



# **Brainerd Public Schools**

*Opportunity. Innovation. Success.*

## **Independent School District #181 Brainerd Public Schools Local Literacy Plan Read Well By Grade 3 Legislation**

**Often elementary-aged children in Brainerd begin school by identifying their hopes and dreams. Year after year many kindergarten children tell us that their hope and dream is to learn to read. Reading is the foundation of all learning. It is necessary for success in all subject areas. As parents and educators it is our responsibility to support our children as they become proficient readers and writers.**

### **SECTION 1: WHAT IS OUR GOAL FOR YOUR CHILD?**

**Brainerd Public Schools Goal:** We work to develop fluent readers who comprehend a wide variety of texts. It is the goal of the school district to have every child reading at or above grade level by the end of third grade. Most of our students reach this goal by receiving whole group core instruction.

**Core Instruction:** The core program for the district's preschool classes is Big Day by Scholastic. This program aligns with the kindergarten literacy program. Such alignment is critical to assure seamless and coherent instructional opportunities to support the trajectory of learning across the grades.

Beginning during the 2019/20 school year learners in kindergarten through grade four experienced differentiated instruction delivered through the Benchmark Literacy and Words Their Way curricular resources. We use a multitext approach to literacy instruction. The instructional contexts within reading are interactive read alouds, reading mini lessons, shared reading, guided reading, book clubs, reading conferences, independent reading and a group share. The instructional contexts for writing within the multitext approach include interactive read alouds, writing mini lessons, shared writing or interactive writing, guided writing, independent writing, writing conferences and a group share. The different contexts in both reading and writing allow teachers to vary the level of teacher support based upon student control of each specific concept. The multitext approach is highly effective as it is comprehensive by design and provides whole-group, small-group and individual teaching. Each elementary building has a highly trained literacy coach who plans continued staff development in research-based literacy practices and coaches teachers. Teachers also have the opportunity to work with a peer coach through the Q-Comp (A-Comp) program.

Our standards alignment audits for these curriculums confirm alignment with the MN English Language Arts Academic Standards which integrate the Common Core State Standards (CCSS).

**The chart below shows district literacy trend data: By Percent Proficient**

<b>Benchmark Assessment System (EOY Text Leveling)</b>										
	2012/2013	2013/2014	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20*	2020/2021	2021/22
Kindergarten	84.43%	83.99%	84.92%	72.78%	72%	88%	81%	N/A	65%	67%
Grade 1	89.63%	88.28%	88.10%	88.25%	72%	82%	74%	66%	58%	64%
Grade 2	79.04%	85.98%	86.85%	86.82%	71%	75%	76%	67%	64%	66%
Grade 3					*68%	70%	72%	72%	63%	64%
Grade 4					*70%	75%	74%	66%	63%	67%
*Grade 3 and Grade 4 first year text leveling **Due to Covid-19 we were not able to text level using the Benchmark Assessment System in May. The data reported here is from September 2019.										

<b>MCA Data</b>										
	2012/2013	2013/2014	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20*	2020/21	2021/22
Grade 3	88.2%	*69.3%	69.2%	69%	68.6%	63.8%	65.3%		56.2%	
Grade 4	80.9%	*71.8%	69.6%	69.3%	68.6%	69%	62.2%		51.4%	
*Assessment Changed **No data due to Covid-19										

**SECTION 2: HOW DO WE KNOW IF YOUR CHILD IS MAKING ADEQUATE PROGRESS?**

**Definition of Proficiency:** Reading proficiency is measured using Fountas and Pinnell’s Benchmark Assessment in kindergarten through grade four, the Minnesota Comprehensive Assessment (MCA) in grades 3-4 and STAR in grades 2-4.

**End of year grade level proficiencies are detailed below:**

<b>Benchmark Assessment System</b>		<b>Minnesota Comprehensive Assessments</b>	
<b>Kindergarten</b>	<b>Text Level C</b>	<b>Kindergarten</b>	<b>N/A</b>
<b>Grade 1</b>	<b>Text Level I</b>	<b>Grade 1</b>	<b>N/A</b>
<b>Grade 2</b>	<b>Text Level M</b>	<b>Grade 2</b>	<b>N/A</b>
<b>Grade 3</b>	<b>Text Level P</b>	<b>Grade 3</b>	<b>350 or Above</b>
<b>Grade 4</b>	<b>Text Level S</b>	<b>Grade 4</b>	<b>450 or Above</b>

## **HOW DO WE ASSESS YOUR CHILD'S LEVEL OF READING PROFICIENCY?**

Gathering data on each child's literacy growth is an ongoing process. Screening, diagnostic, and progress monitoring assessments are an integral part of our literacy plan and provide data that informs our instruction and programming. Every year we report assessment data to the Minnesota Department of Education. Classroom teachers and school personnel administer the assessments as outlined below: (Assessment Methods Outlined in Graph Below in Section 8)

We have multiple opportunities to:

- analyze the data,
- identify children who are at risk for not reading at grade level by the end of each school year,
- determine individual and class needs for continued growth,
- plan interventions to ensure further progress, and
- make decisions about staff training needs.

