

# **Underwood School District**

## **Local Literacy Plan 2020-2021**

### **Minnesota State Literacy Goal**

MN Statute 120B.12 requires that school districts adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade.

This legislation is also referred to as “Read Well By Third Grade”. The local literacy plan must include a process to assess students’ level of reading proficiently, notify and involve parents, intervene with students who are not reading at grade level, and identify and meet staff development needs.

### **Local Literacy Goal**

Underwood School District is committed to ensuring that all students reach their academic potential as well as read proficiently by the end of third grade. All students will be given the tools to read proficiently at grade level by the 3rd grade. This plan encompasses PreK-3 students in the areas of literacy instruction and interventions.

The following have been implemented to achieve our literacy goals:

- Benchmark Literacy Reading Program, core reading instruction for K-6, is a researched proven reading program that differentiates instruction for the range of reading levels within each classroom.
- Interventions and Classroom W.I.N. (What I Need) instruction for Tier 1, 2, and 3 students based on grade level monthly data meetings.
- Our curriculum is aligned with state standards
- Scope and sequence is aligned in reading in Grades PreK-3

### **Areas of Assessment**

- PreK: Assessment of student growth in letter identification and letter sounds.
- Kindergarten: Assessment of student growth in letter identification, letter sounds, phonemic awareness, and phonics.
- First - Third Grade: Assessment of student growth in phonics, oral reading fluency, vocabulary, and reading comprehension.

## **Assessments:**

Underwood School measures assessments in PreK-3 using the FastBridge assessment system. FastBridge assessments provide educators, students, and parents/guardians with an accurate assessment of a students' ability and growth as well as the individuals strengths and weaknesses. FastBridge ensures educators have the right tools and data to provide targeted support to reach our district goals. Students are assessed with FastBridge in the Fall, Winter, and Spring. Students will be given specific instruction/interventions according to need by on/above grade level, some risk, or high risk. FastBridge provides easy to read graphs that show the students progress and the graphs are shared with parents throughout the school year.

## **Determining Proficiency**

- Kindergarten: FastBridge earlyReading composite score - Spring target score of 65 or above.
- First Grade: FastBridge CBMreading score - Spring target score of 71 or above.
- Second Grade: FastBridge CBMreading score - Spring target score of 106 or above.
- Third Grade: FastBridge CBMreading score - Spring target score of 130 or above.

Screening and Identification for Dyslexia: FastBridge screening measures are used in grades K-3 as an initial screener (Fall, Winter, and Spring) to identify all students at-risk of reading difficulties, including but not limited to Dyslexia. For those students identified as at-risk for reading difficulties, Underwood School provides interventions in addition to core instruction. For students who do not show growth through interventions and core instruction, team collaboration meetings will be held to discuss the next step to take in order to ensure student success.

## **Interventions**

Following Fall, Winter, and Spring assessments, each students' screening data is analyzed to determine interventions needed. Underwood School provides reading interventions for 30 minutes every day in addition to core reading instruction for PreK-3. PreK-3 interventionists implement PRESS interventions which is a researched-based instructional practices intervention program.

## **Parent Connection**

Parents/guardians will be informed of student assessments and student progress throughout the school year. Reading strategies will be made available to parents/guardians to help support their child's literacy development. Parents/guardians are notified as when their child qualifies and enters our intervention program as well as when their child exits from our intervention program. K-6 classroom teachers will also communicate with parents/guardians through classroom newsletters, school newsletters, phone calls, emails, class dojo, and parent/teacher conferences.

## **Professional Development**

- PLC groups collaboratively reflect and improve on research-based literacy instruction. The monthly PLC student early out time has allowed teachers to implement new ideas, share with their peers, work together towards our school wide goals, and discuss the effectiveness of/ enhancement of our core reading instruction.
- K-3 teachers meet monthly to review FastBridge progress monitoring data and W.I.N. time (What I Need) progress and goals.
- Encourage school visitations to promote best practices in literacy.
- Workshops/Training that teachers may take advantage of to promote literacy instruction.
- Should the need arise for EL instruction, the district will make all practical efforts to meet the student need as per state statute.

Any questions or concerns about this document can be addressed to:

Dave Kuehn, Superintendent

Underwood Public School District

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This document will be presented at the July 20, 2020 School Board Meeting.

This document will also be available on our school website:

<http://www.underwood.k12.mn.us>