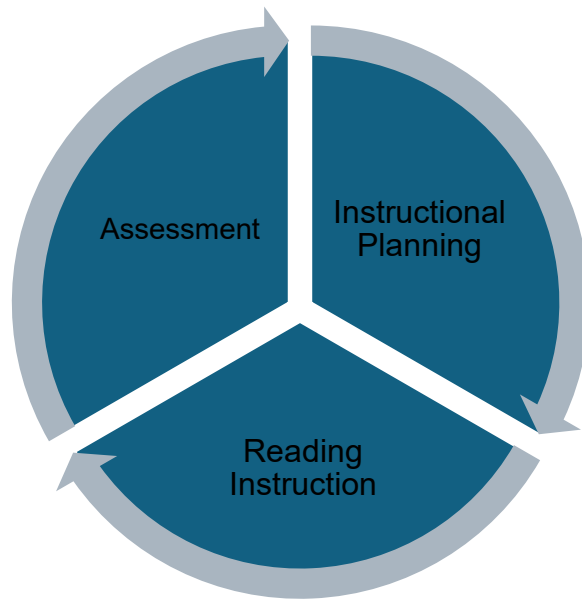
Assessment:

Universal screening data is collected three times each year, followed by diagnostic assessments when additional information is needed to support in identifying students who may require additional support at Tier 2 or Tier 3 levels. Classwide data analysis allows us to gauge the effectiveness of our whole class instruction while individual student data informs targeted intervention strategies. Students performing at or below the 40th%ile of grade level benchmarks are *considered* for intervention.

Instructional Planning:

Once specific needs are identified through assessment, intentional instructional planning occurs. Intensive interventions are tailored to each student's identified areas of need and students receive targeted support through daily intervention sessions. These sessions are structured around a rigorous program that adheres to the principles of structured literacy. Within this framework, students benefit from explicit, systematic, and cumulative instruction, designed to address foundational literacy, reading comprehension, and writing skills. Each lesson is

carefully designed to build upon previous learning, ensuring a cohesive and comprehensive approach to literacy development.

Reading Instruction:

High-quality, Tier 1, CORE Instruction ensures a solid foundation in literacy skills for all students through evidence-based practices delivered by skilled educators in the general education setting. This instruction aims to address the needs of 70-75% of the class before additional support is required. Immediate, intensive instruction in Tiers 2 and 3 supplements Tier 1 instruction by providing targeted support to students who require more focused intervention. In Tier 2, small group or one-on-one sessions offer personalized instruction, while Tier 3 interventions, highly individualized and intense, cater to the most severe reading difficulties, most typically in special education settings. Progress monitoring is ongoing across all tiers, allowing for continual adjustment of interventions based on student response and assessment data, ensuring equitable access to literacy instruction and improved outcomes for all students. Data collected from Tier 2 interventions, if needed, supports referral documentation.

Parent/Guardian Notification and Involvement

At Wheaton Area Schools, we recognize and value the critical importance of parental involvement in supporting children's reading development. Screening results for all students are shared with parents/guardians through letters, emails, or scheduled meetings, such as parent/teacher conferences, providing detailed explanations and opportunities for discussion. When a child is identified as not reading at or above grade level, we are committed to ensuring open and transparent communication with parents or guardians, as determinations for appropriate intervention participation is determined. Our district offers a range of reading intervention programs and services, including ADSIS, Title and Reading Corps. Prior to children receiving intervention support, parents/guardians will be actively engaged in understanding the benefits of the intervention and collaboration with the school is encouraged. We believe in equipping parents with the necessary resources and strategies to reinforce reading skills at home, offering learning events at school, providing technology resources and supplying at-home engaging activities to practice developing skills.

Professional Development Plan

During the 2024-2025 school year, all Phase 1 participants, as required by the MN Read Act will begin a comprehensive professional development initiative guided by LETRS (Language Essentials for Teachers of Reading and Spelling). This initiative entails training Phase 1 participants in Volume 1 of LETRS, a program dedicated to structured literacy instruction. Led by local facilitator Jody Maanum, this training will equip participants with essential knowledge and strategies to effectively teach foundational literacy skills. Phase 1 participants will study Volume 1 during the beginning of this summer and throughout the school year, finishing up in May of 2025. Volume 2 training will take place with the Phase 1 participants during the 2025-2026 school year. Phase 2 participants, as defined by the MN Read Act, will commence in the 2025-2026 school year. This strategic approach ensures that our educators are equipped with the tools and expertise necessary to support student literacy development effectively.

Phase 1:

Educator Role	Total Number in District	Educators who have completed the training	Educators with Training in progress	Educators who will begin training this summer.
PreK Classroom	1	0	0	1
K-3 Classroom Educators	7	0	0	7
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
K-12 Reading Interventionists	2	0	0	2
K-12 Special Education Educators responsible for reading instruction	5	0	0	5
Pre-K through grade 5 curriculum directors	0	0	0	0
Pre-K through grade 5 instructional support staff who provide reading support	0	0	0	0

Phase 2:

Educator Role	Total Number in District	Educators who have completed the training	Educators with Training in progress	Educators who will begin training this summer.
Grades 4-12 Classroom educators responsible for reading instruction				
PreK through 12 educators who work with English learners (Licensed ELL teachers)				
Grades 6-12 instructional support staff who provide reading support				
Grades 6-12 curriculum directors				
Employees who select instructional materials for Grades 6-12				

Action Planning for Continuous Improvement

Our district has had long-standing access to training and curriculum designed around evidence-based literacy instruction. Maintaining fidelity to the knowledge and programming is essential for maximizing instructional impact on student learning. Encouraging fidelity to instruction involves supporting teachers in understanding and executing effective instructional practices, fostering a culture of continuous learning and collaboration. The district does and will continue to prioritize initiatives focusing on reinforcing educators' understanding of structured literacy principles and techniques. Ongoing monitoring and feedback mechanisms will be established to support teachers in maintaining the fidelity of the program, ultimately enhancing the effectiveness of literacy instruction for all students.