Sebeka Public School Literacy Plan

2024-2025

Superintendent-Dave Kerkvliet

Principal-Amie Westberg

Dean of Students-Jon Lillquist

I.   School District #820 has developed the Local K-3 Literacy Plan to support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal.

II.   The Local Literacy Plan was approved by the local school board on September 9, 2024.

III.   Executive Summary

The population of the Sebeka School lives in a 4-county area that is considered a low-income/poverty area. For the 2024-2025 school year, the school will have an estimated 210 students enrolled in the elementary and 240 students in grades 7-12. In 2023-2024, 132 students in the elementary qualified for free and reduced lunch (61.4%) and 135 students in the secondary who qualified for free or reduced lunch (52.3%). Sebeka elementary and secondary enrollment consists primarily of Caucasian students with several African American, Asian American and Hispanic students. Sebeka has no students who are migrant, homeless, or in institutions for neglect or delinquency. We have no students who have Limited English Proficiency. There are 45 certified staff members working at Sebeka School District. They consist of fourteen classroom teachers (K-6), one computer and media specialist, one guidance counselor, one speech-language pathologist assistant, six Special Education teachers (K-12), one Physical Education teacher, one Adaptive Physical/Ed. teacher, two full-time Title I Teachers, one reading interventionist, and three teachers who teach K-12: Art, Band, Vocal/ Music and along with fourteen teachers in the secondary. Thirteen of the forty-five full-time teachers have Master's Degrees. There are twelve paraprofessionals in the elementary and three full-time paraprofessionals in the secondary.

For further information on the Sebeka Literacy Plan and/or the districts literacy program, please contact:

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Aligned Curriculum, Assessment, and Instruction

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade Five

Reading to Ensure Academic Development: Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. (MN Dept of Education, 2023)

The state mandate requires school districts to design their programming to ensure that students are meeting their grade-level proficiency goals. A review of research consistently reveals a strong correlation between children's reading proficiency at grade 3 and the rate of high school graduation. Literacy development starts at an early age and is the basis for all academic success. Reading well by 3rd grade is a strong indicator that the students had a strong foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across content areas. Quality instruction, assessments, interventions, and curriculum that provides the basis for all students to read well by Grade 3 and beyond will help close the achievement gap to ensure that all students are ready for the demands of college and the workplace. (MN Dept of Education)
Sebeka Public Schools will use multiple data points, including FastBridge benchmarks, MCAs and Houghton Mifflin Harcourt Reading to define proficiency (see Data Driven Decision Making).

Overarching Goal: Sebeka School District #820 will ensure reading proficiency for all students in grades kindergarten through five by:

Analyzing ongoing student data through formal and informal assessments to determine reading levels for instructional placement and appropriate reading materials from:
- FastBridge Early Reading and aReading Benchmarks and Progress Monitoring
- FastBridge CBMR-English Assessment
- Dolch Sight Word Inventory
- Diagnostic Inventories

- Oral Language Assessments
- Minnesota Comprehensive Assessments (MCAs)-Reading

Using ongoing student data to determine the adequate growth of individual students and to adjust core literacy instruction for
- Whole group reading instruction
- Small group reading instruction
- Title I/SPIRE interventions
  - This will be used specifically for those students not meeting grade-level objectives and goals.

Implementing the following to improve results for students not proficient at grade level:
- Structured Literacy approach
  - Systematic and cumulative instruction
  - Explicit instruction
  - Diagnostic
- Title I Services
- Individualized, or small group instruction for targeted and differentiated instruction
- Specialized Program Individualizing Reading Excellence (SPIRE)

Aligning curriculum resources to the current academic standards. Standards will be prioritized, and essential elements will be identified.

Analyzing student achievement data within PLC groups to determine the effectiveness of current literacy practices, curriculum, and the essential standards and make necessary changes to meet the needs of students.

Offering extended day and/or extended year programs through Targeted Services and summer school programming to provide targeted assistance to help struggling and/or at-risk students to achieve grade-level proficiency.

Statement(s) of the process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade Five

Sebeka Elementary will use the following **screening assessments** to ensure students are making grade-level proficiency:
- FastBridge Assessments: Fall, Winter, Spring Benchmarks
- FastBridge CBMR Assessment beginning in first grade
- Dolch Sight Word Assessment (through grade 3)

These assessments will be administered by classroom teachers unless otherwise specified in a specific learning plan.

