



# Independent School District 15

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The mission of Independent School District 15, St. Francis Schools is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world.

The St. Francis Area Schools serves multiple communities with three elementary schools (K-5), one middle school (6-8), one high school (9-12), an alternative learning center, an online school, and two other educational sites which house a variety of community programs including the district's early childhood programs. The elementary schools in the district include:

[Cedar Creek Community School](#)

21108 Polk Street NE  
East Bethel, MN 55011

[St. Francis Elementary School](#)

22919 St. Francis Boulevard NW  
St. Francis, MN 55070

[East Bethel Community School](#)

21210 Polk Street NE  
East Bethel, MN 55011

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The ISD 15 School Board approved the Literacy Plan on June 25, 2018. St. Francis has authorized the filing of the Reading Well by Third Grade Local Literacy Plan as provided under Minnesota Statute 120B.12.

## **Introduction to the ISD 15 Literacy Plan**

Reading is the cornerstone of all learning. In each subject area, the ability to read and comprehend written material is critical. Supporting the development of capable readers at every level is our goal; this is true for our educators, families, and community.

The Minnesota legislature seeks to have all children reading well by the end of third grade and included provisions for this in the 2011 Education Bill (Minnesota Statute 120B.12). The statute requires that all students be provided with comprehensive, scientifically based reading instruction as outlined in a local literacy plan.

Comprehensive, scientifically-based reading instruction includes strategies to develop skills and concepts in these areas:

- **Comprehension:** deriving meaning from what is being read
- **Vocabulary:** a process of learning and knowing the multiple meanings of words and applying the correct meaning in context
- **Fluency:** the ability to read with speed, accuracy and proper expression
- **Phonics:** understanding the relationship between written letters and spoken words including how letters correspond to sounds and then applying this to reading and spelling
- **Phonemic awareness:** the ability to notice and think about the individual sounds of language in spoken syllables and words
- **Motivation to read:** providing opportunities and a program of instructional practices so that students can be expected to achieve, at a minimum, satisfactory reading progress and achieve appropriate proficiency levels

The ISD 15 Literacy Plan provides information on the following:

- A description of the process the district uses to ensure reading proficiency by third grade including the assessment methods and data collection processes
- The processes used to assess students' level of reading proficiency
- How the district notifies parents about their child's reading proficiency/intervention needs and how the district involves parents in supporting their child's reading
- The interventions in place for students identified as not reading at grade level in kindergarten, grade 1, grade 2 and grade 3 including support available at various levels of intensity (tier 1, 2, and 3). For students not reading at or above grade level, the school must implement intervention practices to meet the needs of the students and accelerate their growth toward grade level expectations
- A description of how the district provides professional development in the area of literacy acquisition

## Literacy Goal

### Reading Proficiency For All Students

Independent School District 15, St. Francis will ensure reading proficiency for all students at each grade level kindergarten through grade 3. A number of processes are in place to monitor progress and define how reading proficiency will be ensured for all kindergarten through grade 3 students.

ISD 15 continues the use of the rigorous reading curriculum resource, Houghton Mifflin/Harcourt (HM/H) Journeys program for all kindergarten through grade 5 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five big ideas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency.

In addition, the District’s preschool/School Readiness program, Preschool Place 15, uses Pearson Early Learning’s Opening the World of Learning (OWL) which is a comprehensive, research-based, integrated curriculum focused on developing early literacy skills while integrating all domains of early learning. All students are immersed in literature through open access to central media centers at each elementary site as well as classroom libraries.

The District’s Early Childhood Family Education program provides a book to babies as part of a welcome bag; the welcome bag also includes information for parents on reading to young children. Preschoolers receive a book when they participate in Early Childhood Screening and parents have access to information about supporting emergent readers during the preschool years.

