



HERMANTOWN

ELEMENTARY SCHOOL

Literacy Plan Summary:

Per MN Statute 120B.12, the MN Department of Education (MDE) requires districts to develop a local literacy plan that includes the teaching and learning processes and programming that will be implemented to ensure that ALL students are reading at grade level, no later than the end of third grade. The Hermantown School District recognizes reading proficiency is critical to student success. Kindergarten – 3rd grade students are learning to read, while 4th – 12th grade are reading to learn.

Overarching Goal:

All Hermantown Elementary students will read at grade-level by the end of 3rd grade, as measured by the Reading MN Comprehensive Assessment. K-2nd student proficiency of the MN ELA Academic Standards will be measured by FASTBridge, Benchmark Unit Assessments, and/or common grade level standards based assessments.

Objective:

Administration and Leadership team will review proficiency, growth and historical data to identify trends, strengths and needs and the effectiveness of instructional model and materials, interventions.

Instructional and assessment resources will be aligned to the MN ELA Academic Standards. Critical and essential elements of these standards and benchmarks will be identified and prioritized.

Formative assessments will be used to identify students who are not on track to meet proficiency.

Grade level teams (PLCs) will meet weekly to analyze student progress, current instructional strategies and materials. They will be supported by principal, Leadership Team, Regional Center of Excellence, AIT and interventionists.

Historical Data/Information

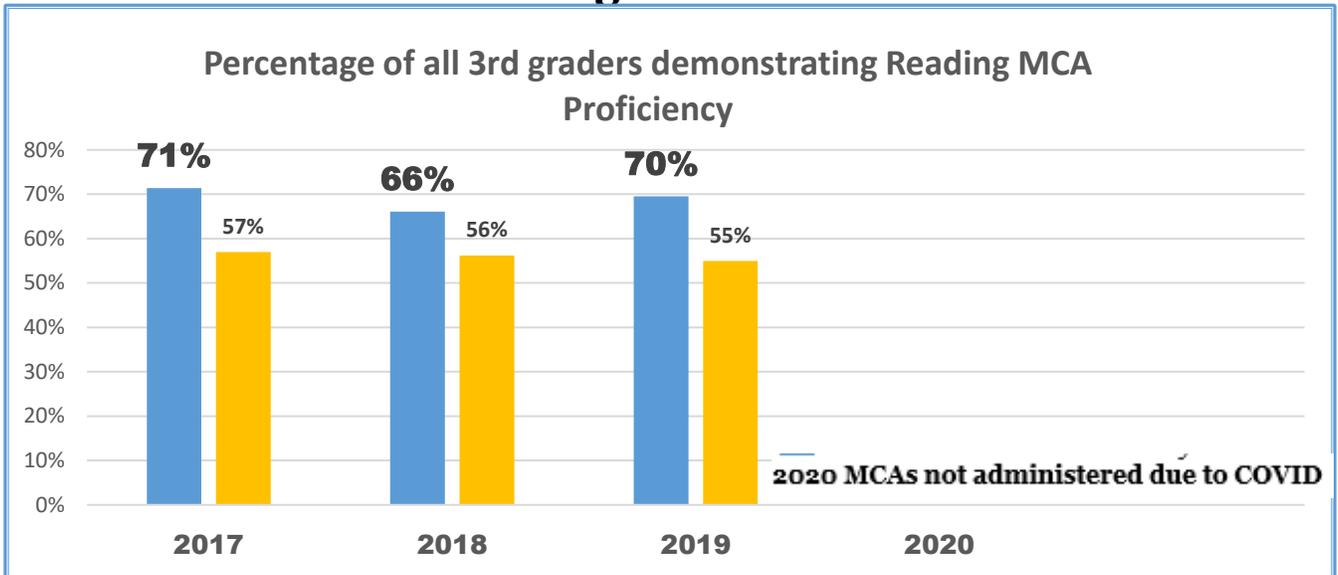
The Elementary Leadership Team reviewed previous data relating to achievement, attendance, interventions, Special Education referrals and instructional materials and conducted a needs inventory. Strengths, areas of need and trends were identified. A School Improvement Plan was developed and is focused on increasing reading proficiency for all students, closing the achievement gap in Special Education. This plan is focused on scientifically based research that supports the implementation and fidelity of an updated instructional model, assessment tools and Multiple Tiered System of Support (MTSS) for students that are not reading at grade level.