Sebeka Elementary will use the following **diagnostic assessments** to support staff in matching student needs with instructional practices in the classroom.
- o Qualitative Reading Inventory – 4 Edition (QRI-4)
- o Let's Talk about It Oral Language Assessment for receptive language (K-3)
- o LETRS Phonics and Word-Reading Diagnostic Tool
- o LETRS Spelling Screeners
- o Phonological Awareness Screening Test (PAST)
- o Specialized Program Individualizing Reading Excellence (SPIRE)

These assessments will be administered by teachers who have been trained with the assessments.

Sebeka Elementary will use the following **progress monitoring** tools to judge the effectiveness of the instruction in the classroom.
- o Fastbridge Progress Monitoring
- o Dolch Sight Word Assessment
- o Fastbridge CBMR Assessment (grades 1-5)
- o Phonological Awareness Screening Test (PAST)
- o Specialized Program Individualizing Reading Excellence (SPIRE)

These assessments will be administered by classroom teachers, support professionals, and interventionists.

Specifically, describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Elementary will use the following system of support for reading instruction.
- o Core
  - ▪ K-5 Into Reading (Houghton Mifflin Harcourt)
    - ▪ Structured Literacy program which includes phonemic awareness, phonics, vocabulary, fluency, comprehension
    - ▪ Small group reading instruction
    - ▪ Flexible grouping
    - ▪ Literature circles
    - ▪ Writer's Notebook
    - ▪ Science and Social Studies themes
    - ▪ Social and Emotional Learning embedded into lessons
    - ▪ Common comprehension strategies for reading and writing
  - ▪ Independent reading of appropriate selected literature with conferring
- o Interventions
  - ▪ Words Their Way
  - ▪ News-2-You
  - ▪ Handwriting without Tears
  - ▪ SnapWords (Sight words)

- Targeted Services After School and Summer Program (180 hours/year)
- LiPS– phonemic awareness, spelling
- Susan Barton Spelling and Reading Program
- Edmark Reading – phonics, comprehension, vocabulary
- Focus Forward
- High Noon
- Great Leaps (Sight words)
- Heggerty Phonemic Awareness
- SPIRE

Data Driven Decision Making

Sebeka Elementary will use benchmarks from the FastBridge assessments during the fall, winter and spring. The benchmark scores will increase during the school year to act as a guide for the teacher to determine proficiency. Professional Development time will be held in October, February, and May with the teachers and administrator(s) to review the FastBridge benchmarks and resulting data from students' assessments.

Diagnostic assessments will be given for those individual students who do not meet the benchmarks on the FastBridge assessments. Teacher discretion will be used when student scores are very close to the score needed for proficiency, either above or below. These students will be monitored closely. Additionally, students who continue to struggle will be brought to our Data and Teachers Assisting Teachers (TAT) team in order to plan best practices for the individual learner and put an intervention plan in place before moving toward any kind of formal assessment plan for special services.

Sebeka elementary students who do not attain the following scores for each benchmark will be considered for an intervention program:

K	Assessment	Proficiency Targets		
		Fall	Winter	Spring
	Concepts of Print (# correct/12)	7	X	X
	Onset Sounds (# correct/16)	11	16	X
	Letter Names (Rate)	14	X	X
	Letter Sounds (Rate)	3	26	41
	Word Segmenting (# correct/34)	X	25	30
	Nonsense Words (Rate)	X	6	12
	Dolch Sight Word Inventory	X	X	80%

	Assessment	Proficiency		
Grade		Fall	Winter	Spring
1	Word Segmenting (# correct/34)	28	31	32
	CBMR - English*	X	37	66
	FastBridge aReading Assessment	435	455	468
	Dolch Sight Word Inventory	X	X	80%
	Nonsense Words (Rate)	10	17	22

	Assessment	Proficiency		
Grade		Fall	Winter	Spring
2	CBMR - English*	56	84	101
	FastBridge aReading Assessment	469	481	490
	Dolch Sight Word Inventory	80%	85%	90%
	Nonsense Words	50	50	50

	Assessment	Proficiency		
Grade		Fall	Winter	Spring
3	CBMR - English*	87	110	125
	FastBridge aReading Assessment	490	498	503
	Dolch Sight Word Inventory	90%	95%	95%

	Assessment	Proficiency		
Grade		Fall	Winter	Spring
4	CBMR - English*	115	133	147
	FastBridge aReading Assessment	502	509	513

