0091 Barnum Local Literacy Plan

Read Well By Third Grade

2021-22 School Year

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 of Local Literacy Plan

The goal of our local literacy plan is to ensure reading proficiency for all students by the end of 3rd grade. We will strive to accomplish this goal by:
- Assessing all K-3 students' level of reading proficiency to identify those who are at-risk for learning to read.
- Providing comprehensive scientifically based core reading instruction for all students that is aligned with MN state standards.
- Providing comprehensive scientifically based remedial reading instruction for all at-risk learners.
- Notifying and involving parents of all at-risk learners.
- Identifying and providing staff development opportunities to improve instructional techniques and strategies.

Literacy Statement: Minnesota Department 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 a student has a solid foundation of literacy skills to continue to expand their understanding 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. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. - MDE, 2012

RWB3 & MTSS Team Membership

Name	Role	Building
Judi Vitito	Principal, ESEA director	Barnum Elementary
Nicole Biondich	Title 1 Lead Teacher	Barnum Elementary
Ann-Marie Vossler	ADSIS Lead Teacher	Barnum Elementary
Jen Painovich	Classroom Teacher	Barnum Elementary
Crystal Jordan	Classroom Teacher	Barnum Elementary
Jill Juntunen	Special Education Teacher	Barnum Elementary
Nikki Kresky	School Counselor	Barnum Elementary

District Demographics and Data Analysis

Barnum Elementary Demographic Data

In the Barnum Public School District, there is one elementary school, Barnum Elementary School, which houses Pre-Kindergarten through Grade 6 students. The student population is about 370 children.

Independent School District 91 serves approximately 730 resident and non-resident K-12 students, of which 89% identify as white, 8% identify as two or more races, and 2% identify as hispanic/latino. Additionally, approximately 30% receive reduced/free lunch participation.

FASTbridge Reading Assessment

Barnum Elementary uses FASTbridge Suite of Assessment tools to determine those students who are at-risk readers. These assessments include letter naming, letter sounds, phoneme segmentation, oral reading, and comprehension. Our most recent data analysis can be found on the next page.

Read Well By 3rd Grade 2020-21 Data Analysis

Kindergarten Results Spring 2019-2021

Assessment	At or Above Grade Level	At or Above Grade Level	At or Above Grade Level
	2018-19	2019-20	2020-21
LSF	57%	NA	62%
Phoneme Segmenting	97%	NA	72%
Decodable Words	37%	NA	36%
Sight Words	37%	NA	31%
Early Reading	40%	NA	33%

1st Grade Results Spring 2019-2021

Assessment	At or Above Grade Level	At or Above Grade Level	At or Above Grade Level
	2018-19	2019-20	2020-21
Sight Words	28%	NA	11%
Word Segmenting	70%	NA	60%
Decodable Words	83%	NA	72%
CBM-Reading	38%	NA	25%

2nd Grade Results Spring 2019-2021

Assessment	At or Above Grade Level	At or Above Grade Level	At or Above Grade Level
	2018-19	2019-20	2020-21
aReading	60%	NA	40%
CBM-Reading	47%	NA	35%

3rd Grade Results Spring 2019-21

Assessment	At or Above Grade Level	At or Above Grade Level	At or Above Grade Level
	2018-19	2019-20	2020-21
aReading	72%	NA	52%
CBM-reading	55%	NA	28%
MCA	69%	NA	NA

4th Grade Beginning w/2020-21 School Year

Assessment	At or Above Grade Level	At or Above Grade Level	At or Above Grade Level
	2018-19	2019-20	2020-21
MCA	65%	NA	NA
aReading	67%	NA	54%
CBM-Reading	61%	NA	46%

Analysis of Core Literacy Instruction

From several decades of research, we have discovered more about how children learn to read. This research tells us that to become skilled and confident readers, young children need repeated opportunities to experience the building blocks of reading:
- Building spoken language by taking and listening
- Learn about concepts of print and books
- Learn about the sounds of spoken language (phonological awareness)
- Learn about the letters of the alphabet
- Listen to books read aloud

Additionally, the foundations of reading need to be taught through our core curriculum. Teachers need to foster students' understanding and working knowledge of concepts of print, the alphabetic principle, fluency, vocabulary, comprehension, and other basic conventions. A necessary and important component of an effective, comprehensive reading program is that the design is structured to develop proficient readers with the capacity to fluently read and comprehend texts across a range of text structures.

Beginning the fall of 2014, Barnum Elementary adopted a new reading curriculum, The Center for the Collaborative Classroom, specifically Making Meaning and Being a Writer. These components addressed comprehension and writing skills. In PLCs, teachers worked to align MN standards with this resource and add resources to address the foundational skills of phonological awareness and phonics. In the fall of 2019, we added The Center for Collaborative Classroom Being a Reader component to our curricular resources for grades K-3. This implementation addressed the foundational literacy skills. Staff development focused on the componentes of these resources and how to differentiate instruction for the varying levels of abilities in the classroom.

