

#4029 St. Paul City School Local Literacy Plan

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The mission of St. Paul City School is to ensure a challenging education to our students. This also applies to the literacy needs of our students where our goal is to have all students reach proficiency and develop a lifelong love of reading. In kindergarten, the goal is for students to become proficient in learning their sounds, blending sounds to make words, practice phonemic awareness skills and understanding concepts of print to begin reading. In first grade, the intention is for students to become readers and spellers. At this age, students learn how to put sounds together to make words and read the words. In second grade, the goal is for students to read longer passages at a time and to read longer words so they can read beginning chapter books. In third grade, the objective moves into focusing less on the phonics skills and focusing more on comprehending what students read and expanding their literary vocabulary.

Identification & Assessments Used

All students at SPCS are assessed in reading multiple times a year to measure their performance. In September, all students are leveled to get a baseline score. These results are reviewed in grade level teams and teachers compare student results with benchmark goals to determine if students are at grade level in reading. The comprehensive measures used are the Independent Reading Level Assessment (IRLA) and FastBridge assessments. The IRLA measures concepts of print, letter names and sounds, sight words, application of decoding patterns, oral reading comprehension and literary vocabulary. The FastBridge assessments are fluency-based assessments that measure letter names, letter sounds, nonsense word fluency and words correct per minute. Depending on the age of the students, there are different expectations for the grade. The table below shows what each assessment measures and the goal based on the American Reading Company's researched-goals and Minnesota Reading Corps Target scores for FastBridge assessments. In the fall of 2021, we have switched from using the IRLA as the K-1 benchmark measure and will move to using the four assessments to get a composite score. This moves it to better align with the practices in the Groves curriculum. Here is the updated assessments and goals listed below:

Year-End Reading Assessments and Goals

Grade	Test	Goal	What it measures
PreK	Preschool Early Literacy Indicators (PELI)	231	Measures preschool early literacy skills of: alphabet knowledge, vocabulary/oral language, phonological awareness & comprehension

K	Fastbridge Early Reading Composite: <ul style="list-style-type: none"> ● Concepts of Print ● Onset Sounds ● Letter Names ● Letter Sounds ● Word Segmenting ● Nonsense Words ● Sight Words 	8 correct (F) 17 correct (W) 14 ncpm (F) 41 scpm (S) 30 wcpm (S) 12 wcpm (S) 13 wcpm (S)	The Composite score is four different assessments that vary on the time of the year. It measures early literacy skills in phonemic awareness, alphabetic and decoding.
1st	Fastbridge Early Reading Composite: <ul style="list-style-type: none"> ● Word Segmenting ● Nonsense Words ● Sight Words ● Sentence Reading ● CBMReading 	32 wcpm (S) 22 wcpm (S) 65 wcpm (S) 12 wcpm (F) 66 wcpm (S)	The Composite score is four different assessments that vary on the time of the year. It measures early literacy skills in phonemic awareness, alphabetic and decoding and moves into passage reading.
2nd	American Reading Company IRLA <ul style="list-style-type: none"> ● Sight Words ● Decoded Words ● Comprehension ● Vocabulary 	Meet White Entry Requirements 135 words 160 words 9 questions 4 words defined	This measures sight words, application of phonics skills, literary vocabulary, and oral reading comprehension.
	FastBridge CBM Reading	101 words per minute	This measures how many words a student reads correctly in a grade level passage in 1 minute.
3rd	American Reading Company IRLA <ul style="list-style-type: none"> ● Decoded Words ● Comprehension ● Vocabulary 	Meet Black Entry Requirements 70 words 9 questions 5 words defined	This measures sight words, application of phonics skills, literary vocabulary, and oral reading comprehension.
	FastBridge CBM Reading	125 words per minute	This measures how many words a student reads correctly in a grade level passage in 1 minute.