	Assessment	Proficiency		
Grade		Fall	Winter	Spring
5	CBMR - English*	132	149	162
	FastBridge aReading Assessment	513	517	520

*CBMR - Curriculum-Based Measurement for Reading

Timeline

When	Task
Beginning of the Year	● Review District #820 Literacy Plan with emphasis on At-Risk Reader Identification and Dyslexia Information
Monthly	● Plan and provide high-quality, evidence based, responsive instruction (see MTSS model) ● Monitor student progress and be responsive to student needs ● Collaborate with Specials (SPED, Title) to plan and monitor intervention
September	● Administer FastBridge ● Administer HMH Growth Measure (grades 2-5) ● Review Literacy Plan ● Plan, monitor, collaborate
October	● Data meeting ● Set winter goals for each student ● Begin small group instruction ● Classroom teacher observe intervention services ● Plan, monitor, collaborate
November	● Share data with parents at Parent/Teacher Conferences ● Plan, monitor, collaborate
December	● Plan, monitor, collaborate

January	● Administer FastBridge Assessments
	● Administer HMH Growth Measure (grades 2-5)
	● Based on current small group reading data including reading level, if a student is significantly below grade-level benchmark, the classroom teacher collaborates with intervention providers to determine if student is "At-Risk" of not Reading at Grade Level by The End of 3rd Grade based on multiple measures.
	● If a student is identified as an "At-Risk" Reader
	    o Conference with parents
	    o Refer to Data/TAT team
	● Plan, monitor, collaborate

February	● Data meeting ● Share data with parents at Parent/Teacher Conferences ● Plan, monitor, collaborate
March	● Plan, monitor, collaborate
April	● Data meeting ● Plan, monitor, collaborate
May	● Administer FastBridge Assessments ● Administer HMH Growth Measure (grades 2-5) ● Review student progress and identify students who are still "At-Risk". ● Review Literacy Plan ● Complete End of Year information

Multi-tiered Systems of Support

At Sebeka Public Schools, we are committed to implementing a multi-tiered system of support for our students. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. The goal is for the student to be successful in their learning and to show growth over time. Research has found that a multi-tiered system of support led to improved outcomes such as fewer children referred to and placed in special education programs. The tiered levels of support are as follows:
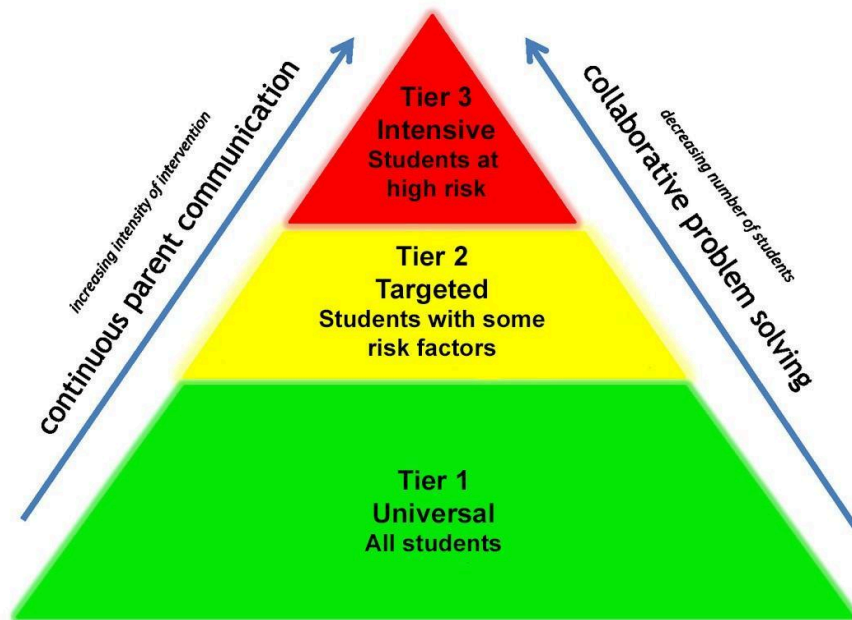
Tier 1: This is the classroom support given to all students in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with MN State Standards. Evidence-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, individual student conferences, and interventions within the classroom.

Tier 2: Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade level targets who are then provided supplemental reading interventions. This level of support is in addition to core instruction time either delivered by the classroom teacher or a Title 1 teacher. Progress monitoring is done to check growth and progress weekly for these students.