Before, during and after school time provided for:

- Data Discussions: District administration, building principals, district literacy trainer, and the building literacy coaches use data to allocate resources and plan staff development needs.
- Team Meetings and/or Response to Intervention (RtI) Meetings: The building literacy coach, classroom teachers, educational assistants, reading specialists, and the building principal plan whole class instruction and interventions based on student needs.
- Child Study Meetings: The building principal, school psychologist, special education staff, classroom teacher and reading specialists develop individual plans and strategies as needed.
- Professional Learning Communities (PLCs): Teachers set academic goals through data analysis, analyze common formative assessment and study best practice methods to improve instruction.
- Staff Development: Teachers, curriculum specialists, district administrators, building principals and experts in the field plan curriculum and study research based literacy practices.

## **SECTION 3: HOW DO WE KEEP YOU INFORMED OF YOUR CHILD'S READING PROGRESS?**

Parent-teacher conferences are held in October and March. In addition standards-based report cards are sent home in December, March, and May. Conferences and standards-based report cards present opportunities to share assessment results and inform you of your child's progress towards the end of year reading goals.

## **SECTION 4: WHAT CAN WE PROVIDE FOR CHILDREN NOT READING AT OR ABOVE GRADE LEVEL?**

At Brainerd Public Schools we monitor students' progress using a Response to Intervention (RtI) model. We know we can effectively teach all children because of the combined strength of our core literacy programs and our multi-tiered system of supports (MTSS). TIER 1 of MTSS is core instruction for all students. The National Reading Panel has identified five areas of reading as foundational to reading development: phonemic awareness,

phonics, fluency, vocabulary and comprehension. Our core programs include instruction in these areas.

When data reveals that a child is not making satisfactory progress we have TIER 2 options. Students receiving TIER 2 support receive targeted supplemental instruction. Some children need intensive, individual instruction that usually is of longer duration. This is TIER 3 of the RtI model. Interventions vary from building to building based on Title 1 allocations and resources. Summer school offers another opportunity to deliver interventions.

**Specifics for each grade level and interventions that are available are outlined below:**

Component of Literacy	RTI 1		RTI 2			
	Instruction	Assessment	Intervention	Screener	Diagnostic	Monitoring
Comprehension: interaction that happens between readers and text (thinking/knowledge/understanding)	Interactive Read Aloud Shared Reading Guided Reading Independent Reading Interactive Writing Shared Writing Guided Writing Independent Writing Phonics/Word Study	-Running Records, -Benchmark Assessment System, -Benchmark Assessment System (writing about reading) -Benchmark Literacy Unit and Pre, Mid and Post Tests, -Concepts About Print (Observation Survey) -Readers Notebooks -Guided Reading Notes -Conferring Notes	Leveled Literacy Intervention	Benchmark Assessment System	Benchmark Assessment System	Daily Running Records: Comprehension Conversation and Writing About Reading
			Guided Reading	Benchmark Assessment System	Benchmark Assessment System	All of the assessments under the assessment column
*Collaborate with the student's general education teacher to discuss students growth within tier 1 assessments.						

Component of Literacy	RTI 1		RTI 2			
	Instruction	Assessment	Intervention	Screener	Diagnostic	Monitoring
Vocabulary: understanding of words	Interactive Read Aloud Shared Reading Guided Reading Independent Reading Interactive Writing Shared Writing Guided Writing Independent Writing Phonics/Word Study	-Running Records -Benchmark Assessment System -Benchmark Assessment System (optional vocabulary assessments) -Benchmark Literacy Tests: Unit, Pre, Mid and Post -Writing Samples -High Frequency Word Assessment (District Created) -Guided Reading Notes -Conferring Notes	Leveled Literacy Intervention	STAR/ Benchmark Assessment System	Benchmark Assessment System and optional vocabulary assessments	Daily Running Records
			High Frequency Word Intervention	Benchmark Assessment System	High Frequency Word List Assessment	High Frequency Word List Assessment
			pre-teach/re-teach the tier 1 lesson from Words Their Way/Phonics Lessons	Benchmark Assessment System	Benchmark Assessment System and optional vocabulary assessments	Weekly and Unit Assessments from Words Their Way/ Phonics Lessons
*Collaborate with the student's general education teacher to discuss students growth within tier 1 assessments.						

Component of Literacy	RTI 1		RTI 2			
	Instruction	Assessment	Intervention	Screener	Diagnostic	Monitoring
<b>Fluency : ability to read accurately (intonation, expression, phrasing, punctuation or pausing, rate--putting it all together)</b>	Interactive Read Aloud Shared Reading Guided Reading Independent Reading Interactive Writing Shared Writing Guided Writing Independent Writing Phonics/Word Study	-Benchmark Assessment System -Running Records -Readers Theater Benchmark Literacy Rubric	Leveled Literacy Intervention	Benchmark Assessment System	Benchmark Assessment System	Daily Running Records
			Repeated Rereads (with guided reading text and/or classroom shared reading)	Benchmark Assessment System	Benchmark Assessment System	Daily Running Records and charting timed rereads
			Readers Theater	Benchmark Assessment System	Benchmark Assessment System	Benchmark Literacy Rubric
			*Collaborate with the student's general education teacher to discuss students growth within tier 1 assessments.			