Fidelity of Implementation of the Core Reading Program

In order to ensure that the Center for Collaborative Classroom resources are being consistently implemented, data will be analyzed at the building level each fall, winter and spring using the MCA and FASTbridge scores. MDE trainers state that if 80% of the students are at or above grade-level on any of the nationally normed assessments, curriculum is being taught with fidelity. Each spring, we will analyze our data to see if we are meeting the 80% target.

In order to implement the reading curriculum with fidelity, classroom teachers need to devote a minimum of 120 minutes of reading instruction in grades K-2 and 90 minutes of instruction in grades 3-5. Teachers will be working on ensuring this time commitment through joint planning during their weekly PLCs.

Assessment Program of Reading Proficiency

In Barnum, elementary students are screened three times per year using FAST (fall, winter, and spring). They are also assessed two times per year (fall and spring)using the Being a Reader (BAR) Assessment or Benchmark Assessment System (BAS). This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices.   Additionally, students who are receiving extra help, or targeted assistance, are progress-monitored regularly. Progress monitoring data is used to evaluate the effectiveness of instruction to adjust instruction as needed to maximize growth towards grade level expectations.

Students are considered for targeted services if they fall below the target score on the screening assessments. Data used to determine whether they receive services includes the screening data and classroom observational data. Students are not considered meeting grade level expectations if they are scoring below the 25th percentile on any of the assessment tools. These students will be considered for small group Tier 3 interventions provided by Title 1, on top of the regular classroom instruction already being provided. Ideally these targeted students would receive even more intense one on one intervention if the schedule and staffing permits. Students who qualify for special education services will receive their targeted interventions in accordance with their IEP plans.

Benchmark Assessment System/Being a Reader	FASTBridge CBM-R, aReading, and AUTOReading
◆ Fall ◆ Spring	◆ Fall ◆ Winter ◆ Spring
FASTBridge earlyReading ◆ Fall ◆ Winter ◆ Spring	**Sight Word Assessments** ◆ Fall ◆ Spring

Statement of Process to Assess Students' Level of Reading Proficiency

Type of Assessment	Grade	Assessment Used	Parent Communication
Screening Tool	K	➔ 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	Report quarterly progress through standards-based report cards. Notify parents of student progress after each benchmarking period. Screening results shared during fall and spring conferences. BAS/BAR data is shared with parents in fall and spring.

	1	➔ 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 Sight Words (150), FASTBridge CBM-R, FASTBridge aReading ➔ 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)
	2	➔ Fall: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR) ➔ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading ➔ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)
	3-6	➔ Fall: FASTBridge CBM-R, FASTBridge

		aReading, FASTBridge AUTOreading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR) ➔ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading ➔ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR), MCA Testing	
Diagnostic Tool	**K-6**	➔ 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 *Diagnostic tools are used as-needed, not universally	Report quarterly progress through standards-based report cards.
Progress Monitoring Tool	**K-6**	➔ FASTBridge earlyReading assessments ➔ FASTBridge CBM-R ➔ Phonemic Awareness Quick Checks ➔ Decodable Word Lists	Report semester progress through standards-based report cards. Screening results shared

			during fall and spring conferences.

Dyslexia and Convergence Insufficiency Screening Process

Minnesota's law requires that each district, "annually report a summary of the district's efforts to screen and identify students with dyslexia". Establishing a singular screening process is the most cost-efficient and effective means of ensuring students get the evidence-based literacy instruction needed for all struggling readers to be on track for proficient performance.

Dyslexia Screening Process - Assessments identified above are given universally to all students to identify who are reading "on grade level" and those who are "at risk" of reading failure. In addition, if a student has demonstrated possible indicators of dyslexia and are not making adequate progress, they may be referred to our school's MTSS team and additional academic support and intervention may be provided. The team may also recommend further screening or diagnostics to be completed to make further academic recommendations.

Convergence Insufficiency Disorder Screening Process - District 91 does not include screening of convergence insufficiency disorder as part of its vision screening program. Parents with concerns about this condition should see their licensed eye care specialist for assessment and treatment. Rationale: Our schools follow the MInnesota Department of Health recommendations for vision screening and follow up. Visions screenings for school use are not available for diagnosing convergence insufficiency disorder.

Formal Parent Notification of Students NOT Meeting Grade Level Expectations

Communication with families is an ongoing process. It starts the first time a family steps into the school at Kindergarten Round-up and Back-to-School conferences and continues throughout the year. After students are screened in the fall and winter, we meet with families at conferences to review the assessment results. Parents are provided graphs that show the growth of their child through the course of their elementary years. Accompanying the results is a letter that explains the purpose of the screening assessments as well as a survey that evaluates the programming and seeks input from parents.