Tier 3: Students not responding to interventions provided through Tier 2 interventions. Students who qualify for these interventions receive the most intensive and individualized level of support outside of core instruction time. Students receiving services in special education are included in this level.
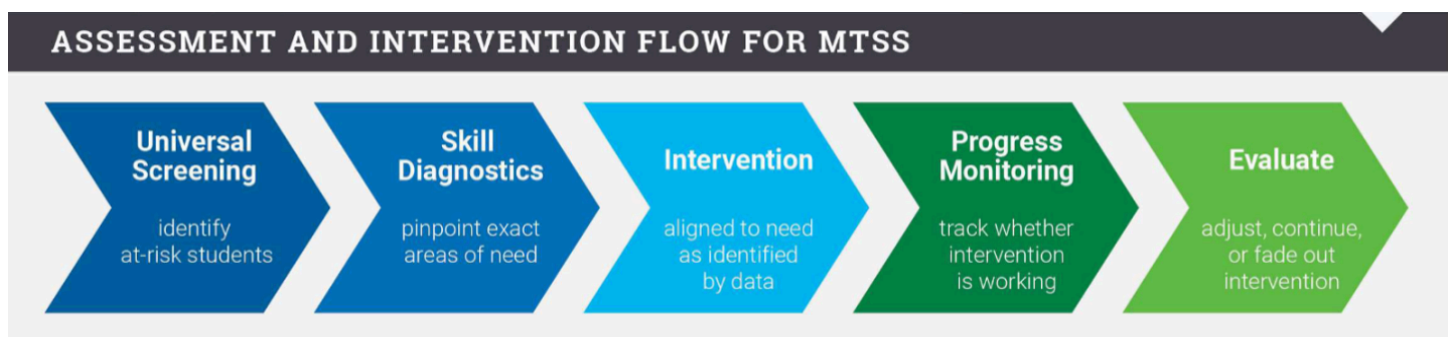
ASSESSMENT AND INTERVENTION FLOW FOR MTSS

Universal Screening
identify at-risk students

Skill Diagnostics
pinpoint exact areas of need

Intervention
aligned to need as identified by data

Progress Monitoring
track whether intervention is working

Evaluate
adjust, continue, or fade out intervention

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Public School implements core and intervention literacy materials that are evidence and research-based to enhance reading instruction for all students.

Sebeka Elementary School does not currently have any students that fall into the ELL category. If the need does arise, the district employs a teacher that has received training in this area. Services can be provided if a student is an English language learner.

Student Support System for ELL Learners, students with dyslexia, and students with convergence insufficiency disorder.

Screening for dyslexia and Convergence Insufficiency

Dyslexia is a neurological disorder and is often confused as a learning disability. We will identify the barriers to learning related to dyslexia and provide support and research-based strategies, accommodations, and interventions to assist with removing these barriers.

Convergence insufficiency is an eye condition that affects how your eyes work together when you look at nearby objects. This can cause blurry or double vision when you look at things up close.

To screen for dyslexia and convergence insufficiency disorder, the results from FastBridge and other assessments are reviewed and analyzed. Students who are not reading at grade level may be referred for special education assessment if implemented interventions are not successful. This information is shared with parents through written reports and at conference times. Interventions and alternative instruction are provided through classroom interventions and/or Title 1.

The programs used to support students with characteristics of Dyslexia and/or Convergence are Lindamood Phoneme Sequencing® (LiPS®) or Susan Barton Reading and Spelling System. The added material developed specifically for students who may be at risk for dyslexia includes multisensory instruction. From the website of Collaborative Classroom: "Students identified with dyslexia or other learning challenges benefit from simultaneous activation of 5 learning modalities that include physical movement and tactile sensations. For these students, intensive multisensory instruction for LiPS provides variations that can be readily added to the original LipS routines. These increased options allow teachers to adapt instruction to the needs of students.

Staff will participate in annual training and be provided ongoing support to meet student's diverse needs in cross-cultural settings per MN State educator licensing requirements.

Job-Embedded Professional Development

Describe how elementary teachers will participate in and benefit from professional development on scientifically-based reading instruction.