Component of Literacy	RTI 1		RTI 2			
	Instruction	Assessment	Intervention	Screener	Diagnostic	Monitoring
<b>Phonics:</b> <b>relationship</b> <b>between letter</b> <b>and sound</b>	Interactive Read Aloud Shared Reading Guided Reading Independent Reading Interactive Writing Shared Writing Guided Writing Independent Writing Phonics/Word Study	-Benchmark Assessment System -Benchmark Assessment System (optional phonics assessments) -Letter Identification (Observation Survey) -Hearing and Recording Sounds in Words (Observation Survey) -High Frequency Word Assessment (District Created) -Running Records -Readers Notebooks -Spelling Inventory -Writing Samples	Leveled Literacy Intervention	Benchmark Assessment System	Benchmark Assessment System	Daily Running Records
			Pre-teach and/or Re-teach the tier 1 lesson from Words Their Way/Phonics Lessons	-Benchmark Assessment System -Spelling Inventory	-Benchmark Assessment System -Spelling Inventory	Weekly and Unit Assessments from Words Their Way and Phonics Lessons
			Name Writing Intervention	District Created Assessment	District Created Assessment	District Created Assessment
			Letter Identification Intervention	Letter Identification (Observation Survey)	Letter Identification (Observation Survey)	Letter Identification (Observation Survey)
			Say it-Match it	Letter Identification (Observation Survey)	Letter Identification (Observation Survey)	Letter Identification (Observation Survey)
			Handwriting Intervention	District Created Assessment	District Created Assessment	District Created Assessment
			Pre-Guided Reading	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)
			Community Writing/Guided Writing	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)	Letter Identification, Concepts About Print, Hearing and Recording Sounds in Words (Observation Survey)
*Collaborate with the student's general education teacher to discuss students growth within tier 1 assessments.						

Component of Literacy	RTI 1		RTI 2			
	Instruction	Assessment	Intervention	Screener	Diagnostic	Monitoring
Phonemic Awareness: knowledge that words are made up of sounds	Interactive Read Aloud Shared Reading Guided Reading Independent Reading Interactive Writing Shared Writing Guided Writing Independent Writing Phonics/Word Study	-Benchmark Assessment System (optional phonemic awareness assessments) -Phonemic Awareness Assessment (District Created) -Linguistic Indicator of Literacy Success -Hearing and Recording Sounds in Words (Observation Survey)	Leveled Literacy Intervention (Orange System)	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
			Pre-teach and/or Re-teach the tier 1 lesson from Words Their Way/Phonics Lessons	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Weekly and Unit Assessments from Words Their Way and Phonics Lessons
			Buddy Reading, Shared Reading, Repeated Reading of Poems and/or Nursery Rhymes	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
			Audio Books	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
			Guided Writing	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
			Pre-teach and/or Re-teach letter or word work portion of Pre-Guided Reading Lesson	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
			Games from Words Their Way and Phonics Lessons	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Weekly and Unit Assessments from Words Their Way and Phonics Lessons

				Phonemic Awareness Intervention	Phonemic Awareness Assessment	Phonemic Awareness Assessment	Benchmark Assessment System (optional phonemic awareness assessments)
				*Collaborate with the student's general education teacher to discuss students growth within tier 1 assessments.			
Sources							
a. An Observation Survey of Early Literacy Achievement: Marie Clay							
b. Benchmark Assessment System: Fountas and Pinnell							
c. Phonics Lessons: Letters and Words and How They Work: Fountas and Pinnell							
d. Words Their Way: Bear, Invernizzi, Templeton							
e. Benchmark Literacy							
f. Leveled Literacy Intervention: Fountas and Pinnell							

### TIER 3: Read Well, Road to the Code, GATE

During the 2018/19 District 181 started a Special Education Literacy Work Team to research and vet curricular resources to align with our core instruction and meet the learners where they are at within the “Big 5” (comprehension, fluency, vocabulary, phonics and phonemic awareness). During the 2019/20 school year the work team vetted resources and the final decision was to purchase Read Well. Training and resources were provided during the 2020/2021 school year.

