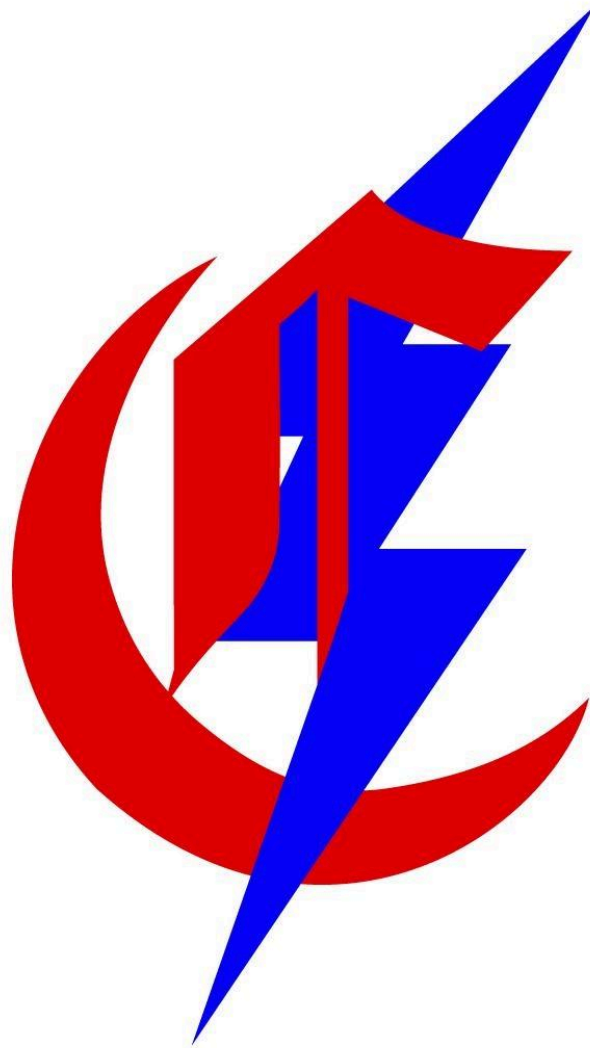


Literacy Plan–2025



Chisholm Public Schools - ISD 695

300 3rd Ave SW
Chisholm, MN 55719
218-254-5726 ext. 2900
<https://www.chisholm.k12.mn.us/>

District Philosophy of Reading

Literacy development is a critical component of instruction in Chisholm Public Schools. Every staff member is committed to building and sustaining a district-wide culture in which high-quality, research based reading instruction for all students is our most important priority. This instruction is delivered in a comprehensive framework, embedding essential literacy skills alongside the 21st Century skills of collaboration, communication, critical thinking, and creativity, all with the goal of developing independent and lifelong literacy learners.

We believe:

- All students have a need for continuous, rigorous, and relevant literacy instruction shared by all subject areas.
- All students should receive the best instruction and support necessary to become highly-skilled listeners, speakers, readers, writers, viewers, and critical thinkers.
- All students should be supported at school and at home to develop a life-long love of reading and learning.
- Literacy instruction must be aligned with Minnesota English Language Arts Academic Standards.

Summary and Purpose

The teachers of the Chisholm Public Schools - ISD #695 are committed to ensuring that each student reaches or exceeds grade level standards and benchmarks. These benchmarks are crucial in reading, as research shows that students who are not reading at or above grade level by third grade have difficulty catching up later in school. As part of this literacy milestone, Chisholm Public Schools - ISD #695 has created a Literacy Plan that adheres to the statewide initiative administered by the Minnesota Department of Education and adopted by the Minnesota State Legislature.

Minnesota Statute 120B.12 requires that all school districts:

- assess students' level of reading proficiency and identify students not yet reading at grade level
- notify and involve parents/guardians of students who are not yet reading at grade level
- screen students who demonstrate a reading difficulty and are not reading at grade level for characteristics of dyslexia unless a different reason for the reading difficulty has been identified
- intervene and accelerate learning growth for students who are not yet reading at grade level
- ensure that elementary teachers have appropriate training and support to provide comprehensive, scientifically-based and culturally sensitive instruction
- implement comprehensive, scientifically based reading and oral language instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other literacy-related areas including writing

- adopt and post a “Local Literacy Plan” to ensure that all students are reading at or above grade level by the end of third grade by July 1 of each year
- report assessment methods and data points used to determine grade level proficiency to the Minnesota Department of Education annually

The goal for all students requires sustained engagement and commitment from our community of stakeholders. The Chisholm Public Schools curriculum is designed to provide a solid base for instructional planning. The 2020 Minnesota State Standards are the focus of instruction and articulate the progression of each skill that will be addressed at each grade level. Additionally, teachers use research-based instructional strategies and engage in professional development on scientifically-based reading instruction. Administrators and curriculum coordinators are committed to ensuring that needed resources and tools are dedicated to guide the planning and implementation of targeted instruction through the continuous use of assessment. School board members make policy decisions and provide resources to support teachers in meeting their students' needs. Parents/guardians are encouraged to talk to and read with their children at home, thereby building strong foundational literacy skills. With ongoing support and engagement from all of our stakeholders in the literacy needs of our children, we believe that we can prepare each student to achieve success.

