

Read Well by Third Grade Literacy Plan

Barnum Public Schools

Overview of the Barnum School District Local Literacy Plan

MN Statute 120B.12 states that 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. This legislation is commonly referred to as “Reading Well by Third”. The literacy plan “must 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 purpose of this document is to outline how the Barnum Public School District plans to address each of these requirements for our students in kindergarten through third grade.

Goals and Objectives

Barnum Public Schools will ensure that students meet reading proficiency by third grade by:

- Align reading instruction to the Minnesota state standards.
- Vertically aligning standards across grade levels K-6.
- Assess and analyze student assessment data.
- Notify and involve parents of at-risk students.
- Provide literacy interventions for struggling readers.
- Identify and provide staff development opportunities to improve instruction.

Definition of Reading Proficiency & Use of Data to Match Student Need to Intervention

- Barnum Elementary School will assess student’s level of reading proficiency using the assessments listed below.
- Fountas and Pinnell Benchmark Assessment System (BAS) Comprehension, Accuracy, & Fluency Tiering System or Being a Reader (BAR):
 - ◆ Students are identified as proficient if they are identified as “meets or exceeds expectations” as defined in the Reading Correlation chart (see pp. 11 & 12)
 - ◆ Students are identified as tier 2 if they are identified as “approaches expectations” as defined in the Reading Correlation chart (see pp. 11 & 12)
 - ◆ Students are identified as tier 3 if they are identified as “does not meet expectations” as defined in the Reading Correlation chart (see pp. 11 & 12)
- FASTBridge earlyReading, Curriculum-Based Measurement in Reading (CBM-R), and aReading Tiering System:
 - ◆ Students are identified as proficient at grade level if they achieve above the 40th percentile as compared to national norms.
 - ◆ Students are identified as needing tier 2 support if they achieve beneath the 20th percentile as compared to national norms.
 - ◆ Students are identified as needing tier 3 support if they achieve beneath the 10th percentile as compared to national norms.

Assessments

Benchmark Assessment System/Being a Reader <ul style="list-style-type: none"> ◆ Fall ◆ Spring 	FASTBridge CBM-R and aReading <ul style="list-style-type: none"> ◆ Fall ◆ Winter ◆ Spring
FASTBridge earlyReading <ul style="list-style-type: none"> ◆ Fall ◆ Winter ◆ Spring 	Sight Word Assessments <ul style="list-style-type: none"> ◆ Fall ◆ Spring

Statement of Process to Assess Students' Level of Reading Proficiency

Type of Assessment	Grade	Assessment Used	Parent Communication
<p>Screening Tool</p>	<p>K</p>	<ul style="list-style-type: none"> → Fall: Standards-Based Literacy Assessment (Teacher-Developed), FASTBridge Letter Names, FASTBridge Letter Sounds, FASTBridge Concepts of Print, FASTBridge Onset Sounds → Winter: Standards-Based Literacy Assessment (Teacher-Developed), FASTBridge Letter Sounds, FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Onset Sounds, Being a Reader (BAR) → Spring: FASTBridge Letter Sounds, FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (50), Fountas and Pinnell Benchmark Assessment System (BAS)/Being a Reader (BAR), sight word assessment 	<p>Report quarterly progress through standards-based report cards.</p> <p>Notify parents of student progress after each benchmarking period.</p> <p>Screening results shared during fall and spring conferences.</p> <p>BAS/BAR data is shared with parents in fall and spring.</p>
	<p>1</p>	<ul style="list-style-type: none"> → Fall: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (150), FASTBridge Sentence Reading, sight word assessment, FASTBridge aReading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR), sight word assessment → Winter: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge 	

	<p>2</p> <p>3-6</p>	<p>Sight Words (150), FASTBridge CBM-R, FASTBridge aReading</p> <p>→ Spring: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (150), FASTBridge CBM-R, sight word assessment, FASTBridge aReading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Fall: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency</p> <p>→ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Fall: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency</p> <p>→ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge COMPefficiency, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR), MCA Testing</p>	
--	-----------------------------------	--	--

<p>Diagnostic Tool</p>	<p>K-6</p>	<ul style="list-style-type: none"> → Fall/Winter/Spring: Teacher-Developed Standards-Based Common Assessments → Informal Phonics Inventory → Informal Decoding Inventory → PAST Phonological Awareness Assessment → Two Peas Phonological Awareness Assessment → San Diego Quick Assessment → Print Concepts Checklist → Early Names Test → Names Test → PRESS Decodable Word Assessment → PRESS Phonological Awareness Assessment <p>*Diagnostic tools are used as-needed, not universally</p>	<p>Report quarterly progress through standards-based report cards.</p>
<p>Progress Monitoring Tool</p>	<p>K-6</p>	<ul style="list-style-type: none"> → FASTBridge earlyReading assessments → FASTBridge CBM-R → Phonemic Awareness Quick Checks → Decodable Word Lists 	<p>Report semester progress through standards-based report cards.</p> <p>Screening results shared during fall and spring conferences.</p>

Core and Intervention Curriculum & Instruction

- All students receive a minimum of 100 minutes of literacy instruction per day.
- Tier II & III intervention instruction takes place daily for an additional 20-30 minutes per day.
- We provide a literacy-rich environment through classroom libraries, the media center, a leveled book room, and technology initiatives.
- Teachers use daily common planning time to plan instruction, interventions, and assessments based around student need.
- Teacher-created standards-based report cards and Essential Learning documents guide and ensure alignment and continuity throughout the grade levels.
- Vertical alignment of standards.
- Curricular materials align with the Minnesota State/Common Core Standards: Being a Reader, Making Meaning, Making Meaning Vocabulary, Being a Writer, Fountas & Pinnell Phonics and Words Their Way, Daily 5, and The Comprehension Toolkit. Teachers are continuing to build common formative and summative assessments aligned with the standards. Additionally, teachers are working to differentiate the curriculum to meet student needs. Curriculum includes an English Language Learner component should the need arise. We have created a partnership with our regional service cooperative to provide training and resources if needed.
- Training from the Center for the Collaborative Classroom will help teachers align our new and existing resources to help create a comprehensive literacy experience for our students.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) from Center for Collaborative Classroom as well as LETRS will be used as an intervention resources