The Elementary Leadership Team continued to meet and monitor the implementation process during 2019-20. Members served as the conduit of communication to their grade level/department. This team will continue to meet and serve in that capacity during the 2020-21 school year and will serve as the facilitators of helping their grade level/department colleagues develop and implement a reading best practices profile.

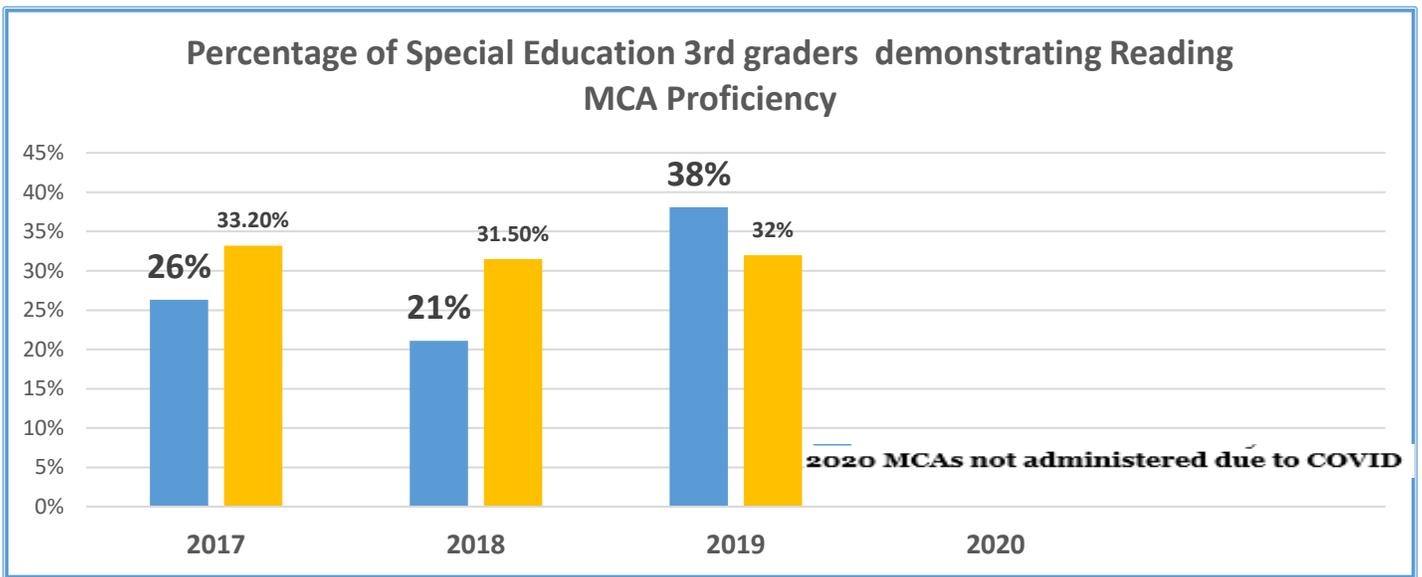
Members included:

Angela Sandoval & Courtney Kjoberg	Kindergarten
Katie Borndal & Cynthia Vittorio	1 st grade
Julie Lenz & Rakel Johnson	2 nd grade
Shanna Kottke & Lori Tverberg	3 rd grade
Sara Andrews & Nicole Dickey	4 th grade
Ruth DesMarais	Title I
Katie Marciniak	Special Education
Deb Reynolds	Principal
Terri Huttel	Regional Center of Excellence

Reading MCA Trends



■ Hermantown Elementary ■ Statewide



■ Hermantown Elementary ■ Statewide

Ready for Kindergarten Trends

The achievement level of students K-8 that have a spring birthday is a trend we have been following. Data is suggesting that for some students that are the youngest in their class demonstrate proficiency struggles either during the primary grades or late middle school years. Data that is being analyzed includes the number of students receiving interventions, Special Education referrals and MCA scores.

“Beginnertenters”: *Students that are eligible for Kindergarten and have an April – August 31 birthday*

	2018-19	2019-20
Percentage of Kindergarten students that had a spring/summer birthday	38%	36%
Percentage of Kindergarten students with a spring/summer birthday that received Title I or Reading Corp. services	79%	31%
Percentage of Kindergarten students with a spring/summer birthday that qualified for Special Education services.	10%	25%

We will continue to follow these data points and address accordingly.