Statement of Literacy Goals

Students will demonstrate reading proficiency throughout each grade level through the results of both screening and diagnostic measures. Our goal is for all students to be at or above grade level on a specific Universal Screener. Because the teachers in the Chisholm School District realize that all students are unique and that each arrives with certain literacy capacities, students will not be limited by the standards of proficiency. Teachers will challenge students at all ability levels before, during, and after demonstration of proficiency. Through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of the assessments, students may qualify for additional support through interventions. Classroom and tiered instruction are informed by an analysis of the data from these assessments as well.

Assessing Literacy Proficiency

Assessments

Chisholm uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals. These provide teachers, parents/guardians and students with specific information beginning the first month of Kindergarten and continuing over the course of each year. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed by each in grades K-12.

Grade	Assessment Tool	Concepts Addressed	Timeline
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K	Fastbridge	Letter Recognition Sound Recognition Concepts of Print Onset Sounds	Fall, Winter, Spring
1	Fastbridge	Word Segmenting Nonsense Words Sight Words Sentence Reading	Fall (2x), Winter, Spring
2	Fastbridge	Nonsense Words Comprehension Fluency	Fall (2x), Winter, Spring
3	Fastbridge	Nonsense Words Comprehension Fluency	Fall (2x), Winter, Spring
4-12	Fastbridge	Comprehension Fluency	Fall, Winter, Spring

Defining Proficiency

Our definition of “proficiency” is based on Minnesota Language Arts Standards’ benchmarks at each grade level and percentile rank based on national norms. As described in the 2020 Minnesota Academic Standards for English Language Arts K-12, Chisholm Public Schools aim to support and guide students in attaining the capacities of a literate individual. Students who are literate and proficient:

- Demonstrate their understanding, value, and respect of other perspectives, identities, and cultures.
- Become self-directed learners who value expanding knowledge, skills and understanding through literacy.
- Possess effective learning and work behaviors.
- Build and communicate strong content knowledge.
- Become responsible digital citizens.

We also use multiple data points to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

Reading	Kindergarten						First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		
FASTBRIDGE earlyReading Gr. K & 1; All students F(2), W, S—four subtest administered each benchmark period generate a composite score for screening																														
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	7																													
Onset Sounds	11	16																												
Letter Names	14																													
Letter Sounds	3	26	41																											
Word Segmenting		25	30	28	31	32																								
Nonsense Words		6	12	10	17	22	22	25	28	28	31	33																		
Sight Words			13	16	49	65																								
Sentence Reading				12																										
CBMR-English					37	66																								
Composite (Some Risk)	32	50	64	33	52	66																								
Composite (High Risk)	28	42	56	25	36	44																								
FASTBRIDGE aReading Gr. 1-6 F(2), W, S																														
< this score= Some Risk !				435	455	468	469	481	490	490	498	503	502	509	513	513	517	520	517	521	524	527	532	533	534	538	539			
< this score= High Risk !!				413	431	445	445	462	469	468	477	483	484	493	496	496	501	504	499	505	508	510	513	514	515	518	519			
> this score: Very Low Risk				457	475	484	488	499	505	505	512	517	517	522	526	528	532	536	534	537	541	544	548	549	551	553	555			
FASTBRIDGE AUTO Reading Gr. 4, 5, 6 F (2) W, S																														
< this score= Some Risk !															502	509	513	513	517	520	517	521	524	524	528	531	536	538	541	
< this score= High Risk !!															484	493	496	496	501	504	499	505	508	505	511	513	510	519	519	
FASTBRIDGE CBMR-English Gr. 1-4 F (2) W, S. Gr 5-6 Fall (Winter, Spring- As Needed)																														
< this score= Some Risk !				37	66	56	84	101	87	110	125	115	133	147	132	149	162	144	159	171	166	177	187	155	161	177				
< this score= High Risk !!				16	30	22	46	66	51	75	90	84	101	113	100	114	127	107	123	134	132	141	152	123	125	147				
> this score: Very Low Risk				74	97	87	114	131	117	138	151	144	161	175	163	178	192	173	188	200	195	205	217	186	190	207				
Fountas & Pinnell Benchmark Assessment System Gr. K-6																														
Instructional Level	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S									
		B	D/E	D/E	H	J/K	J/K	L	M/N	M/N	O	P/Q	P/Q	R	S/T	S/T	U	V/W	V/W	X	Y/Z									
ATOS Level (AR)	0.5	.8-1.1	.8-1.1	1.7-1.8	2.2-2.7	2.2-2.7	2.8-3.1	3.2-3.7	3.2-3.7	3.8-3.9	4.1-4.4	4.1-4.4	4.5-4.7	4.8-5.1	4.8-5.1	5.2-5.4	5.5-5.7	5.5-5.7	5.8-6.0	6.1-7.0										

