



ISD #314 Braham Area Schools Local Literacy Plan

2023-2024

Literacy Plan Components

- Literacy Plan Goals and Objectives
- Assessment Plan
 - Screening Assessments
 - Diagnostic Assessments
- Parent Notification and Involvement
- Intervention
- Staff Development

Literacy Plan Goals and Objectives

Literacy Goal:

All students will read at or above grade-level by the end of 3rd grade as measured by the Minnesota Comprehensive Assessment – Reading.

Literacy Objectives:

- Each year staff will review and disaggregate reading data in grades K, 1, 2, and 3. Staff will analyze proficiency, growth, and trend data to set specific learning targets for each student in these grades.
- Curriculum will be aligned to current state standards.
- Formative assessments will be used to modify instruction and to identify students not on pace to meet proficiency.
- Professional Learning Communities (PLC) will analyze the effectiveness of current literacy practices and implement best practices across grade levels. Particular attention will be placed on addressing achievement gaps within grade-levels.
- W.I.N. (What I Need) groups will be utilized daily to meet the needs of our different level learners.

- Extended day and extended school year programs will be used as needed to provide targeted service to students struggling to achieve grade-level proficiency.

Assessment Plan

School District 314, Braham Area Schools, implements a literacy screening system for all enrolled students two to three times each school year in order to ensure students who may be at risk for difficulty meeting grade level expectations in literacy are identified early, and supports are provided accordingly. Criterion referenced target scores have been established for each measure at each administration time that reflect the expected grade level performance for that measure. These target scores are set to predict a high likelihood of success on the Minnesota Comprehensive Assessment – Reading.

Screening Assessments:

- F.A.S.T. Reading Assessments
 - Curriculum Based Measurement of Reading (CBM-Reading)
 - earlyReading
- Minnesota Comprehensive Assessment – Reading (MCA-Reading)

	K	1st	2nd	3rd
Fall	● earlyReading	● CBM-Reading ● aReading ● earlyReading	● CBM-Reading ● aReading	● CBM-Reading ● aReading
Winter		● CBM-Reading ● aReading	● CBM-Reading ● aReading	● CBM-Reading ● aReading
Spring	● earlyReading	● CBM-Reading ● aReading ● earlyReading	● CBM-Reading ● aReading	● CBM-Reading ● aReading ● MCA-Reading

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, teacher teams will review local formative assessments and observational data from each student’s participation in classroom instruction to understand the specific areas of literacy instructional needs. For instances in which these data do not provide a clear picture of a student’s instructional needs, additional diagnostic assessment may be completed to clarify these needs. Diagnostic assessments may include the following:

Diagnostic Assessments:

- Core Assessing Reading: Multiple Measures for Kindergarten through Sixth Grade
- Informal Reading Inventory (IRI)
- Diagnostic Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)

Parent Notification and Involvement

At least one time per year parents are provided with the results of their children's screening assessments. For students whose pattern of performance on the screening assessments indicates elevated risk for difficulty developing literacy skills consistent with grade level expectations, parents are provided with a description of the identified discrepancy, a description of the support offered by the school to support the student's accelerated growth in literacy, and suggestions for parents about things they can do to support their children's growth.

Intervention

Any K-3 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessment, as performing below grade level expectations will be provided intervention in the area of identified need for the purpose of accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed additional diagnostic assessments will be completed to identify appropriate instructional matches for student interventions.

Parent involvement in support of students receiving reading interventions is encouraged.

As described in the Parent Notification and Involvement section above, strategies for parents to use with their children to support growth in reading are communicated at least annually.

In addition, the district collaborates with programs in our community to support intervention methods for students. One example of this collaboration is with the Minnesota Reading Corps program that furnishes trained AmeriCorps members to provide supplemental practice reading interventions for students.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of core reading instruction.

Supplemental reading intervention programs offered for grades K-3 may include:

- PRESS Interventions
- Minnesota Reading Corps Interventions
- Write-In Reader Collection (Houghton-Mifflin-Harcourt)
- Reading Tool Kit (Houghton-Mifflin-Harcourt)
- Direct Instruction (Pearson SRA)
- Repeated Read Aloud
- Reading A to Z
- Early Literacy Fluency Practice Protocols
- Read Naturally
- W.I.N. Time (What I Need Intervention Time)

- ADSIS Interventionists

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive, such that the standard program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents is an integral component of this instructional planning.

Staff Development

Each year, the district establishes a plan for staff development in the area of reading for the purpose of improving teacher knowledge and skills in delivering high quality expert literacy instruction. The district plan ensures that:

- Staff development is available in the five reading areas of
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Staff development is available on all intervention methods or programs that have been selected for use with students
- Staff development on improving reading instruction is regular and ongoing for all licensed teachers
- Staff development that supports teachers' skill in recognizing students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are English Language Learners.
- Teachers are encouraged to find their own training/classes to enhance their understanding of reading instruction.