<p><b>Assessment-Letter Identification:</b> Assesses all letters, lower case and upper case. A child beginning literacy education in English will encounter 26 lower case letters, 26 upper case letters and two common ways of writing ‘a’ and ‘g’, making a total score of 54 symbols to test. Educational assistants, reading specialists, special education teachers and classroom teachers make this a standard task for every child, by using the same large print alphabet, ensuring that each child reads across the lines so that the letters are treated in random order and using the questions as referenced on page 84 from <i>An Observation Survey of Early Literacy Achievement</i> by Marie Clay. This task should take from 5-10 minutes</p> <p><b>What is the purpose of this assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening</li> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Summative</li> </ul>	<p><b>Intervention:</b></p> <p><b>Tier 1:</b> Core Instruction-Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter Identification Intervention is available for students performing below benchmark (less than 38 accurate letters) during the August and November testing cycles. This intervention is provided every day for 10 minutes on an individual basis.</li> </ul> <p>*Services provided by trained educational assistants and/or interventionists.</p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Well</li> <li><input type="checkbox"/> Road to the Code</li> </ul> <p>*Services provided by special education staff.</p>
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<p><b>Why is this assessment used?</b>          “It is seen as one of the better predictors of literacy progress for school entrants in longitudinal research.”-Clay</p>	
<p><b>Assessment-Hearing and Recording Sounds in Words:</b>          The teacher asks the student to record a dictated sentence. This assessment calls upon the student to listen to the sounds in words in sequence and to find letters to represent those sounds. The reading specialists, special education teachers and classroom teachers make this a standard task for every child by following the administration guidelines on page 113 (Clay, M.M. (2005). An observation survey of early literacy achievement. Auckland, N.Z.: Heinemann.)          This task will take approximately 5-10 minutes.</p> <p><b>What is the purpose of this assessment?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening</li> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Summative</li> </ul> <p><b>Why is this assessment used?</b>          This assessment gives the teacher a view in on how each child is going from phonemic awareness to letter-sound relationships.</p>	<p><b>Intervention:</b>  <b>Tier 1:</b> Core Instruction: Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guided Writing             <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided on a daily basis with a small group for approximately 20 minutes.</li> </ul> </li> <li><input type="checkbox"/> Phonemic Awareness Intervention             <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided on a daily basis-one-on-one instruction for approximately 10 minutes.</li> </ul> </li> </ul> <p>*Services provided by trained educational assistants and/or interventionists.</p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Well</li> <li><input type="checkbox"/> Road to the Code</li> </ul> <p>*Services provided by special education staff.</p>

<p><b>Assessment-Concepts About Print:</b></p> <p><i>“With this task we can observe what children have learned about the way we print language.”</i></p> <p>Reading specialists, special education teachers and/or classroom teacher (the assessor) appear to be reading the story in the task booklet but he/she is also asking the child for help; on each page the assessor is asking the child one to two questions. This task remains standard if the administration guidelines are followed on pages 41-43.</p> <p>(Clay, M.M. (2005). An observation survey of early literacy achievement. Auckland, N.Z.: Heinemann.)</p>	<p><b>Intervention:</b></p> <p><b>Tier 1:</b> Core Instruction: Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread Intervention <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided every day for approximately 10-20 minutes.</li> </ul> </li> </ul> <p>*Services provided by trained educational assistants and/or interventionists.</p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Well</li> </ul> <p>*Services provided by special education staff.</p>
<p><b>Assessment-High Frequency Words:</b></p> <p>Over time our district has created a list of high frequency words. It is a compilation of “Dolch” and “Fry”.</p> <p>The educational assistant, reading specialist(s), special education teacher(s) and/or classroom teacher are the assessor</p> <p><b>What is the purpose of this assessment?</b></p> <p>Formative</p> <p><b>How is this assessment used?</b></p> <p>This assessment is used to determine how many high frequency words the learner currently knows to help the teacher decide what supports the learner needs to acquire more high frequency words over time.</p>	<p><b>Intervention:</b></p> <p><b>Tier 1:</b> Core Instruction: Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> High Frequency Word Intervention <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided every day in a one-to-one setting for approximately 10 minutes.</li> </ul> </li> </ul> <p>*Services provided by trained educational assistants or interventionists.</p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Well</li> </ul> <p>*Services provided by special education staff.</p>
<p><b>Assessment-Primary/Elementary Spelling Inventory:</b></p> <p><i>“Spelling inventories consist of lists of words specially chosen to represent a variety of spelling features at increasing levels of difficulty....”</i></p>	<p><b>Intervention:</b></p> <p><b>Tier 1:</b> Core Instruction: Words Their Way and Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teaching <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided every</li> </ul> </li> </ul>

