

Local Literacy Plan

Goals and Objectives:

The Crosslake Community School Literacy Plan has been developed to meet the requirements outlined by the Minnesota Department of Education and is consistent with MN Statute 120B.12 “Reading Well by Grade 3” ensuring every child is reading at or above grade level no later than the end of grade 3. At Crosslake Community School every student K-4th grade will be assessed on a trimester basis. Parents of students not meeting grade-level expectations following each assessment period will be notified. These students will receive targeted services 2-5 times per week for 15-30 minutes per session by additional staff with the goal of reaching grade-level expectations. Students who qualify will receive Title 1 services from a licensed teacher 2-5 times per week for 15-30 minutes per session in a small group setting. Students who do not qualify for Title 1, will receive Student Success (MTSS) services 2-5 days per week in and/or out of the classroom.

Assessing Students’ Level of Reading Proficiency:

- **Assessments used include:** Renaissance Star Early Literacy(K-1) and STAR Reading Assessments(2-4), oral reading fluency(ORF) assessments, High-Frequency Word lists, and LETRS spelling screeners.
- **Fluency and High-Frequency Word Screening** assessments will all be administered three times a year; beginning, middle, and end of the school year (Fall, Winter, and Spring benchmarks). ~~EasyCBM benchmarks are given at the start of the school year, at the end of the school year, and for monitoring throughout the school year.~~
- Proficiency is determined by the grade level standards outlined in the table below.

Specific Information on how elementary schools will notify and involve parents:

- Results will be communicated with parents at conference times, **progress reports**, and report cards. Students identified outside these times will be notified based on teacher discretion.

Interventions:

- Students will be able to receive additional minutes in reading instruction from an additional intervention teacher if at all possible other than their classroom teacher. Students who qualify will receive Title 1 services. Those who do not will receive Student Success (MTSS) intervention services.
- The intervention will be specific to the student's reading goals.
- Parents will be notified of progress through report cards and teacher communication.

Teacher Professional Development on Reading Instruction:

- K-4 teachers meet ~~two times each month~~ as a professional learning community(PLC) **after benchmark assessments and as needed**. During these meetings, teachers discuss the needs of students and strategies to support those who are not on target for meeting the third-grade reading standard.
- CCS has a Student Success Team(MTSS) that meets bi-monthly to identify students who may be struggling **to meet grade-level standards** and to problem-solve strategies to support those students.
- Teacher **teams** evaluate curriculum and instruction needs to determine if the curriculum aligns with best practice studies.
- **professional development??** Teachers engage in

Scientifically Based Reading Instruction Implementation:

- Students in grades K-4 classrooms will have 90 minutes of reading instruction daily.
- Through the school's curriculum cycle, the curriculum committee looks at the Minnesota Department of Education's set standards and determines if the school's adopted curriculum meets these needs or determines the current curriculum to be insufficient. If the school's curriculum is found insufficient, the new curriculum is researched and purchased to meet these standards.
- Teachers will be trained annually on how to implement the curriculum consistently across grade levels.

Teacher training and support for student diversity:

- Teachers will be trained on a needs basis during staff development.
- Outside consultants are contracted annually to update staff on current best practices.
- Cultural competency training is required for teachers every five years as part of their license renewal with the state.

English Language Learners:

- The current curriculum utilized for our Literacy plan provides parent communication options written in the native language for purposes of clear articulation of goals, etc.
- As the need arises through home language surveys, intensive intervention strategies will be employed for English Language Learners who demonstrate a greater need than those typically outlined through programs such as Title I and Student Success (MTSS).
- Every effort will be made to bring the unique cultural needs of individual students into the school day to aid in the transition from home to school.

Reading Well by Third Grade Assessment Data:

- Please see attached form for this information. The data is submitted to the Minnesota Department of Education annually.

MTSS replaced RTI to align with our student success committee name and framework.

In the following section Renaissance STAR is replacing guided reading level and Benchmark fluency passages are replacing the old scholastic passages we used.

Star scores are based on the Unified Benchmarks and cut scores provided by Renaissance.

Kindergarten oral fluency scores were updated to match MN reading corps fall, winter, and spring goals.

Just to clarify the 25% was chosen for easyCBM because that is where students are considered at risk or below grade level.

	Renaissance STAR	LETRS Spelling Screener: Basic K-2 Advanced 3-4	Oral Fluency: Grade Level Fluency Passage
K Fall	701 - Early Literacy Scaled Score	Basic Screener (First 8 words) 5 points (initial sounds)	8 letter sounds per min
Winter	742 - Early Literacy Scaled Score	11 points (initial and final sounds)	27 letter sounds per min
Spring	783 - Early Literacy Scaled Score	19 points (80% accuracy)	48 letter sounds per min
1 Fall	765 - Early Literacy Scaled Score	(First 15 words) 20 points (review)	12 words per min
Winter	805 - Early Literacy Scaled Score	30 points	29 words per min
Spring	846 - Early Literacy Scaled Score	40 points (initial, final, short vowels, blends, digraphs)	60 words per min
2 Fall	887 - STAR Reading Scaled Score	(All 25 Words) 42 points (initial, final, short/long vowel, blends, digraphs, end blends)	50 words per min
Winter	912 - STAR Reading Scaled Score	56 points (vowel-r, diphthongs, inflections, vce)	84 words per min
Spring	937 - STAR Reading Scaled Score	67 points (80% accuracy)	100 words per min

The scores listed are equivalent to a minimum passing grade of 3 on the **semester 2** report cards.

	Renaissance STAR	LETRS Spelling Screener:	Oral Fluency: Grade Level Fluency Passage
3 Fall	957 - STAR Reading Scaled Score	Basic Screener (25 words) 75 points (mastery at 90%)	83 words per min
Winter	972 - STAR Reading Scaled Score	Advanced Screener (stop 5 wrong) 24 points (long vowels, blends, short vowels)	97 words per min.
Spring	986 - STAR Reading Scaled Score	34 points (inflectional endings, r-vowels, soft c)	112 words per min
4 Fall	1000 - STAR Reading Scaled Score	35 points (review)	94 words per min.
Winter	1011 - STAR Reading Scaled Score	46 points	120 words per min.
Spring	1021 - STAR Reading Scaled Score	56 points (80% of screener)	133 words per min

The scores listed are equivalent to a minimum passing grade of 3 on the **semester 2** report cards.

Revised - May 2023

BOE Approved -

Notes on Changes:

- updated to fall, winter, and spring since we are changing to quarters/semesters for 23-24
- small changes to numbers on STAR score to match STAR-provided guidelines
- removed EasyCBM Vocabulary Test because it was not found to be accurate or useful information for teachers, changing to a spelling screener and only needing 3 items on the plan.
- changed high-frequency words to a spelling screener to update these assessments to align with the science of reading research
- ORF scores were updated to reflect research that states students at the 40th percentile or below are at risk for reading difficulties in the future, these scores are set at the 50th percentile.
- Screener points were determined based of the [scope and sequence](#) of spelling from LETRS program.