**District MCA Reading Scores  
Proficiency Rates**  
ISD 15 St. Francis: Blue; State: Red

Item	2014	2014	2015	2015	2016	2016	2017	2017
Gr 3 MCA Reading % Proficient	66.9%	58.9%	63.8%	59.6%	60.9%	58.1%	57.2%	57.4%
Gr 4 MCA Reading % Proficient	65.4%	55.8%	58.1%	58.7%	64.3%	59.1%	57.6%	57.7%

## Aimsweb Data Collection and Assessment

LSF= Letter Sound Fluency

PSF=Phonemic Sound Fluency

NWF=Nonsense Word Fluency

R-CBM=Reading Curriculum Based Measure

Standards (80% Tier 1) (15% Tier 2) (5% Tier 3)

	2014	2015	2016	2017
K Reading LSF Tier 1 Spring	77%	79%	75%	68%
K Reading NWF Tier 1 Spring	63%	66%	63%	57%
K Reading PSF Tier 1 Spring	74%	73%	75%	69%
	2014	2015	2016	2017
1 Reading R-CBM Tier 1 Fall	66%	62%	62%	58%
1 Reading R-CBM Tier 1 Spring	73%	67%	67%	61%
	2014	2015	2016	2017
2 Reading R-CBM Tier 1 Winter	61%	60%	57%	55%
2 Reading R-CBM Tier 1 Spring	64%	71%	67%	66%
	2014	2015	2016	2017
3 Reading R-CBM Tier 1 Fall	55%	55%	59%	61%
3 Reading R-CBM Tier 1 Spring	55%	52%	58%	58%
	2014	2015	2016	2017
4 Reading R-CBM Tier 1 Fall	55%	51%	48%	51%
4 Reading R-CBM Tier 1 Spring	54%	55%	51%	54%
	2014	2015	2016	2017
5 Reading R-CBM Tier 1 Fall	66%	57%	52%	53%
5 Reading R-CBM Tier 1 Spring	61%	67%	62%	57%

## Identification

### Academic Benchmark Screening and Progress Monitoring

ISD 15 benchmarks all students in grades K-3 three times a year to assess their literacy development. The data collected through benchmark screening is used in conjunction with classroom data to effectively implement the components of Multi-Tiered Support System (MTSS).

- AIMSweb is a universal screening, progress monitoring, and data management system that supports Multi-Tiered Support System (MTSS) and tiered instruction. AIMSweb uses brief and reliable measures of reading performance for grades K-8, which can be generalized to any curriculum (AIMSweb.com, 2014).
- AIMSweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. With progress monitoring, AIMSweb determines the effectiveness of interventions, and whether students are progressing sufficiently to meet year-end goals (AIMSweb.com, 2014).

#### A. Screening Assessments:

AIMSweb measures assess the acquisition of early literacy skills. They are designed to be short assessments used to regularly monitor the development of early literacy and early reading skills. In ISD 15, the AIMSweb screening assessments are given to all students in grades K-5 in the fall, winter, and spring. The benchmark assessments support staff with identifying students who need further diagnostic instruction to achieve grade level proficiency. (See figures below)

Grade	Fall Benchmark Assessments	
<b>Kindergarten</b>	LETTER NAMING FLUENCY (LNF) (13+)	LETTER SOUND FLUENCY (LSF) (2+)
<b>First Grade</b>	PHONEMIC SEGMENTING FLUENCY (PSF) (35+)	NONSENSE WORD FLUENCY (NWF) (27+)
<b>Second Grade</b>	R-CBM Reading (55+)	
<b>Third Grade</b>	R-CBM Reading (77+)	MAZE GROUP ADMINISTERED (11+)
<b>Fourth Grade</b>	R-CBM Reading (105+)	MAZE GROUP ADMINISTERED (12+)
<b>Fifth Grade</b>	R-CBM Reading (114+)	MAZE GROUP ADMINISTERED (16+)

<b>Grade</b>	<b>Winter Benchmark Assessments</b>		
<b>Kindergarten</b>	LETTER SOUND FLUENCY (LSF) (20+)	PHONEMIC SEGMENTING FLUENCY (PSF) (18+)	NONSENSE WORD FLUENCY (NWF) (45+)
<b>First Grade</b>	R-CBM Reading (30+)	PHONEMIC SEGMENTING FLUENCY (PSF) (45+)	NWF NONSENSE WORD FLUENCY (45+)
<b>Second Grade</b>	R-CBM Reading (80+)		
<b>Third Grade</b>	R-CBM Reading (105+)	MAZE GROUP ADMINISTERED (14+)	
<b>Fourth Grade</b>	R-CBM Reading (120+)	MAZE GROUP ADMINISTERED (19+)	
<b>Fifth Grade</b>	R-CBM Reading (129+)	MAZE GROUP ADMINISTERED (21+)	

