

ISD #743 -- Sauk Centre Public Schools Local Literacy Plan

Goal: All Sauk Centre Elementary students will read at grade level by the end of third grade.

For the purpose of this plan, literacy includes the ability to speak, listen, read, and write.

Sauk Centre Elementary has dedicated itself to creating and implementing a Multi-Tiered System of Support framework to support the whole student in order to improve academic and social outcomes for all students.

Literacy Tier I – (Universal Support)

Beginning in the 23-24 school year, Fastbridge Assessments will be used as Sauk Centre Elementary's universal screening tool. Students are screened three times per year (fall, winter, spring) in the areas of reading, math, and behavior. Grade level teams (Title teachers, general education teachers, special education teachers, EL teacher, social worker) meet monthly to analyze student data and identify students who may benefit from additional instructional support in the areas of reading, math, and behavior. Fastbridge benchmarks (ranges of scores used to identify risk) are based on national Fastbridge norms.

- Below the 15th percentile: High Risk
- 15th - 39th percentiles: Some Risk
- 40th - 70th percentiles: Low Risk
- 71st percentile and above: Advanced

WIN is a 30 minute intervention block that has been implemented in all grades kindergarten-4th grade. Utilizing multiple staff (grade level teachers, special education teachers, EL teachers, and Title teachers) during WIN time allows for smaller student groups as well as the opportunity to cover a variety of skills and meet all students' needs. Fastbridge benchmarking data, LETRS assessments, quarterly assessments and teacher input is used to determine WIN groups. Grade level meetings are held monthly to analyze student data, discuss interventions, review student progress, and determine if students need to move WIN groups based on whether or not adequate progress is being made. Progress monitoring is completed weekly in the below level WIN groups.

As teachers continue to participate in LETRS training and successfully complete it, structured literacy instruction is being implemented into classrooms. Structured literacy supports instruction that is systematic, explicit, and multi-sensory. This comprehensive method includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Tier I supports include Sonday, Heggerty, and Functional Phonics.

Literacy Tier II - (Targeted Supports)

Students who fall below proficiency (based on screeners included below) are placed in an appropriate intervention and progress monitored weekly. Sauk Centre Elementary runs a Schoolwide Title I program. Title teachers are trained in research-based interventions. Reading Corp tutors provide Tier II interventions to students in grades K-3 who meet criteria. Students in both 1st and 2nd grade that fall below the fall, winter, or spring Fastbridge benchmark will be considered for CEIS (Coordinated Early Intervening Services). A licensed teacher provides research-based interventions for 1st and 2nd grade students who qualify for CEIS.

Students who are not making adequate progress and/or continue to fall below the Fastbridge benchmarks are referred to SAT (Student Assistance Team).