Teachers, specialists, and administrators will collaborate through the following:
- Monthly to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions
- Decision-making and planning for Teacher In-Service Days

Time is provided in the following ways:
- Through the Q Comp plan, all certified staff collaborate for 50 minutes every other week for professional development in Professional Learning Communities.
- Through this same plan, all certified staff are a part of professional development (PD) sessions for 50 minutes on the opposite week. PD sessions are of choice topics.
- In-service days are provided to promote literacy practices

Staff are trained through the following:
- External literacy consultant
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- FastBridge online training
- Professional Learning Communities
- Professional Development Activities (internal and external)
- Various staff development opportunities

Training and Coaching supports are used in the following ways:
- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self-teaching, teacher reflection shared with peers

The following data will be used to help prioritize professional development:
- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

Sebeka Elementary will use data from core instruction assessments, FastBridge Benchmarks and MCA tests to determine direction and focus of professional development.

Sebeka Elementary will have all certified staff collaborate for 50 minutes every other week on professional development with a focus on literacy. Professional development to look at data will be in October, February, and April to review student data/progress. Adjustments to instruction will be made depending on the data.

Serving diverse needs

The Staff Development Committee will be scheduling in-service training to address Multi-Tiered Systems of Support, Positive Behavioral Interventions, Key Warnings of Early Onset Mental Illness, Suicide Prevention, Reading Preparations and Interventions, English Language Learner practices, and Cultural Competency.

Family and Community Partnership

Assessments

The following communication timeline will be used at the Sebeka Elementary School to share assessment and progress monitoring results with parents and/or caregivers to advise them of their child's progress at meeting grade-level achievement expectations:

September
- Open House
- MCA report, if available
- Fall Benchmark Report

November
- Fall Conferences
- 1st Quarter Report Cards

January
- 2nd Quarter Report Cards
- Winter Benchmark Report

February
- Winter Conferences

March
- 3rd Quarter Report Cards

May
- Spring Benchmark Report
- 4th Quarter Report Cards

Literacy benchmarks and information about assessments are also shared on our school's website for parent, teacher, and student information.

Give specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade Five.

Sebeka Elementary School will have contact with parents as listed above. There will be communication both through mail and face-to-face contact at Parent/Teacher conferences and at our Title I Parent Night. This will provide parents with the opportunity to ask questions and gain an understanding of what steps need to be taken to accelerate literacy development.

The following is an example of a FastBridge report shared with caregivers at parent/teacher conferences to define their child's proficiency with literacy skills.
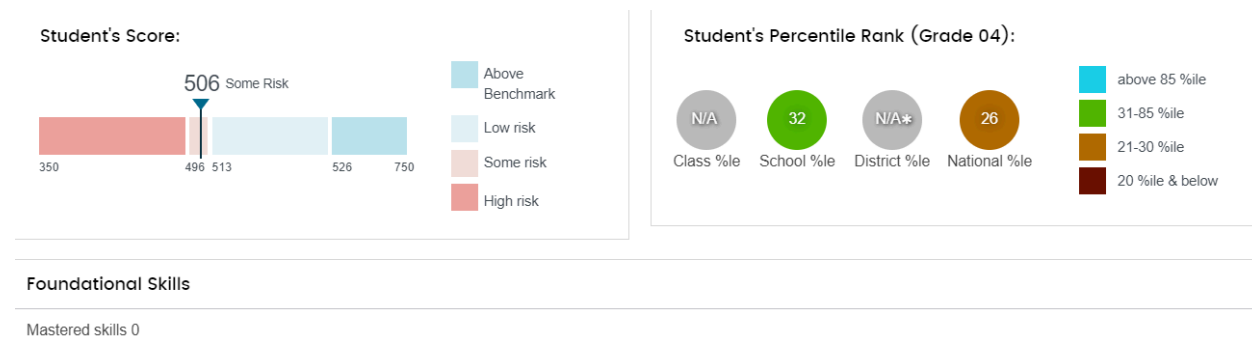
The following is a template for a Title 1 Progress   Report shared with caregivers quarterly. This report is for student's receiving Title 1 interventions.

Student Progress Report
Title I Program
Sebeka Public School
2022 – 2023 school year

Date:

To the parent or guardian of

This report is a review of the progress your child is making in the Title I program. Your child is currently being serviced in:

_____*Reading*

Assessment	Grade Benchmark	Student's Score	Intervention Resource
FastBridge Early Reading (K-2) • Concepts of Print • Onset sounds • Letter names • Letter sounds • Word segmenting • Nonsense words • Dolch sight words			
FastBridge AReading			
FastBridge CBMR-English			

/
_____*Mathematics*

Assessment	Grade Benchmark	Student's Score	Intervention Resource
FastBridge AMath			

Comments:

Family Connections:

_____
Interventionist