<b>Grade</b>	<b>Spring Benchmark Assessments</b>		
<b>Kindergarten</b>	LETTER SOUND FLUENCY (LSF) (33+)	PHONEMIC SEGMENTING FLUENCY (PSF) (41+)	NONSENSE WORD FLUENCY (NWF) (33+)
<b>First Grade</b>	R-CBM Reading (53+)		
<b>Second Grade</b>	R-CBM Reading (92+)		
<b>Third Grade</b>	R-CBM Reading (119+)	MAZE GROUP ADMINISTERED (15+)	
<b>Fourth Grade</b>	R-CBM Reading (136+)	MAZE GROUP ADMINISTERED (19+)	
<b>Fifth Grade</b>	R-CBM Reading (143+)	MAZE GROUP ADMINISTERED (25+)	

## **Multi-Tiered Systems of Support**

Multi-tiered Systems of Support (MTSS), formerly Response to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those to exceed grade-level.

MTSS provides a framework that incorporates screening, progress monitoring and data-based decision making to provide effective instruction.

*MTSS and RtI are viewed as similar concepts by the Minnesota Legislature; however, since 2012, education leaders have witnessed a systematic movement away from RtI toward MTSS.*

There are four critical components that guide the MTSS framework in ISD 15. These components are Critical responsibility, Concentrated instruction, Convergent assessment, Certain access.

1. **Critical responsibility:** All stakeholders believe they are responsible for ensuring that each student learns at a high level.
2. **Concentrated instruction:** Curriculum is developed based on identified essential learning. Personalized learning paths are developed in order for each student to attain a high level of mastery.
3. **Convergent assessment:** The systemic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regards to meeting those needs.
4. **Certain access:** There is an articulated process that guarantees each student with the support and time he/she needs in order to learn at high levels.

*Simplifying Response to Intervention, Buffum, Mattos and Weber 2012*

## MTSS Instructional Cycle—The Work of a PLC

The following diagram illustrates the MTSS Instructional Cycle—The Work of the PLC. The diagram shows how ELBs, tiered instruction and PLC come together to provide an effective MTSS system.