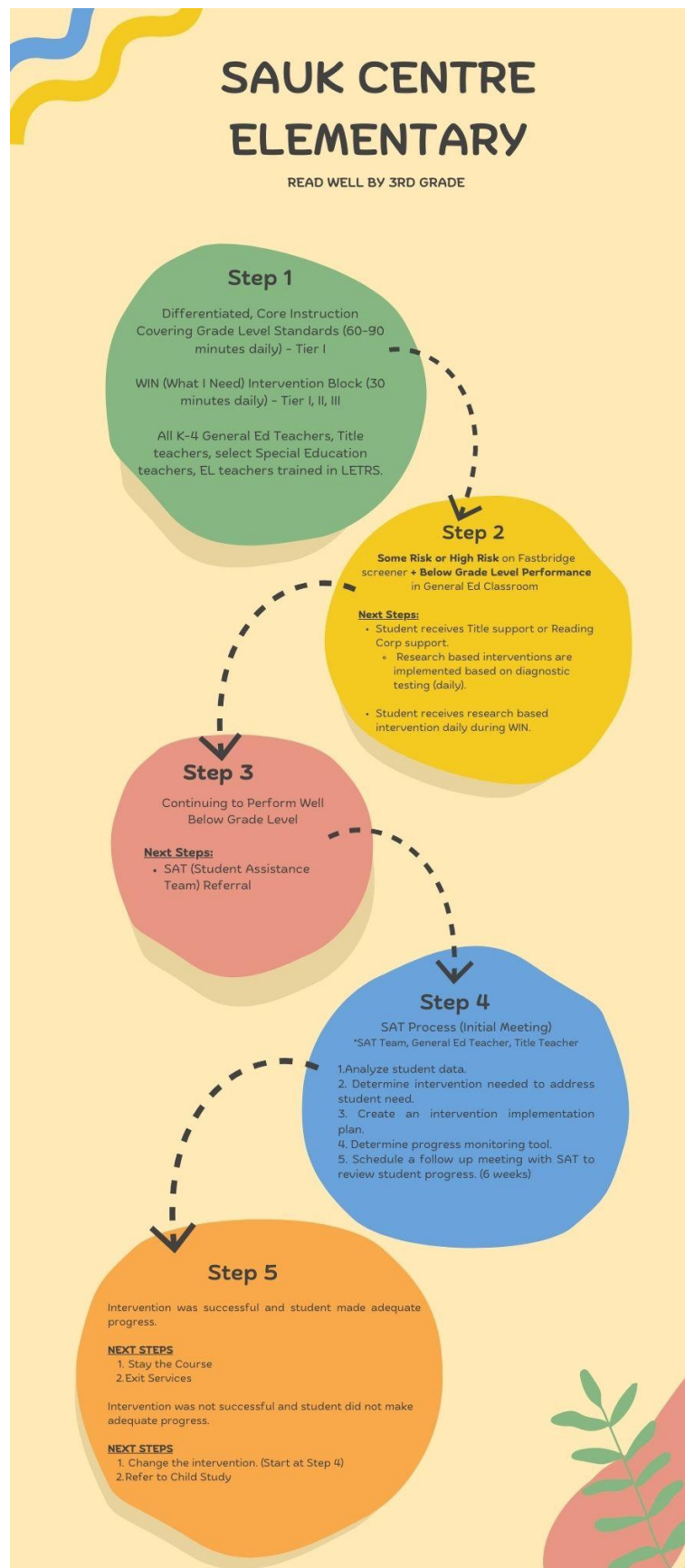
SAT meetings are held twice a month. The steps below outline the SAT meeting process.

1. Analyze student data.
2. Determine intervention needed to address student need.
3. Create an intervention implementation plan.
4. Determine progress monitoring tool.
5. Schedule a follow up meeting with SAT to review student progress.

After 6 weeks, if progress is being made the intervention is continued until the student reaches grade level proficiency. If progress is not being made, a change in interventions may be needed. Continual lack of adequate progress, despite research-based interventions, can lead to a Child Study referral and/or special education evaluation.

Tier III (Tertiary Support)

Tier III interventions focus on individual interventions based on student need, plans, and/or goals.



Identification/Assessments:

All students age 3 through grade three are assessed to determine literacy proficiency. The assessments used are considered to be a screening tool used to measure individual student knowledge and growth. In addition to measuring individual student knowledge and growth, the assessments/screeners used identify students who are not reading at grade level.

Age	Screeners	Occurrence
Birth to age 3	<ul style="list-style-type: none">• Informal observation	
Age 3 to 5	<ul style="list-style-type: none">• Preschool Screening	<ul style="list-style-type: none">• Once (or as needed)
Kindergarten	<ul style="list-style-type: none">• Fastbridge Assessments (Reading, Math, Behavior)<ul style="list-style-type: none">○ earlyReading (English and Spanish)○ aReading○ earlyMath○ aMath○ SAEBRS (Behavior)• District Developed Reading Assessment• LETRS Assessments• Heggerty Phonological Assessments	<ul style="list-style-type: none">• 3 times per year• 4 times per year• 4 times per year• 4 times per year
First Grade	<ul style="list-style-type: none">• Fastbridge Assessments (Reading, Math, Behavior)<ul style="list-style-type: none">○ earlyReading (English and Spanish)○ aReading○ CBMreading (English and Spanish)○ earlyMath○ aMath○ CBMmath Automaticity○ SAEBRS (Behavior)• LETRS Assessments• Reading Series Unit Benchmark Tests• Heggerty Phonological Assessments	<ul style="list-style-type: none">• 3 times per year• 4 times per year• 4 times per year• 4 times per year
Second Grade	<ul style="list-style-type: none">• Fastbridge Assessments (Reading, Math, Behavior)<ul style="list-style-type: none">○ aReading○ CBMreading (English and Spanish)○ aMath○ CBMmath Automaticity○ SAEBRS (Behavior)• Reading Series Unit Benchmark Tests• Heggerty Phonological Assessments• LETRS Assessments	<ul style="list-style-type: none">• 3 times per year• 4 times per year• 4 times per year• 4 times per year
Third Grade	<ul style="list-style-type: none">• Fastbridge Assessments (Reading, Math, Behavior)<ul style="list-style-type: none">○ aReading○ CBMreading (English and Spanish)○ aMath○ CBMmath Automaticity○ SAEBRS (Behavior)• Reading Series Unit Benchmark Tests• Heggerty Phonological Assessments• LETRS Assessments	<ul style="list-style-type: none">• 3 times per year• 4 times per year• 4 times per year• 4 times per year