<p><i>Students take an inventory as they would a spelling test. The results are then analyzed to obtain a general picture of their orthographic development.”</i>          -Words Their Way Word Study For Phonics, Vocabulary, and Spelling Instruction. (2014). Pearson College Div.          The classroom teacher or special education teacher are the primary assessors.</p> <p><b>What is the purpose of this assessment?</b>          Formative</p> <p><b>How is this assessment used?</b>          The results are then analyzed to obtain a general picture of their orthographic development which allows the classroom teacher to differentiate instruction.</p>	<p>day in a one-to-one setting for approximately 10 minutes.</p> <p>OR</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-Teaching of a specific sort as based on need from either the Primary or Elementary Spelling Inventory.             <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided every day in a one-to-one setting for approximately 10 minutes.</li> </ul> </li> </ul> <p>*Services provided by trained educational assistants and/or interventionists.</p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Road to the Code</li> <li><input type="checkbox"/> Signs for Sounds</li> </ul> <p>*Services provided by special education staff.</p>
<p><b>Assessment-Benchmark Assessment System:</b>          Teachers’ most reliable resource to accurately and reliably identify each child’s instructional and independent reading levels according to the F&amp;P Text Level Gradient™, A-Z and document their progress through one-on-one formative and summative assessments. The classroom teacher is the primary assessor yet; sometimes the special education teacher will assess to progress monitor and possibly for reporting.</p> <p><b>What is the purpose of this assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening</li> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Summative</li> </ul> <p><b>How is this assessment used?</b></p> <p><i>The Fountas &amp; Pinnell Benchmark Assessment Systems</i> provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.</p>	<p><b>Intervention:</b></p> <p><b>Tier 1:</b> Core Instruction: Benchmark Literacy</p> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leveled Literacy Intervention</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided each day in a small group setting for approximately 30 minutes.</li> </ul> </li> <li><input type="checkbox"/> <i>GATE</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> This intervention is provided each day in a small group setting for approximately 30 minutes.</li> </ul> </li> </ul> <p><b>*Services provided by interventionists.</b></p> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Well</li> <li><input type="checkbox"/> Road to the Code</li> </ul> <p>*Services provided by special education staff.</p>

<p><b>Assessment-District Created Common Assessments:</b>  Since 2010 classroom teachers and curriculum leaders have worked to create common formative assessments. It started with the analysis of the Common Core State Standards. Through this analysis power standards were selected. The curriculum leaders have created assessments to ensure that our learners are meeting or exceeding the power standards.  Classroom teachers are the primary assessors yet; sometimes special education teachers assist.</p>	<p><b>Intervention:</b>  -No interventions are directly tied to the common formative assignments mentioned yet; they are used as supporting information for interventionists and classroom teachers.</p>
<p><b>Assessment- STAR</b>  STAR Enterprise is an online reading assessment that is taken three times per year. The classroom teacher is the primary assessor.</p> <p><b>What is the purpose of this assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summative</li> </ul> <p><b>How is this assessment used?</b>  STAR is used to measure academic progress of all students. It also provides a progress monitoring system that tracks student progress, as needed, for academic intervention.</p>	<p><b>Intervention:</b>  This assessment does not allow a diagnostic view that enables intervention alignment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This assessment is used for progress monitoring while students are in the above interventions to assess students rate of growth and level of achievement.</li> </ul>
<p><b>Assessment- MCA</b>  The classroom teacher is the primary assessor.</p> <p><b>What is the purpose of this assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summative</li> </ul> <p><b>How is this assessment used?</b>  The Minnesota Comprehensive Assessment is used to measure student achievement of the Minnesota Academic Standards and to measure academic progress over time.</p>	<p><b>Intervention:</b>  This assessment does not allow a diagnostic view that enables intervention alignment.</p>

## **SECTION 5: HOW DO WE ENSURE THAT TEACHERS RECEIVE THE NECESSARY STAFF DEVELOPMENT?**

Each elementary building has a literacy coach who plans staff development in research-based literacy practices and coaches classroom teachers. Teachers also meet in professional learning communities (PLCs). PLCs present another opportunity to learn about research-based reading practices. All K-4 grade levels attend approximately three grade level meetings throughout the year to discuss pacing and instructional strategies and participate in district developed in-service as needed to deliver the literacy programs.

## **SECTION 6: COMPREHENSIVE SCIENTIFICALLY BASED READING INSTRUCTION**

Benchmark Literacy and Words Their Way are rigorous curriculums based on a comprehensive language and literacy framework that includes a wide range of individual, small-group, and large-group reading, writing, and word study instruction guided by ongoing assessment.

Benchmark Literacy Curriculum alongside district adopted assessments help schools significantly improve literacy achievement through:

- Tiered instruction meeting the requirements of Response to Intervention (RTI) and aligning with the Common Core State Standards in English Language Arts.
- A comprehensive instructional literacy framework for grades PreK-4 that includes readers workshop, guided reading, writers workshop, and language and word study. Based on decades of language and literacy development research, our student-centered approach emphasizes language development and student talk as the foundation for reading and writing. Our curriculum addresses the essential components of literacy instruction, including phonics and phonological awareness, fluency, vocabulary development, comprehension strategies, and student engagement.
- Training for a school-based literacy coach who will provide professional development and coaching to teachers at the school site. Through ongoing professional development and coaching, teachers learn to differentiate instruction to meet the individual needs of students, improve their teaching practice, and create a more cohesive professional community and student learning environment.
- Development of a school leadership team that supports and facilitates the school improvement process. The team analyzes student achievement data, monitors program implementation, evaluates program results, and communicates with the greater school community.