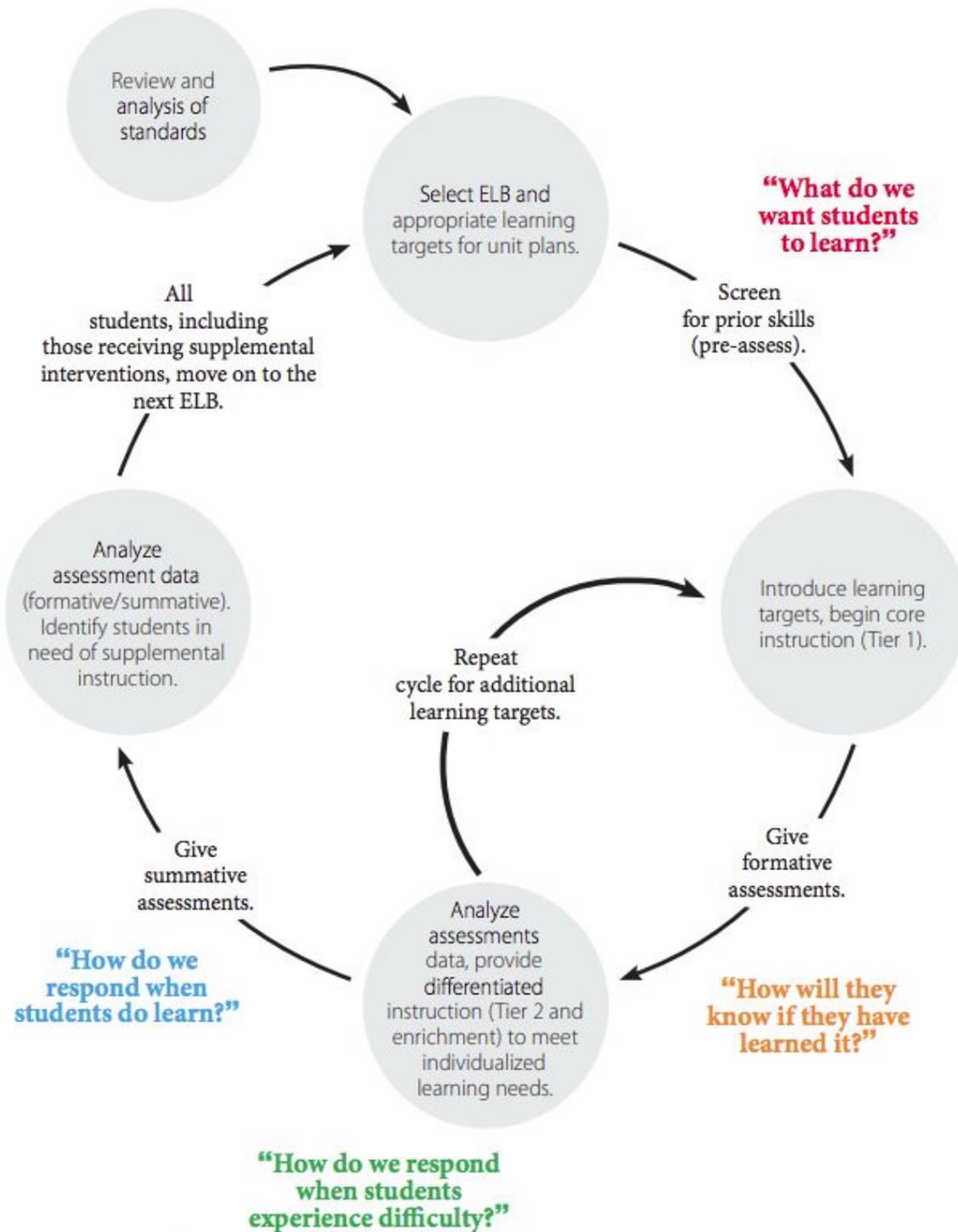


Diagram modified from Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles*, Solution Tree Press, 2012.

## **Intervention**

### **Diagnostic Assessments**

District leadership promotes the use of assessment prior to instruction as a means of effectively differentiating instruction for all students. Students who score below proficiency on benchmark assessments then receive follow-up assessments to determine their specific needs. Diagnostic assessments are used to further identify specific literacy deficits.

### **Progress Monitoring**

Progress monitoring processes allows staff to individually assess students on a frequent and ongoing basis using a wide variety of tools. This data is used by staff to differentiate reading instruction and allows for focus on individual student growth toward proficiency. Staff training is provided regarding the analysis and interpretation of student reading data to allow for refining of reading instruction as needed. St. Francis is continually moving to more effectively collect, manage, and use reading data in planning, implementing, and monitoring instruction to analyze the gap in proficiency for all K-grade 3 students.

### **Ensuring Progress and Closing the Gap**

Independent School District 15, St. Francis utilizes various measures to assess student level of reading proficiency. Data are disaggregated by student reporting groups for analysis. The various groups are compared to identify current achievement gaps and to provide further information as to students' needs. The assessments are conducted for various reasons: to identify students who need further instruction; to determine specific skill areas that need to be addressed; and to monitor progress towards reading proficiency.

## **Providing Reading Support For All Students**

A variety of interventions are available to students not reading at or above grade level in kindergarten through grade 3. A primary or universal level of support and instruction is provided to all students in the classroom. Interventions are implemented depending upon assessment data and student performance. Teachers inform families of these interventions and their children's progress.

### **A. Tier 1 Universal Level of Support for All Students: Grade Level Core Classroom Instruction**

The core grade level classroom research-based curriculum resource is Houghton Mifflin/ Harcourt Journeys reading program. Teachers provide differentiated instruction and multiple resources for all K-3 students in the five areas of reading: phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.

This curriculum resource is aligned and articulated horizontally and vertically within the school and district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school. Students are provided rigorous core grade level balanced literacy instruction to engage students in whole group, small guided reading groups and individual independent reading practice. Kindergarten through grade 3 teachers utilize numerous forms of read aloud and silent reading opportunities for students on a daily basis.

The district fosters high quality, literacy-rich environments which utilize research based instructional strategies. Technology has been integrated to provide enhanced instruction for students at all ability levels. Families are able to monitor their children's performance and progress through traditional methods as well as through the use of an online parent portal.

### **B. Tier 2 Level of Support**

Based on benchmark screening, when students are not meeting or exceeding specific AIMSweb proficiency levels, the intervention support and classroom teachers meet to determine which qualifying students will receive which types of tier 2 levels of reading support in grades kindergarten through grade 3. In addition to rigorous core grade level curriculum, tier 2 support provides a coordinated intervention system to accelerate student reading achievement to grade level.