Tier I, II, and III Supports and Interventions:

Support	Description
Minnesota Reading Corps (MRC) MN Reading Corps	Daily one-on-one tutoring to build phonics, phonemic awareness, and fluency skills.
Sonday System Sonday System	Sonday offers a structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level.
Game Zone (Targeted Services)	An after school program that reinforces academic skills, including homework.
Heggerty Heggerty	Phonemic awareness curriculum used in grades K-3.
Functional Phonics Functional Phonics 2.0	Functional Phonics is a comprehensive, evidence-based phonics curriculum created by CARET's literacy core staff which follows a logical progression of phonics based skills from simple to complex for building reading and spelling skills.
IEPs	Students who are assessed and qualify for special education services are issued an IEP (Individual Education Plan).

Curriculum

Sauk Centre Elementary uses the MN State Academic Standards (English Language Arts) as our core Language Arts curriculum. Multiple tools and resources are used to teach the English Language Arts standards at each grade level. Houghton Mifflin Harcourt, *Journeys* (copyright 2014) is the reading series used at Sauk Centre Elementary School. This reading program includes instruction in: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Kindergarten through 3rd grade classrooms also use The Heggerty Curriculum which includes daily phonemic awareness lessons.

As teachers engage in LETRS training and successfully complete it, structured literacy instruction is being implemented into classrooms. Structured literacy supports instruction that is systematic, explicit, and multi-sensory. This comprehensive method includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Staff Development

Sauk Centre Elementary teachers have had (and continue to have) opportunities to attend various workshops/trainings in the area of literacy instruction.

During the 2021-2022 school year, 20 elementary teachers started a two year training in LETRS (Language Essentials for Teachers of Reading and Spelling). Beginning in 2023-2024 a new cohort of teachers will begin Year 1 of LETRS. According to the [LETRS website](#), "LETRS is a flexible literacy professional learning solution for pre-K-5th grade educators. LETRS provides teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student." Training components include reading of materials, completion of on-line coursework, debrief sessions (live application, feedback, and elaboration of content), and classroom implementation and practice. LETRS follows the MTSS (Multi-Tiered System of Support) framework

and will be implemented at Tier I, II, and III with teachers working with students at each level receiving the training.

During the 2023-2024 school year, all staff will be trained on the Fastbridge assessment system.

English Language Learner Supports

Staff development on the diverse needs of EL and minority students is provided through an Integration Grant from the Minnesota Department of Education. EL staff work alongside classroom teachers to strengthen core instruction and provide interventions in oral language and literacy skills. Both push-in and pull-out models are used to provide instructional support. EL teachers will participate and complete LETRS training beginning in the 2023-2024 school year.

Communication to Parents

- Back to School Family conferences are held prior to school starting. Back to School family conferences give students and families a chance to meet teachers, drop off school supplies, tour classrooms, and ask any questions regarding the upcoming year.
- Parent teacher conferences are held in the fall and spring of each year. Student progress is discussed at both fall and spring conferences. Ideas and strategies to help his/her child at home are also shared during conferences.
- Fastbridge benchmark data is sent home three times a year with students. The initial benchmark report is shared at fall conferences in order to provide parents with an overview of the assessment and answer any questions.
- Report cards are sent home 4 times per year. (Quarterly) Fall conferences are scheduled directly after quarter one report cards are sent home.
- Seesaw and Remind are both used on a daily and/or weekly basis to communicate with parents.
- School Messenger is used by administration to communicate important information with all families.
- Powerschool (student information system) - Parents have access to attendance, grades, assignments, etc. through Powerschool.
- Breakfast with a Buddy is a Kindergarten through 4th grade event. This event provides an opportunity for students to enjoy a breakfast treat (with a parent, family member, grandparent, etc.) as well as participate in a Title reading or math activity (example: flashlight reading in the gym).