



ST. PAUL SCHOOL OF
**NORTHERN
LIGHTS**

Read Well by 3rd Grade Plan

As written by Minnesota Statute 120B.11, a Minnesota school district must adopt a local literacy plan to have every student reading at or above grade level by the end of third grade. The local literacy plan must have a process to assess students' level of proficiency, notify and consult with parents, and intervene with students who are not reading at or above grade level. In addition, the district must have a staff development plan to assist students in meeting these goals. The district must also post its literacy plan on its public website.

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 academic success. Reading well by third grade 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 ensure that all students are ready for the demands of college and the workplace.

What is the purpose of this plan?

The purpose of the literacy plan is to provide an overview of how our staff will continually work to improve the academic achievement of all students by identifying areas for growth, implementing research-based instruction, engaging in on-going professional development to improve our practice, and involving parents and the community in a partnership to meet the needs of our students.

What are our literacy plan goals?

- All students who are not meeting normed grade level literacy expectations will be provided support to reach grade level expectations.
- All students who are exceeding grade level will be provided support to challenge them and deepen their learning.
- All stakeholders in the district will be informed of the efforts to ensure all of our students will be reading well by third grade.

How will we know if our students are reading well by third grade?

- Our students in grades K-3 will be assessed using the FASTBridge assessment system. “Reading well” will be defined as meeting the “College Pathway” or “Low Risk” benchmarks for the relevant grade level and testing period.
- Our staff will use the Fountas and Pinnell assessment system to guide their instructional planning and student support. “Reading well” will be defined as reading at the benchmark levels defined in the Fountas and Pinnell text level gradient.

What kind of assessments will be used and when?

Students are assessed using the FASTBridge assessment in the fall and spring.

Teachers will administer benchmarking assessments with Fountas and Pinnell at the start of the school year and continue assessments as needed on a rolling basis.

MCA testing for students in grades 3 through 8 is conducted in the spring.

What norms will be used to inform us of how students are doing?

We use the FastBridge and Fountas and Pinnell norms to inform our understanding of student progress.

How will parents be informed if their child is not reading with proficiency?

- Parents and teachers partner in the support of each child, communicating openly and regularly about challenges and successes.
- Teachers will report student diagnostic and progress monitoring to parents at fall and spring conferences or with fall and spring progress reports.
- Families regularly receive school newsletters that often include what literacy development is happening in the classroom and how families can support their students.
- Parents will be notified when students are participating in additional pull out reading support.

What instructional supports and interventions will be used?

Intervention programs provide support for students who are struggling with literacy. Based on diagnostic assessments and teacher observation students will receive multi-tiered levels of intervention support that is based on researched based interventions. These interventions provide support in the areas of phonics, comprehension, vocabulary and fluency.

Tiers of support:

Tier 1: In-class literacy

All students engage in literacy development in class. Students who are at or above the benchmark as indicated by FASTBridge and Fountas and Pinnell testing and making sufficient academic growth will have their needs met in the core in-class literacy development. Students who are below or significantly above grade level benchmarks will receive additional reading services on top of regular instruction in Tier 2 or Tier 3.

Tier 2: Extra support

Students who are below or significantly above grade level benchmarks will receive additional reading services through classroom small group and individual instruction.

Instructional supports may include:

- Research-based interventions based on the desired skill.
- Added time to reinforce taught skills.
- Small group instruction with the classroom teacher or other qualified staff or volunteers.

Tier 3: Intensive support

Students who are significantly below grade level are supported by programming and instruction that may occur outside the classroom. Students identified through our Child Find process may be supported by pre-referral interventions and possible referral to our Special Rights team. Students needing significant reading support were invited to participate in additional summer literacy programming on-site.

What supports are in place for ELL students?

At this time, no students participate in EL programming offered by the school. There is a licensed ELL teacher on staff who administers ACCESS testing as needed, is available to lead professional development for staff on effectively supporting English Learners in the classroom, and will support students with push-in or pull-out support as their language development requires.

How will the district screen students for dyslexia?

To screen for a possible Dyslexia diagnosis, students complete the FASTBridge reading assessments appropriate for their grade level. These assessments are specifically designed to screen for gaps in reading skills which may be the result of Dyslexia. For students performing below grade level expectations, support is offered and more analysis is conducted to determine

the root cause of the student's reading difficulty. Parents are contacted and encouraged to bring their child to their pediatrician if the student "flags" for dyslexia. In addition, these findings are taken into account should the student come up in the Child Find process.

How will the district screen students for convergence insufficiency disorder?

Convergence Insufficiency is a vision disorder where the eyes turn inward and results in visual discomfort. To screen for possible Convergence Insufficiency, staff may ask students when administering the Fountas and Pinnell assessments if they have experienced any headaches or if their eyes hurt when reading. For students that answer yes, more investigation of the root cause of the headache and/or eye strain will be conducted. The school nurse will conduct vision screenings when requested by parents or staff.

What opportunities do teachers have for professional development?

- Teachers have 22 professional development days scheduled for the 2021-2022 school year.
- Students are dismissed early each Friday, allowing for teachers to collaborate, plan, and develop together.
- Administrators will use formal and informal observations to assist teachers in developing their overall practice.
- Staff input will be taken throughout the year by survey and through meetings to gain insight into teacher needs for professional learning.

What is our plan to report our annual student data and report to our stakeholders for feedback?

FastBridge assessment data reported to the Commissioner of the Department of Education. Data will include students who are proficient in K, 1, 2 and 3rd grades.

St. Paul School of Northern Lights' Read Well by Third Grade plan will be posted to our school website by June 30 each year.

A form will be included with the posted plan to solicit feedback from stakeholders.

Spring 2022 FASTBridge Data

- 11 of 24 (45.8%) assessed Kindergarteners met "College Pathway" or "Low Risk" benchmarks in the spring.
- 16 of 43 (37.2%) assessed 1st graders met "College Pathway" or "Low Risk" benchmarks in the spring.

- 17 of 33 (51.5%) assessed 2nd graders met “College Pathway” or “Low Risk” benchmarks in the spring.
- 16 of 27 (59.3%) assessed 3rd graders met “College Pathway” or “Low Risk” benchmarks in the spring.

Spring 2022 Fountas & Pinnell Data

- 18 of 25 (72%) assessed Kindergarteners met their end of grade level goal.
- 18 of 45 (40%) assessed 1st graders met their end of grade level goal.
- 17 of 30 (56.7%) assessed 2nd graders met their end of grade level goal.
- 19 of 28 (67.9%) assessed 3rd graders met their end of grade level goal.