## **SECTION 7: TRAINING AND SUPPORT FOR TEACHERS IN CROSS-CULTURAL COMPETENCE**

The district has a Multicultural Student Support Liaison who is available to consult with classroom teachers regarding students' diverse needs. A task force has been formed around American Indian education in our district. This group (NAPAC-Native American Parent Advisory Committee) is working to enhance learning opportunities and will be providing some professional development as well as further curriculum enhancements and specialized tutoring/mentoring programs. We currently have two district trainers that facilitate Cultural

Competency training and Implicit Bias training. This training is required for all teachers who are new to the district.

Schools 2021/22	American Indian	Asian/ Pacific Islander	Hispanic	Black	White	Multi	Total
Baxter	6	4	7	4	485	19	525
Garfield	13	1	10	4	267	15	310
Harrison	3	0	10	6	189	18	226
Lowell	3	1	9	1	342	16	372
Nisswa	0	0	4	0	221	15	240
Riverside	10	0	11	8	407	31	467
<b>Total</b>	35	6	51	23	1911	114	2140
<b>Total %</b>	1.6%	.3%	2.4%	1.1%	89.3%	5.3%	

2021/22	Free and Reduced
Baxter	145 / 32.0%
Garfield	153 / 49.4%
Harrison	117 / 51.8%
Lowell	118 / 31.7%
Nisswa	49 / 20.4%
Riverside	210 / 45.0%
<b>Total</b>	792 / 40%

### TIMELINE OF ASSESSMENT METHODS

<u>AUGUST/SEPTEMBER ASSESSMENTS</u>
<b>Kindergarten</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> District Created Common Assessments</li> <li><input type="checkbox"/> Observation Survey of Early Literacy Achievement Assessments                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter Identification</li> <li><input type="checkbox"/> Hearing and Recording Sounds in Words</li> <li><input type="checkbox"/> Concepts About Print</li> <li><input type="checkbox"/> High Frequency Word</li> </ul> </li> </ul>
<hr/> <b>Grade 1</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> District Created Common Assessments</li> <li><input type="checkbox"/> Benchmark Assessment System (Third Edition)</li> <li><input type="checkbox"/> Observation Survey of Early Literacy Achievement Assessments                             <ul style="list-style-type: none"> <li><input type="checkbox"/> *Letter Identification</li> <li><input type="checkbox"/> Hearing and Recording Sounds in Words</li> </ul> </li> </ul>

- \*Concepts About Print
  - Words Their Way
    - Primary Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
- 

**Grade 2**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Words Their Way
    - Primary Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
  - STAR
- 

**Grade 3**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Words Their Way
    - Elementary/Upper Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
  - STAR
- 

**Grade 4**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Words Their Way
    - Elementary/Upper Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
  - STAR
- 

**NOVEMBER ASSESSMENTS**

**Kindergarten**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Observation Survey of Early Literacy Achievement Assessments
    - \*Letter Identification
    - \*Hearing and Recording Sounds in Words
    - \*Concepts About Print
  - High Frequency Words
  - Phonemic Awareness Assessment
- 

**Grade 1**

- District Created Common Assessments
  - Daily Running Records
  - Benchmark Literacy Pretest
  - Observation Survey of Early Literacy Achievement Assessments
    - \*Letter Identification
    - \*Hearing and Recording Sounds in Words
  - Words Their Way
    - Primary Spelling Inventory
- 

**Grade 2**

- District Created Common Assessments
  - Daily Running Records
  - Benchmark Literacy Pretest
  - Words Their Way
    - Primary Spelling Inventory
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**Grade 3**

- District Created Common Assessments

- Daily Running Records
  - Benchmark Literacy Pretest
  - Words Their Way
    - Elementary/Upper Spelling Inventory
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Grade 4

- District Created Common Assessments
  - Daily Running Records
  - Benchmark Literacy Pretest
  - Words Their Way
    - Elementary/Upper Spelling Inventory
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JANUARY ASSESSMENTS

Grade 2, Grade 3 and Grade 4

- STAR
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FEBRUARY/MARCH ASSESSMENTS

Kindergarten

- District Created Common Assessments
  - \*Benchmark Assessment System (Third Edition)
  - Daily Running Records
  - Observation Survey of Early Literacy Achievement Assessments
    - \*Letter Identification
    - \*Hearing and Recording Sounds in Words
    - \*Concepts About Print
  - Benchmark Literacy Midyear Test
  - Words Their Way
    - Primary Spelling Inventory
  - High Frequency Words
  - Phonemic Awareness Assessment
- 

Grade 1

- District Created Common Assessments
  - \*Benchmark Assessment System (Third Edition)
  - Daily Running Records
  - Observation Survey of Early Literacy Achievement Assessments
    - \*Letter Identification
    - \*Hearing and Recording Sounds in Words
  - Benchmark Literacy Midyear Test
  - Words Their Way
    - Primary Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
- 