Fall 2019 FASTBridge Data

2019-20 was the first year of administering FastBridge assessments. Due to Covid-19, we were not able to administer in the spring of 2020. Therefore, 2020-21 will serve as a data baseline year.

Grade	Assessment	# of students tested	% of students meeting grade level target
Kindergarten	Early Reading Composite	135	71.9%
1 st grade	Early Reading Composite	142	54.2%
2 nd grade	CBM	154	57.8%
	aReading	160	45.6%
3 rd grade	CBM	153	41.8%
	aReading	154	33.7%

Identification

All students are assessed three times per year using the FASTBridge screeners and proficiency is determined based on the FASTBridge Benchmarks. 2020-21 will also be the second year of administering FAST Assessments. FAST will be used for screening, progress monitoring and growth.

	Fall	Winter	Spring
	Results shared with parents at Trimester 1 conferences	Results shared with parents at Tri. 2 conferences	Results shared with parents @ end of yr report card.
	FASTBridge Early Reading	FASTBridge Early Reading	FASTBridge Early Reading
<i>These assessments measure grade level skills in phonemic awareness, phonics and fluency</i>			
Kgn	Letter sounds	Letter sounds	Letter sounds
	Letter Names	Onset Sounds	Sight Words
	Onset Sounds	Word Segmenting	Word Segmenting
1st gr.	Sight Words	Sight Words	Sight Words
	Word Segmenting	Word Segmenting	Word Segmenting
	Sentence Reading		
<i>These assessments measure grade level skills in fluency, vocabulary and comprehension</i>			
2nd gr.	CBM Reading	CBM Reading	CBM Reading
	aReading	aReading	aReading
3rd gr.	CBM Reading	CBM Reading	CBM Reading
	aReading	aReading	aReading

Hermantown Community Schools 2020-21 Assessment Calendar

Assessment	Test Date(s)	Mode	Type	Grade Level													
				K	1	2	3	4	5	6	7	8	9	10	11	12	
ACCESS for ELLs and Alternate ACCESS for ELLs English language proficiency assessment, administered to K-12 English Language Learners, to meet federal and state legislative requirements	Jan. 25 - Feb. 9, 2021	1:1	State	X	X	X	X	X	X	X	X	X	X	X	X	X	X

FastBridge® Math Assessment used to screen and progress monitor student performance of computation and problem solving skills, to guide instruction.	Oct., 2019 Jan., 2020 May, 2020	Paper and/or Online	Local	X	X	X	X	X									
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FastBridge® Reading Assessment used to screen and progress monitor student performance of fluency and comprehension skills, to guide instruction	Sept., 2019 Jan., 2020 May, 2020	Paper, Orally and/or Online	Local	X	X	X	X	X									
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MN Comprehensive Assessments (MCAs)																	
The MCA reading, mathematics, and science tests are administered annually to meet federal and state legislative requirements and measure student, school and district performance relative to the Minnesota Academic Standards that specify the skills at each grade level that students should demonstrate proficiently.																	
				K	1	2	3	4	5	6	7	8	9	10	11	12	
Math	4/20-23/2020	Online	State				X	X							X		
	4/20-21/2020	Online	State						X	X	X	X					

Reading	4/13-16/2020	Online	State				X	X								
	4/22-23/2020	Online	State						X	X	X	X		X		

Science	4/28-29/2020	Online	State						X			X		X		
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The Minnesota Test of Academic Skills (MTAS)																	
The MTAS is part of the MN assessment program and is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It measures reading, mathematics, and science skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are considerably less difficult than the items on the Minnesota Comprehensive Assessments (MCA).																	
				K	1	2	3	4	5	6	7	8	9	10	11	12	
ES/MS	3/16-20/2020	1:1	State				X	X	X	X	X	X					
HS	4/20-24/2020	1:1	State											X	X		

Continuum of Literacy Support

2020-21 will be Hermantown Elementary School’s second year of implementing a 90 minute Literacy Block for every K – 4 classroom. The literacy block uses the Benchmark Advanced curriculum and intertwines the Daily 5 framework and incorporates whole group, small group leveled reading instruction, guided reading, independent reading, and student choice. Curriculum, teaching and learning are aligned with the MN ELA Academic Standards. Each classroom has a substantial number of leveled readers, covering a variety genres, cultures and topics to allow for students to self-select books when reading for pleasure or to incorporate during guided reading and small group instruction.

