

**Maple River Public Schools #2135 Literacy Plan
2020-2021**

Reading Assessment and Intervention Plan

Reading Well by 3rd Grade Legislation

For the 2019-2020 school year and later, each school district shall identify before the end of Kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students areas of academic need related to literacy. The district must use the locally adopted assessment and annually report summary assessment results to the Commissioner of Education by June 1.

I. Goals of the Maple River Reading Assessment Plan/Literacy Plan are:

- 1. To accelerate student progress until students are competent readers based on the MCA and NWEA test results.**
- 2. To have in place an intervention system that accomplishes this acceleration. The intervention system may result in individualized planning for each student.**
- 3. To continue to support the intervention process until each student has accelerated his/her reading achievement to the point of competence.**
- 4. The Maple River goal for reading instruction is to have 100% of students reading at grade level at the end of grade three.**

II. Statement of Process

The following process will be used to assess student level of reading proficiency:

Test	Administered	Proficiency Determination	Parent Notification	Grades
STAR Reading	Min 5 times/year	Scale Score	Sent Home/PT conferences	1-8
NWEA	3 times/yr	Lexile score	3 Benchmark Reports/PT conferences	K-2
State MCA	Once a year	State Scale	Sent Home	3-11
The district also uses Title I in K-5, plus Accelerated Reading K-8 to track student reading progress.				

III. Parent Notification/Involvement

- The district also will conduct a Title One Parent Information Night. The Maple River Pre-school program will be involved with the reading map of the Kindergarten grade through the K professional Learning Community. Parents in this program will become aware of the district's reading continuum.
- The Maple River Early Childhood program will also communicate reading expectations with area early childhood providers.
- The Maple River ECFE program will have an outreach effort to get young families informed about literacy at young ages.

IV. Interventions/Instructional Support for below grade level readers

- When students are identified as not reading at or above grade level in grades Kindergarten through Grade 3, a system of multiple interventions will be utilized to accelerate student progress.
- Specific interventions will be designed to target a student's need according to the diagnostic tool recently adopted within the new reading curriculum.
- Interventions may be in groups or directly provided to an individual. Individual programs may include but are not limited to:
 - I. Title One
 - II. Barton/Foundations in Sound
 - III. Individual learner data will determine programming. Services will be provided to students by the classroom teachers, para professionals, Title One Teacher, and Special Education Teachers.

V. Professional Development for Teachers

- Professional development for the professional and para professional staff will be determined, then offered and delivered through the Professional Learning Communities within the school. These initiatives will be based on scientifically based reading instruction strategies.
- Staff will be provided summer curriculum writing days upon approval
- The Maple River Reading Curriculum is aligned with the Minnesota State Standards in Reading. Through our PLC process the curriculum has been charted with a calendar curriculum map to assure that all content is covered in a timely manner in a systematic approach. All classroom summative measures are aligned with state test specifications.

VI. **Consistent Implementation of Scientifically Research Based Reading Instruction**

- Our district has adopted a K-5 reading series (2012-2013) based on the five components of literacy and aligned with the new Common Core Language Arts standards/components of:
 - 1) Phonemic awareness
 - 2) Phonics
 - 3) Fluency
 - 4) Vocabulary
 - 5) Comprehension

VII. **Addressing Diverse need in Cross-Cultural Setting**

- The Maple River District will rely on the MAIC Integration Cooperative for training and support of all district elementary staff in the diverse needs of students in cross-cultural setting.

VIII. **Post Assessment Data Submitted to Commissioner annually**

Data collection, reporting and analysis are important responsibilities of all teachers through the district's PLC structure. Data identifying students not at grade level in K-3 will be reported to the Minnesota Commissioner of Education by June 1st in accordance with the law.