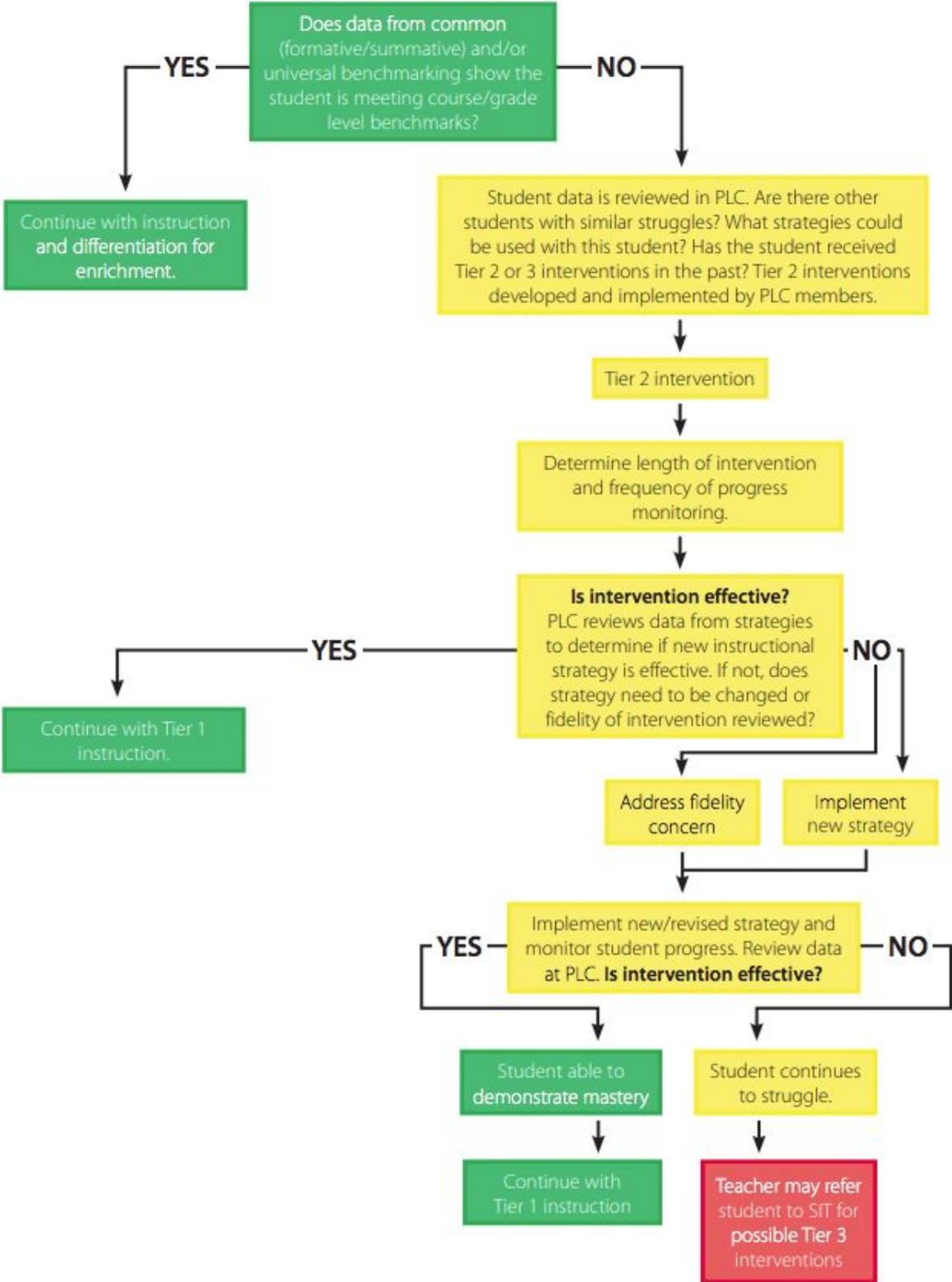
### **C. Tier 3 Level of Support**

Intensive tier 3 support is provided to students who continue to demonstrate extensive need for reading intervention and are well below grade level expectations. Intensive tier 3 intervention is fast paced, engaging instructional routines that focus on individual skills and strategies to address significant areas of growth. Families are notified as students move flexibly from this tier.