Components of Literacy	Tier I Standards-Based Core Instruction (Classroom Setting)	Tier II & III Intervention Instruction (Classroom Teacher, Title 1, Reading Corps)
Phonemic Awareness	<ul style="list-style-type: none"> → Being a Reader Phonics Resource → Fountas & Pinnell Phonics Program → Teacher-created phonemic awareness activities 	<ul style="list-style-type: none"> → Kilpatrick's Equipped for Reading Success → Great Leaps

	based on student need	<ul style="list-style-type: none"> → Small group and individual phonemic awareness activities-intervention lesson format → PRESS Intervention Manual → SIPPS → LETRS
Phonics/Word Study	<ul style="list-style-type: none"> → Being a Reader Resource → Fountas & Pinnell Phonics Program → Fountas & Pinnell Word Study Program → Words Their Way → Sight Words Practice → Teacher-created phonics and word study activities based on student need 	<ul style="list-style-type: none"> → Great Leaps → Small group and individual phonics activities-intervention lesson format → Fountas & Pinnell Phonics Program → Fountas & Pinnell Word Study Program → Words Their Way → PRESS Intervention Manual → Benchmark Education StartUp and BuildUp phonics books → Leveled passages and Decodable word passages → SIPPS → LETRS
Comprehension	<ul style="list-style-type: none"> → Making Meaning → Comprehension Toolkit → Daily 5 (Read to Self; Read to Someone) → Guided Reading → Teacher-created comprehension activities based on student need 	<ul style="list-style-type: none"> → Comprehension Toolkit → Small group and individual targeted comprehension strategies practice → Small group guided reading-intervention lesson format

		<ul style="list-style-type: none"> → Advanced story mapping → Reciprocal teaching → PRESS Intervention Manual → LETRS
Vocabulary	<ul style="list-style-type: none"> → Making Meaning Vocabulary → Daily 5 (Work on Words) → Words Their Way → Teacher-created vocabulary activities based on student need 	<ul style="list-style-type: none"> → Small group and individual on-level vocabulary instruction → Small group guided reading-intervention lesson format → PRESS Intervention Manual → LETRS
Fluency	<ul style="list-style-type: none"> → Daily 5 (Read to Someone) → Sight Word Practice → Teacher-created fluency activities based on student need 	<ul style="list-style-type: none"> → Small group guided reading-intervention lesson format → Duet reading → Repeated reading → PRESS Intervention Manual → LETRS

Professional Development

- Grade level teams meet weekly in Professional Learning Communities to review data, set goals, discuss instructional effectiveness, design interventions, write common assessments, and review curriculum standards.
- Monthly academic meetings to review data and potentially meet with the grade level above or below.
- Monthly language arts committee meetings to address staff development needs.
- Training and online support provided by the Center for the Collaborative Classroom.
- Peer coaching that observes, models, and meets 1-on-1 and/or with grade level teams.

- Language arts meetings led by the language arts team to address staff needs.
- Grade level/intervention teacher team meetings monthly to review interventions and progress.

Diverse Learners

Barnum Elementary School recognizes the diverse backgrounds and needs of our student population. We strive to provide for all learning styles and needs. We utilize services such as Title 1, Reading Corps, ADSIS, and Special Education to assist in providing for needs. We also collaborate with the regional service cooperative, Carlton County Human Services, the Restorative Justice program, and HDC.

If you have questions or concerns, please contact the Barnum Elementary School Office (218)389-6976.

	Beginning of Year (Sept-Oct)	Mid-Year (Dec-Jan.)	End of Year (May-June)
Grade K		C+	Set 4/E+
		Set 1.5-2/B	Set 3/D
		Set 1/A	Set 2/C
		Letter Naming	Set 1/Below C
Grade 1	E+	G+	K+
	Set 3/D	Set 4/F	Set 5 or 6/J
	Set 2/C	Set 3/E	Set 4/I
	Set 1/Below C	Set 2/Below E	Set 3/Below I
Grade 2	K+	L+	N+
	Set 5 or 6/J	Set 7/K	Set 9/M
	Set 4/I	Set 5 or 6/J	Set 8/L
	Set 3/Below I	Set 4/Below J	Set 6/Below L
Grade 3	N+	O+	Q+
	Set 9/M	Set 10/N	Set 12/P
	Set 8/L	Set 9/M	Set 11/O
	Set 7 or below/Below L	Set 8 or below/Below M	Set 10 or below/Below O
Grade 4	Q+	R+	T+
	P	Q	S
	O	P	R
	Below N	Below P	Below R

Grade 5	T+	U+	W+
	S	T	V
	R	S	U
	Below R	Below S	Below U
Grade 6	W+	X+	Z
	V	W	Y
	U	V	X
	Below U	Below V	Below X

KEY	Exceeds Expectations	Meets Expectations	Approaches Expectations: Needs Short-Term Intervention	Does Not Meet Expectations: Needs Intensive Intervention
-----	----------------------	--------------------	--	--

*Independent level expectation is one level below the “meets expectations” instructional level expectation. (**Please note** that because a student may have multiple instructional levels, this is not always automatically the case.)