Grade 2

- District Created Common Assessments
  - \*Benchmark Assessment System (Third Edition)
  - Daily Running Records
  - Observation Survey of Early Literacy Achievement Assessments
    - \*Hearing and Recording Sounds in Words
  - Benchmark Literacy Midyear Test
  - Words Their Way
    - Primary Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
- 

Grade 3

- District Created Common Assessments
- \*Benchmark Assessment System (Third Edition)
- Daily Running Records
- Benchmark Literacy Midyear Test
- Words Their Way
  - Elementary/Upper Spelling Inventory
- \*High Frequency Words



- \*Phonemic Awareness Assessment
- 

**Grade 4**

- District Created Common Assessments
  - \*Benchmark Assessment System (Third Edition)
  - Daily Running Records
  - Benchmark Literacy Midyear Test
  - Words Their Way
    - Elementary/Upper Spelling Inventory
  - \*High Frequency Words
  - \*Phonemic Awareness Assessment
- 

**MAY ASSESSMENTS**

**Kindergarten**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Observation Survey of Early Literacy Achievement Assessments
    - Letter Identification
    - \*Concepts About Print
  - Benchmark Literacy Posttest
  - Words Their Way
    - Primary Spelling Inventory
  - \*High Frequency Words
  - Phonemic Awareness Assessment
- 

**Grade 1**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Observation Survey of Early Literacy Achievement Assessments
    - Hearing and Recording Sounds in Words
  - Benchmark Literacy Posttest
  - Words Their Way
    - Primary Spelling Inventory
- 

**Grade 2**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Benchmark Literacy Posttest
  - Words Their Way
    - Primary Spelling Inventory
- 

**Grade 3**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Benchmark Literacy Posttest
  - Words Their Way
    - Elementary/Upper Spelling Inventory
- 

**Grade 4**

- District Created Common Assessments
  - Benchmark Assessment System (Third Edition)
  - Benchmark Literacy Posttest
  - Words Their Way
    - Elementary/Upper Spelling Inventory
- 

**Grade 2, Grade 3 and Grade 4**

- STAR
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\*only assessed if below benchmark or if child hasn't previously met required cut scores

## SECTION 8: DYSLEXIA AND CONVERGENCE INSUFFICIENCY DISORDER

Over the past few years we have worked on creating more awareness and earlier identification of Dyslexia and Convergence Insufficiency Disorder in our district. We have identified what assessments we have that would help us to screen our learners that would indicate a need for parental conversations. We spent time planning our protocol for intervention ([Problem Solving Protocol for Reading Intervention](#)). Our assessments are listed below and linked to the definition of Dyslexia and its indicators as presented in the legislation. Our conversation continued throughout the school year in data and grade level meetings. Each classroom submits the tracking form below to district office at the end of the year.

Complete Section 8 can be viewed [here](#).

[Kindergarten with Scoring Criteria](#)

[Grade 1 with Scoring Criteria](#)

[Grade 2 with Scoring Criteria](#)

[Grade 3 with Scoring Criteria](#)

[Grade 4 with Scoring Criteria](#)

### Overview of District Screening and Intervention:

Indicator of Dyslexia	Common Standardized Measure	Typical Grade(s) for Screening	Intervention
<b>Poor Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>District Created Common Formative Assessments</li> </ul>	Kindergarten (grade 1 needs to screen for phoneme segmentation)	Tier 1: Pre-Guided Reading Tier 2: Phonemic Awareness Intervention Pre-Teach/ Re-Teach Tier 3: Road to the Code (K-1)
<b>Poor Decoding</b>	<ul style="list-style-type: none"> <li>Letter Identification Assessment (Marie Clay)</li> <li>Benchmark Assessment System</li> </ul>	Kindergarten through grade 2 (diminishing testing)  Kindergarten (starting in December)  Grades 1-4 all students are assessed using Benchmark Assessment System in September and May Grades 1-4 students performing below grade level are assessed using Benchmark Assessment System in September, February and May	Tier 1: Guided Reading Tier 2: Leveled Literacy Intervention (K-4) Tier 3: Read Well, Read Naturally GATE (1-3)
<b>Poor Spelling (encoding)</b>	<ul style="list-style-type: none"> <li>Hearing and Recording Sounds in Words</li> </ul>	Kindergarten through grade 2 (diminishing testing)	Tier 1: Words Their Way Tier 2: Phonemic Awareness

	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> </ul>	Kindergarten through grade 4	Intervention Pre-Teach/ Re-Teach Tier 3: Road to the Code (K/1) Read Naturally GATE (1-3)
<b>Poor Orthographic Memory and Recall</b>	<ul style="list-style-type: none"> <li>• High Frequency Word Assessment</li> </ul>	Kindergarten through grade 4	Tier 1: High Frequency Word Tier 2: High Frequency Word Intervention Tier 3: Read Naturally GATE (1-3)
<b>Other Considerations:</b> <ul style="list-style-type: none"> <li>• Family History</li> <li>• Lack of interest in reading</li> <li>• Prior Interventions</li> <li>• Attendance</li> </ul>			