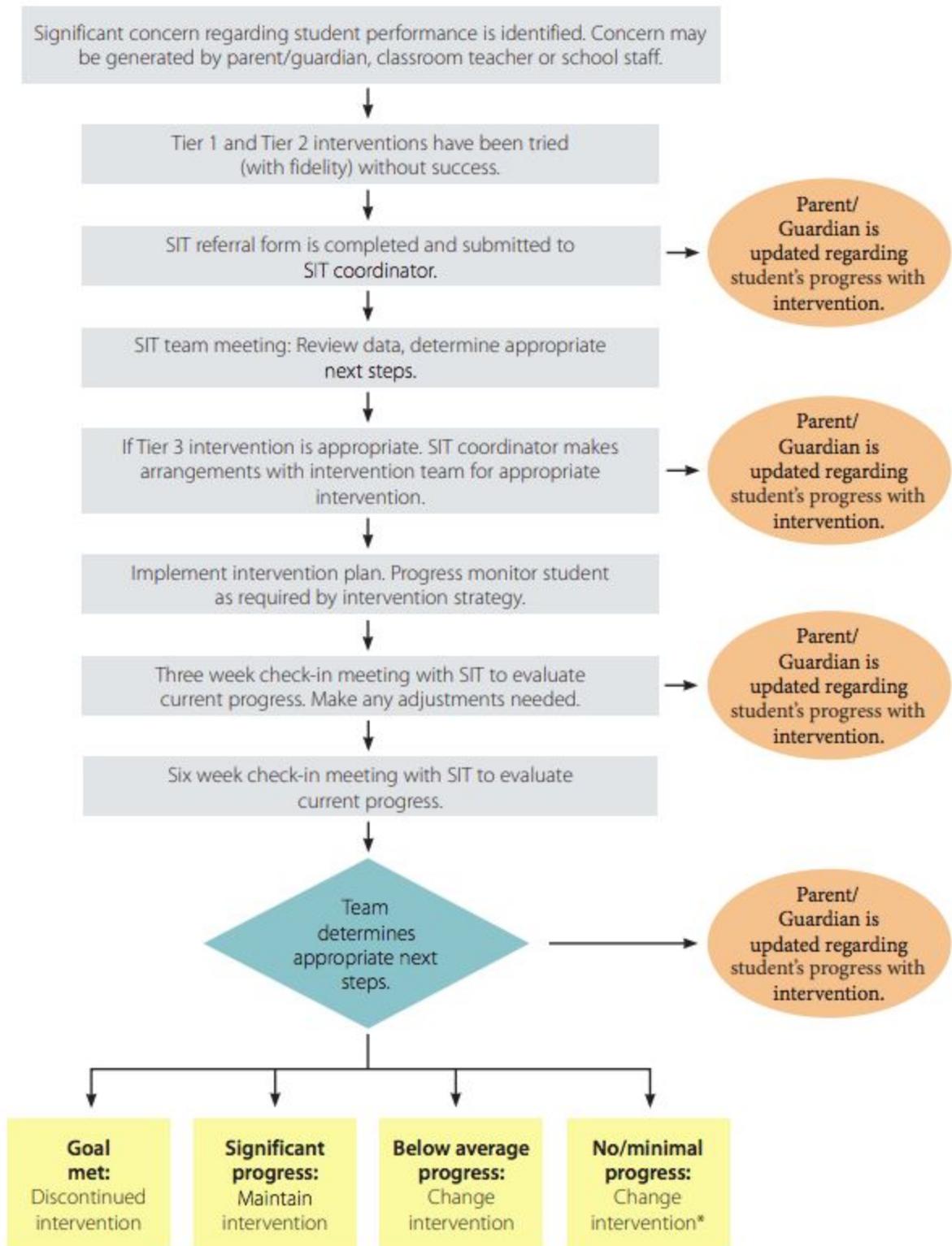
A range of research-based interventions are used in ISD 15 support, including:

- Houghton Mifflin/Harcourt Tool Kits for intensive instruction
- Great Leaps Reading Fluency Program, comprehension and Depth of Knowledge resource
- Peer Assisted Learning Strategies (PALS), a set of researched based intervention strategies
- Read Naturally, a fluency curriculum resource
- PRESS Interventions from the Minnesota Center for Reading Research at the University of Minnesota

# MTSS Tier 1 Core Instruction and Tier 2



## MTSS School Intervention Team (SIT) Process



\* If the intervention plan and its revisions are not successful in helping the student meet the goal(s), the SIT may make a referral to the Child Study Team for a possible special education evaluation.