At SPCS, a large number of our students are English Learners (EL), so we need to make sure we are meeting their language needs too. The EL department collects data for their students

and it is important that all teachers are aware of the students' performance level. We use of language proficiency levels to match student needs with core and intervention supports. In order for all staff to be informed about the students' language needs, we have integrated it in a systematic way to our data conversations. The plan includes:

1. Share WIDA ACCESS for ELLs data during fall training with classroom teachers
2. Use ACCESS for ELLs data to create oral language intervention groups
3. Use ACCESS for ELLs data during PLCs to guide core instruction and assessment using WIDA standards and rubrics
4. Share oral language intervention group benchmark data (WIDA MODEL) during winter data review to regroup/exit students from intervention
5. Share oral language intervention group benchmark data (create using WIDA standards and rubrics) during spring data review to regroup/exit students from intervention

Parent Notification & Engagement

Families are a key component contributing to student success. To inform families of their child's reading progress, we explain a student's reading data at conferences. SPCS has over 90% participation at conferences, which provides an ideal occasion to reach the majority of our families with the greatest impact. This one-on-one conversation allows teachers to share the student's performance and notify them of any interventions a child is receiving. Additionally, it allows families to ask questions and get clarifications early in the school-year. Every night children are sent home with an activity to practice their individual student goal. These can be on skill cards that have sight words, phonics patterns or questions to ask while reading. This allows the families to know what specific skill a child needs to work on each day.

SPCS wants parents to be advocates for their children and support them outside of school to make gains in their academic achievement. In order to help parents develop reading strategies to use with their children, SPCS hosts Family Book Nights. These evenings have reading-related activities that families can do together based around reading and books. In addition, there will be a parent education component which was not a regular part in the past events. Another program that gets books into students' homes is Action 100. Like the school library, this is another way to encourage reading once children leave for the day. Daily, students take out high quality books from their classroom to read in the evening and when they return them the next day, they get new books. Both programs promote reading in the home and developing a deeper understanding for parents. Since developing a love and lifelong habit of reading is at the heart of SPCS's literacy plan, students read 30 minutes a night at home. If needed, teachers work with parents to develop strong home reading routines. SPCS partners with families to help all students succeed.

Reading Interventions and Additional Support

Even though we strive for students to perform at grade level at the beginning of each year, some students are not at their grade level benchmarks. They need additional support or intervention. Benchmark data and IRLA results are used to place students in an intervention

program. The goal of intervention is to accelerate the child’s skills as quickly as possible. During intervention, instruction is focused on a specific area of reading that the student needs assistance. Equally important is that activities are presented in a different way than the regular instruction they received. For the 2021-22 school year, we have added an additional reading teacher to push into classrooms to support Tier 1 small group instruction, in addition to an intervention teacher who delivers Tier 2 instruction.

Since the majority of SPCS students are not proficient in their literacy assessments, SPCS has formed community partnerships to support our student growth. One program to enhance Tier 1 instruction and student learning is the Groves Literacy Framework. In 2021, St. Paul City School became a Groves Method Certified school. For the last three years, teachers had weekly coaching to implement a consistent phonics and spelling curriculum. Through coaching and reviewing student progress, teachers develop their literacy expertise and implement the science of reading. Since 2009, SPCS has partnered with the Minnesota Reading Corps. Tutors provide Tier 2 interventions to students who are not at their grade level benchmark..

At SPCS we use a variety of materials for Tier 2 intervention. The table below lists some of the materials or interventions that may be used in addition to specific Minnesota Reading Corps interventions for those students who qualify.