**Screener Information**

**Components**

**Assessment Criteria**

**Phonemic and Phonological Awareness**

**District Created Common Formative Assessments**

- Section 1: Rhyme Detection
- Section 2: Rhyme Providing
- Section 3: Syllables
- Section 4: Blending Syllables
- Section 5: Blending Onsets and Rimes
- Section 6: Segmenting Onsets and Rimes
- Section 7: Substituting Sounds
- Section 8: Blending Individual Sounds
- Section 9: Segmenting Individual Sounds

- Section 1: Rhyme Detection
  - The teacher gives the child two words and the child has to tell the teacher if they rhyme.
- Section 2: Rhyme Providing
  - The teacher tells the child two words
  - The child has to tell the teacher a word that rhymes with the two words
- Section 3: Syllables
  - The teacher tells the child a word
  - The child has to tell the teacher how many parts or syllables the word has
- Section 4: Blending Syllables
  - The teacher tells the child parts of a word
  - The child has to put the parts together and say the word
- Section 5: Blending Onsets and Rimes
  - The teacher says the first and last parts of a word
  - The child has to put blend the word together
- Section 6: Segmenting Onsets and Rimes
  - The teacher tells the child a word
  - The child has to tell the teacher the first and last part
- Section 7: Substituting Sounds
  - The teacher tells the child a word
  - The child has to change the first sound in the word to make another
- Section 8: Blending Individual Sounds
  - The teacher says a word slowly segmenting the sounds
  - The child has to say the word
- Section 9: Segmenting Individual Sounds
  - The teacher tells the child a word
  - The child has to tell the teacher how many sounds he/she hears in the word

**Alphabet Knowledge**

**Letter Identification Assessment (Marie Clay)**

- Names uppercase letters in random order
- Supplies sounds for upper case letters in random order
- Names lower case letters in random order
- Supplies sounds for lower case letters in random order

- The child is given a prompt containing letters and asked to name the letters

Decoding	
<b>Benchmark Assessment System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Level</li> <li><input type="checkbox"/> Accuracy</li> <li><input type="checkbox"/> Fluency</li> <li><input type="checkbox"/> Writing About Reading</li> <li><input type="checkbox"/> Within</li> <li><input type="checkbox"/> Beyond</li> <li><input type="checkbox"/> About</li> <li><input type="checkbox"/> Extra Point</li> <li><input type="checkbox"/> Independent/Instructional</li> <li><input type="checkbox"/> S/C</li> <li><input type="checkbox"/> Rate</li> <li><input type="checkbox"/> Genre</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child reads a text to the teacher</li> <li><input type="checkbox"/> The teacher takes a running record</li> <li><input type="checkbox"/> The teacher times the child</li> </ul>

Poor Spelling (Encoding)	
<b>Hearing and Recording Sounds in Words</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Going from phonemic awareness to letter-sound relationships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher tells the child a sentence to be written.</li> <li><input type="checkbox"/> The child is encouraged to write what he/she can hear in the words dictated.</li> </ul>
<b>Spelling Inventory</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Total Feature Points/Words</li> <li><input type="checkbox"/> Initial Consonant</li> <li><input type="checkbox"/> Final Consonant</li> <li><input type="checkbox"/> Short Vowels</li> <li><input type="checkbox"/> Digraphs</li> <li><input type="checkbox"/> Blends</li> <li><input type="checkbox"/> Long Vowel Patterns</li> <li><input type="checkbox"/> Other Vowels</li> <li><input type="checkbox"/> Inflected Endings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher says a word, uses the word in a sentence, and repeats the word.</li> <li><input type="checkbox"/> The student writes the word on the student response sheet. Students are encouraged to write the sound they hear even if they are unsure how to spell the word.</li> <li><input type="checkbox"/> Once a child in the primary grades has spelled 5 words incorrectly they are asked to stop. Students in the intermediate grades continue unless their frustration level is evident.</li> </ul>
Poor Orthographic Memory and Recall	
<b>High Frequency Word Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads and writes high frequency words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher has the child read words. The teacher uses word cards in the primary grades and a word list in the intermediate grades.</li> <li><input type="checkbox"/> The student is asked to read the word cards.               <ul style="list-style-type: none"> <li><input type="checkbox"/> First 25 K-4 words</li> <li><input type="checkbox"/> Grade 1-100 words</li> <li><input type="checkbox"/> Grade 2-200 words</li> <li><input type="checkbox"/> Grade 3-300 words</li> <li><input type="checkbox"/> Grade 4-400 words</li> </ul> </li> </ul>

**DO WE COMMUNICATE OUR LITERACY PLAN ANNUALLY?**

The annual literacy plan is posted on the Brainerd Public Schools website in Academics >> Teaching and Learning>>Literacy.

**If you have any questions or suggestions regarding the Brainerd Public Schools Local Literacy Plan, please contact the Director of Teaching and Learning at 218-454-6935.**

**Reference:**

**Clay, M. M. (2002,2006). An observation survey of early literacy achievement. Portsmouth, NH: Heinemann.**