## Tier 2/Tier 3 Reading Diagnostic Menu

	K	1	2	3	4	5
Phonemic Awareness	Press HMH Reading Diagnostic	Press HMH Reading Diagnostic	Press HMH Reading Diagnostic	Press HMH Reading Diagnostic	Press HMH Reading Diagnostic	Press HMH Reading Diagnostic
Phonics/ Decoding	Press Orton Gillingham	Press Orton Gillingham Reading Mastery Fast Cycle HMH Reading Diagnostic	Press Orton Gillingham Reading Mastery Fast Cycle HMH Reading Diagnostic	Press Orton Gillingham Corrective Reading HMH Reading Diagnostic	Press Orton Gillingham Corrective Reading HMH Reading Diagnostic	Press Orton Gillingham Corrective Reading HMH Reading Diagnostic
Fluency		RN placement QRI HMH Reading Diagnostic	RN placement QRI HMH Reading Diagnostic	RN placement QRI Corrective Reading placement test HMH Reading Diagnostic	RN placement QRI Corrective Reading placement test HMH Reading Diagnostic	RN placement QRI Corrective Reading placement test HMH Reading Diagnostic
Comprehension		QRI CARS HMH Reading Diagnostic	QRI CARS HMH Reading Diagnostic	QRI CARS HMH Reading Diagnostic	QRI CARS HMH Reading Diagnostic	QRI CARS HMH Reading Diagnostic
Sight Words		Frye Sight Words Lists QRI	Frye Sight Words Lists QRI Orton Gillingham	Frye Sight Words Lists QRI Orton Gillingham	Frye Sight Words Lists QRI Orton Gillingham	Frye Sight Words Lists QRI Orton Gillingham

## Tier 3 Reading Interventions

	K	1	2	3	4	5
<b>Phonemic Awareness</b>	Great Leaps K-2 PRESS Journeys Toolkit PALS Phonemic Awareness Instructional Routine Words Syllables Rhyme Phoneme Isolation Phoneme Blending Phoneme Segmenting	Great Leaps K-2 PRESS Journeys Toolkit PALS Phoneme Isolation Phoneme Blending Phoneme Segmenting	Great Leaps K-2 PRESS Journeys Toolkit PALS	Great Leaps 3-5 PRESS Journeys Toolkit PALS	Great Leaps 3-5 PRESS Journeys Toolkit PALS	Great Leaps 3-5 PRESS Journeys Toolkit PALS
<b>Phonics/Decoding</b>	Great Leaps K-2 PRESS Journeys Toolkit PALS Orton Gillingham Letter Sound Correspondence Blending Sounds in Short Words Segmenting Sounds in Short Words Writing Simple Words Decoding Words in Connected Text	Great Leaps K-2 PRESS Journeys Toolkit PALS Orton Gillingham Decode Words in Connected Text Decode and Write Words Decode and Write Words with Blends Decode and Write Words with Silent the "e" Decode and Write Words with More than One Syllable	Great Leaps K-2 PRESS Journeys Toolkit Read and Write Irregularly Spelled Words Diagraphs and Consonant Blends Words with More than One Syllable	Great Leaps 3-5 PRESS Journey's Toolkit Base Words and Suffixes #1 Base Words and Suffixes #2	Great Leaps 3-5 PRESS Journeys Toolkit	Great Leaps 3-5 PRESS Journeys Toolkit