All data points, which may include formative assessments, common assessments used for standards based grading, Fountas & Pinnell, Benchmark Unit Assessments, PRESS and FASTBridge are reviewed weekly by grade level teams (PLCs) to monitor student progress, identify skill deficits and guide instruction.

Students not meeting proficiency benchmarks receive Tier 2 interventions, daily, for 30 minutes during grade level HAWK time or Reading Corp. PRESS, FAST and/or Benchmark Advanced intervention materials are used. MN Reading Corps tutors provide additional support to students who are “on the bubble”. These students do not qualify for Title I but are performing below grade level reading targets. Special Education students stay in their homeroom during the literacy block and if directed by their IEP, receive their resource room services during HAWK time. Students demonstrating the highest risk of reading deficits receive Leveled Literacy Intervention (LLI) or PRESS interventions through the Title I program. Regardless of tier level, instruction and interventions are focused on the five pillars of reading; Phonemic Awareness, Phonics, Fluency, Vocabulary or Comprehension. Before exiting from intervention, there must be multiple data points validating that the student can not only demonstrate the skill in isolation (PRESS/LLI) but is also able to apply it *at grade level* (FASTBridge/ Benchmark Advanced). Students that are not responding to intervention are referred to the Academic Intervention Team (AIT) to determine what additional supports are needed or if they should be referred for Special Education evaluation and possible services. When students are referred to AIT, a collaborative plan for interventions, instructional support, and progress monitoring with fidelity is implemented. After 6 weeks the AIT team meets to review the student’s progress. If the student is making progress, the intervention continues or adjusted. If progress has not been demonstrated, a different intervention is recommended to the referring teacher for implementation. Referral to the Special Education Child Study Team (CST) is made if the student is not demonstrating progress after the second, six week intervention.

Dyslexia and Convergence Insufficiency Disorder

Dyslexia a neurological disorder. The school nurse screens students for vision needs and communicates with parents/guardians for appropriate referrals. Students with dyslexia or convergence insufficiency may demonstrate a need for additional support and FAST assessments are used to help identify those needs, guide instruction, monitor intervention progress and measure academic growth.

FASTBridge has 12 evidence-based sub-tests to screen and monitor the underlying literacy skills affected most by Dyslexia and/or Convergence Insufficiency Disorder.

Skills Assessed using FASTBridge earlyReading:

Phonemic Awareness	Phonics and Decoding	Fluency	Other
Onset Sounds	Letter Sounds	Sight Words	Oral Repetition
Word Rhyming	Decodable Words	Sentence Reading	Concepts of Print
Word Blending	Nonsense Words	Letter Names	
Word Segmenting			

Parent Communication & Involvement

A parent communication letter is shared that outlines the assessment process, information about accessing Benchmark Advanced curriculum and the use of other digital tools and supports. During Parent/Teacher conferences instructional practices and the MTSS process are explained. In addition,

resources and strategies are shared to give parents some ideas of how they can support their student's reading growth. Parents learn of student progress through various communication tools implemented at each grade level, including the Parent Portal, SeeSaw, Title I compact/activity nights, progress reports and/or conferencing with teacher. Parents may request a meeting with teacher and/or interventionist at any time.

Staff Development

Grade level teams (PLCs) meet weekly to review data and identify

1. What is it that we want students to know?
2. How will we know that they know it?
3. What will we do when they don't know it?
4. What will we do when they do know it?

2020-21 professional development plan includes monthly training sessions held after school to help teachers to better understand their data, the features of FASTBridge Reports, and alignment of FAST and PRESS intervention materials and progress monitoring. Additionally, time will be allotted during January, 2021 Staff Development day to evaluate progress and provide feedback regarding the second phase of implementation relating to the school improvement plan –specifically relating to the 90 minute Literacy Block, MTSS process and assessment data review.

- October, 2020: Understanding FAST reports and communicating results with parents
- November, 2020: Identifying small group and intervention groups and the alignment of leveled reading, PRESS/FAST intervention materials and materials with FAST interventions
- December, 2020: Progress monitoring w/ fidelity
- January, 2021: Review of Phase 2 of SIP
- February, 2021: Review of PRESS & FAST materials and data to date
- March, 2021: Guided Reading strategies