Areas of Reading	Possible Materials Used to Teach that Skill
Phonemic Awareness	Heggerty Phonemic Awareness
Phonics	Groves Method, IRLA Toolkits
Fluency	Six Minute Solution, Repeated Reading Intervention, Three by Thirty
Comprehension	IRLA Toolkits, Repeated Reading with Comprehension Intervention
Vocabulary	IRLA Toolkits, WIDA ELD standards Content Topic Words, Text Talk

In determining the Tier 2 intervention used, a team of staff meet to decide which would be the best intervention for the student. Teachers make their decisions based on the reading assessment data that has been collected as well as the English Language Learner’s assessment data too. Generally, students move through the progression of reading skills in this order:

1. English Language
2. Phonemic Awareness & Phonics
3. Fluency
4. Comprehension

Students not at grade level are measured with weekly curriculum-based assessments and may be progress monitored. Using data from intervention groups and progress monitoring, instructional decisions are made for exiting intervention. Students can move out of or change an intervention based on the growth they are making. By keeping careful track of how students are performing, SPCS can establish that all students receive the additional support or enrichment that is right for them.

For some students who are behind grade level, they may be referred to the Student Intervention Team or to a Minnesota Reading Corps (MRC) program. In those instances, additional weekly progress monitoring may be used based on their area of need to see if the interventions are working which are explained in the table below. For students who are not at grade level, their progress is watched more carefully because we want to accelerate their growth. We urgently review their data with grade level teams to see if their skills are increasing or if changes need to be made to their instruction or interventions. This allows the intervention to be focused on the area of need. Additionally, the Student Intervention Team reviews data and looks comprehensively at reasons for student difficulty, including indicators for dyslexia.

For students who are not making progress towards their reading goals, additional assessments can be given to narrow in on the area of their reading difficulty. Possible assessments that may be used depending on the age and skill level of the student are: Qualitative Reading Inventory and Ekwall Shanker Reading Inventory.

At SPCS, we use data regularly to ensure we are meeting each child's needs. This allows the intervention to be focused on the area of need. Additionally, students can move out of or change an intervention based on the progress they are making. The criterion for exiting an intervention is based on the progress monitoring data. By keeping careful track of how students are performing, allows SPCS to ensure that all students receive the additional support or enrichment that is right for each student.

To inform families of their child's progress, they will receive an explanation of the reading goals for the student at fall conferences in the fall. For students who are in an intervention program and need progress monitoring, a phone conversation will be had with each family to make sure they are aware of the student's current level and suggestions on how they can provide additional help for their child. After that, parents will receive updates each semester.

Staff Development

SPCS has a long history of job-embedded professional development. Teachers meet weekly to learn new strategies, review data and modify instruction so it meets student needs. All teachers are part of Professional Learning Communities (PLCs). In their analysis of successful data teams and PLCs, the work of DuFour and Eaker argue for scheduling that allows teachers that teach common grades or subjects with common planning time to review their practices and evidence of learning. This also allows for collaboration with English Language Learner support staff. We have implemented this process and are monitoring its impact on teachers' ability to respond to learning data, reflect upon their practices, and plan learning activities that will

produce measurable results. In addition, our teachers will examine and respond to formative data independently, in monthly data meetings as part of the school-wide data analysis process. Staff will continue to use the training in analyzing test data, so all students can be identified, and individualized instruction can be offered. Data-driven decisions will continue to be made for school improvement. Achievement will be monitored based on individual progress. During PLCs and coaching sessions teachers regularly review their benchmark data, weekly formative assessments, Action 100 and progress monitoring data.

Another component of job-embedded training is through the support of classroom coaching from the Groves Literacy Coach and SPCS Instructional Coach. Bi-weekly, coaches support teachers in implementing reading and intervention activities in the classroom. This can be done through modeling, providing feedback, reviewing data or planning together. New staff receive more frequent training as they are learning the process too. In addition to in-class support, our Instructional Coach also helps teachers understand the rigor of the Minnesota academic standards by working with teachers to create writing rubrics and identifying evidence of student success.

Another important aspect of St. Paul City School's professional development plan is on-going training in Culturally Responsive Teaching and Restorative Practices. This includes workshops on supporting students with trauma, best practices in working with English Learners and reducing cultural bias and focus on becoming an Anti-Racist School. Our Professional Development Plan includes developing instructional knowledge as well as mindset changes that lead to strong connections with the students. By making literacy and culturally responsive pedagogy a priority, we are laying the foundation for students to be successful in high school and beyond.