Parent/Guardian Notification and Involvement

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at least three times per year. Parents/guardians are informed primarily by the classroom teacher, who also communicates with the intervention teachers. Parents/guardians are informed of the assessment data in a timely manner via fall and spring parent/teacher conferences, report cards and electronic communication.

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents/guardians attend. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. Interpreters are provided for parents/guardians who request them.

When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

Core Instruction, Interventions, and Supports

Chisholm's framework for literacy development provides a tiered model of instruction and support for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional support are available to students not reading at or above grade level in grades Kindergarten through Grade 8. The goal for all students (whether those below, at or above grade level) is to make one or more years of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs.

Tiers of Instruction

Tier 1 - Core Instruction (Whole Group)

All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention.

Tier 2 - Targeted Interventions and Supplemental Instruction (Small Group or Individual)

Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by

teachers or paraprofessionals for 3-4 days per week for 30 minutes in addition to the existing high-quality general education teaching in Tier I.

Tier 3 - Increased Instruction with Alternative Curriculum/Supports

Supplemental intense interventions typically totaling 5 days per week for 50 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will be administered by the most highly-trained staff which may include literacy specialists, special education staff or general education teachers. Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

Identification and Support for Students with Dyslexia

Students who demonstrate persistent difficulty with phonological awareness and processing language despite ongoing interventions but have strengths in oral communication, reasoning, and complex thinking may exhibit characteristics of dyslexia. These students will be further assessed for characteristics of dyslexia using a screening tool developed by the district following guidance from the MN Department of Education memo "Revising Local Literacy Plans to Include 'Efforts to Identify Student with Dyslexia.'" For students with these and other observable behaviors, interventions at any tier will focus on increasing accuracy and efficiency in decoding and will include appropriate accommodations for slow and labored reading rates (i.e. alternate forms of text, extended time, smaller reading chunks).

Identification and Support for Students with Convergence Insufficiency

Chisholm School District follows the Minnesota Department of Health recommendations for vision screening and follow-up. Vision screenings for school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. Students with a diagnosis of convergence insufficiency disorder from a licensed eye care specialist may receive academic interventions focused on skills that were missed due to limitations with coordinating vision. Additionally, parents and school personnel may conduct an evaluation for a 504 plan for classroom accommodations to address limitations with stamina and fatigue that become barriers to accessing the general curriculum.

Professional Development

In a time when students need increasingly sophisticated reading skills, the district provides support for teachers to incorporate standards and evidence-based instruction. Scientifically based reading instruction and an effective MTSS framework are some of the supports teachers receive to increase student achievement.

District professional development is created to meet the needs of new teachers, veteran teachers, and Tier I and Tier II teachers. The Professional Development plan is determined based on district and building trends in student achievement and instructional practice, as indicated through assessment data, expressed needs of teaching staff, building leadership teams, and formal teacher evaluations.

Specific professional development for the Chisholm School District staff in the future will include the following activities.

- Provide opportunities for staff to continue to align curriculum, instruction and assessments in English Language Arts.
- Teachers continue to participate in professional development opportunities of evidence based practices in reading.
- All new staff will be trained in the district teaching and learning model focusing on environment for learning, standards and curriculum, evidence-based practices and data driven decision-making.
- Teachers will continue to use technology to enhance instruction.
- Training in scientifically based reading Interventions for all K-12 teachers.

Scientifically Based Reading Instruction

Scientifically-based reading instruction is consistently implemented throughout the elementary grades. Chisholm's English Language Arts Curriculum is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with the Minnesota Language Arts Standards (2020). Students are engaged in Language Arts instruction a minimum of 90 minutes each day in Kindergarten, First, Second, and Third Grade.

Assessment Methods and Data

Throughout the school year, teachers, administrators and school staff are involved in regular data reviews to help inform instruction. These regular reviews of student data ensures that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional support and interventions will be employed.

Submitted By:
Karla Winter-Principal