## Tier 3 Reading Interventions

	K	1	2	3	4	5
<b>Fluency</b>	Great Leaps K-2 PALS PRESS High Frequency Words	Great Leaps K-2 PALS Read Live PRESS Reading Text with Appropriate Expression	Great Leaps K-2 PALS Read Live PRESS Phonetically Regular Words Irregularly Spelled Words Connected Text with Appropriate Phrasing	Great Leaps 3-5 PALS Read Live PRESS Phonetically Regular Words Irregularly Spelled Words Connected Text with Appropriate Phrasing	Great Leaps 3-5 PALS Read Live PRESS	Great Leaps 3-5 PALS Read Live PRESS
<b>Vocabulary</b>	PRESS Describe in General and Specific Language Identify and Sort into Conceptual Categories New Vocabulary	PRESS Describe in General and Specific Language Identify and Sort into Conceptual Categories New Vocabulary Multiple Meanings Using Context Clues	PRESS Categorize and Describe Features Make Connections Base Words and Affixes Synonyms, Antonyms, Homophones Multiple Meaning Words in Context	PRESS Categorize and Describe Features Make Connections Base Words and Affixes Multiple Meaning Words in Context Shades of Meaning	PRESS	PRESS
<b>Comprehension</b>	Great Leaps K-5 Journeys Toolkit PRESS Identify Story Grammar Answer and Ask Explicit Questions Identify Main Idea Answering Higher Level Questions	Great Leaps K-5 Journeys Toolkit CARS/Stars PRESS Answer and Ask Explicit Questions Identify Main Idea Answering Higher Level Questions Sequence Events in a Story Identify Details to Support Answers	Great Leaps K-5 Journey's Toolkit CARS/Stars PRESS PALS Sequence Events in a Text Compare and Contrast in One Text #1 Compare and Contrast in One Text #2 Cause and Effect Author's Purpose Retell and Summarize	Great Leaps 3-5 Journey's Toolkit CARS/Stars PRESS PALS Cause and Effect Author's Purpose Compare and Contrast in Two Texts Making Inferences Retell and Summarize	Great Leaps 3-5 Journey's Toolkit CARS/Stars PRESS PALS S	Great Leaps 3-5 Journey's Toolkit CARS/Stars PRESS PALS

## Tier 3 Reading Interventions

	K	1	2	3	4	5
Sight Words		PALS Great Leaps K-2	PALS Great Leaps K-2	Great Leaps K-5	Great Leaps K-5	Great Leaps K-5
Comprehensive						
Supplemental	Florida Center for Reading Research	Florida Center for Reading Research  Words Their Way  Dibels				

### Parent Notification and Communication Assessment Results Communication Plan

Family communication is an integral key to a student’s successful educational career. The scores of students who are meeting benchmark are shared with families at regularly scheduled conferences. Teachers notify families, in a timely manner, of students who do not meet predetermined benchmark scores and explain literacy supports that will be provided for the student.

Each fall individual student reports regarding MCA scores are provided to each family in grades 3-8, 10, 11. This information also provides families with their student’s progress on the Minnesota Comprehensive Assessments in reading, math and science.

#### Parent Partnerships

Each elementary and early childhood site in ISD 15 has a variety of ways to notify and involve parents with the goal of accelerating literacy development for their children. The district continually strives to create collaborative relationships between the schools and families to provide ongoing, continual student support. ISD 15 encourages families to be involved in the education process, including literacy development, for children PreK-grade 3. The district continues to develop opportunities for families to be a partner in the education process.

Preschool Place 15 Parent Orientation workshop and periodic early literacy workshops

- Unit brochures for the preschool OWL curriculum detailing literacy focus for each unit (ie vocabulary, major concepts, at-home suggestions)
- Preschool/kindergarten family and school collaboration of early literacy
- Academic Stretch – school year program
- Springboard – summer program

## Professional Development

Ongoing training and support is provided to teachers so they can recognize students' needs, monitor student growth and skill acquisition, modify their instruction appropriately, and effectively implement scientifically-based reading instruction.

ISD 15 is committed to providing on-going, job-embedded professional development and creating a collaborative learning and teaching environment through Professional Learning Communities (PLC). The implementation of PLCs will facilitate the district meeting its mission of equipping **all** students with the knowledge and skills to empower them to achieve their dreams and full potential.

One of the goals of the Student Performance Improvement Program is to assure that each licensed professional has a meaningful professional growth opportunity each year. Through the ISD 15 Teacher Academy, licensed professionals are provided with professional development opportunities. Teachers are expected to complete relevant courses as part of their career employment in the district.

The mission of ISD 15 is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world. The plan identifies two mission outcomes to be reached by 2020. The first outcome is all students will develop a personalized educational path they can articulate and use to progress towards their evolving dreams. The second outcomes is students will identify and choose positive ways they can take active ownership in their community while recognizing its diversity. The Reading Well by Grade 3 Literacy Plan will provide students with strong foundational skills that will be necessary to developing a successful personalized learning path and being positive contributors to their community.