



K-3 Literacy Plan

The Literacy Plan developed by the Royalton School District contains the elements consistent with Minnesota Statute 120B.12. The statute requires every school district to adopt a local literacy plan designed to have every child reading at or above grade level by the end of third grade. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents/guardians, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.

The Royalton School District is excited about working with our children, families, and community. We strive to provide an exceptional education in a caring and nurturing environment. We will do everything possible to ensure that each child has a positive and successful experience at our school. Our mission is to build a caring and creative learning community where children flourish.

Comprehensive scientifically based reading instruction is implemented in all settings of instruction, using strategies that engage and motivate students in reading comprehension, phonemic awareness, phonics, fluency, high-frequency words, and vocabulary. We strive to implement core literacy instruction that is effective for all students and enables all students to make adequate growth to meet grade level standards.

Our vision of all students reading well by Grade 3 is supported by our commitment to all day every day Kindergarten and by providing classroom paraprofessional support. Our goal is to keep class sizes small, from 20-24 students for each classroom, K-3. We define and monitor reading proficiency by comprehension scores on classroom theme tests, as well as information from our students' reading scores from the FAST Bridge benchmark assessments taken three times a year (Fall, Winter, Spring).

In addition, Royalton Elementary is committed to integrating the arts and literature. All students have opportunities for visual arts, Readers Theater, and music to enrich our literacy program. All students are immersed in literature through access to our central media center and classroom libraries. All students access reading-based technology through Smart boards, iPads and Chromebooks. Higher level thinking skills are supported through strategies disseminated through our Literacy Curriculum committee.



Assessments & Data

Royalton School District upholds academic goals consistent with all students in grade 3 achieving 100% reading proficiency on the Minnesota Comprehensive Assessment (MCA). We continue to work together to make progress toward 100% proficiency. Royalton school goals include:

- All grade 3 students will improve reading proficiency from MCA 2021 40.7% to MCA 2022 100%.

The end of year assessment data for reading comprehension submitted annually includes: Reading Comprehension data from our reading curriculum (Houghton-Mifflin -Harcourt storyTown), FastBridge data from the spring benchmark scores (aReading, CBM-R fluency, and earlyReading) and MCA results. The theme tests are given after each unit and used as a diagnostic test. The FastBridge benchmark data is used as a screener to determine proficiency. It is collected by each classroom teacher and reviewed regularly at grade level PLC's to make instructional decisions. In addition, progress monitoring data is reviewed by teachers, school staff, and administrators. Teachers progress monitor identified students at a minimum of 2-4 weeks and more often when needed. FastBridge aReading, CBM-R, and earlyReading assessments are administered three times throughout the year (Fall, Winter, and Spring).

Our school culture supports a shared understanding of differentiated instructional strategies. Appropriate time and resources for intervention and enrichment are part of each school day. Leadership has practical knowledge of current best literacy practices and assigns teachers to work with students based on competency and student need. Royalton teachers regularly analyze reading data and reading services provided to K-3 students, welcoming and seeking feedback from the students, staff, parents and our community.

The following charts show Royalton School District assessments, assessment purpose, and timeframe for each assessment. They also include FAST Bridge assessment benchmark information.



Assessment information

Assessment	Purpose	Grade Level	Fall	Winter	Spring	Other
Minnesota Comprehensive Assessment (MCA)	Screenener	3, 4, 5			X	
FAST Bridge: aReading	Screenener	K-5	X	X	X	
FAST Bridge: CBM-R	Screenener, Diagnostic	1-5	X	X (Grade 1 starts in Winter)	X	
FAST Bridge: earlyReading	Screenener, Diagnostic	K-1	X (Grade 1 Fall only)	X	X	
Local Curriculum Comprehension Assessments (Theme tests)	Diagnostic	K-5				Throughout the year

FastBridge Benchmark information

earlyReading Composite (K): This screening tool is given to individual students by their classroom teachers to determine early literacy skill proficiency. The subtest, Nonsense Words, is used for our district's dyslexia screener.

earlyReading			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
Kindergarten (Composite)	32	50	64
Kindergarten (Nonsense Words) *Dyslexia screener	3	6	12
Grade 1 (Composite)	33	52	66
Grade 1 (Nonsense Words) *Dyslexia screener	10	17	22



aReading (K-6): This screening tool is given to students in a classroom setting using technology and facilitated by the classroom teacher. This assesses broad reading skills appropriate for each grade level.

aReading			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
Kindergarten	386	417	437
1	435	455	468
2	469	481	490
3	490	498	503
4	502	509	513
5	513	517	520

CBM-R (Oral Reading Fluency) (1-5): This screening tool is given to individual students by their classroom teacher. This strong predictor of reading achievement is also used as a screener for dyslexia.

CBM-R fluency reading			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
1	14	37	66
2	56	84	101
3	87	110	125
4	115	133	147
5	132	149	162

Screening Assessments: Screening Assessments are given universally to all students to identify those who are reading “on grade level” and those are “at risk” of reading failure. Royalton School District uses FastBridge aReading assessment to screen all students K-5 in the fall, winter, and spring. This is a broad reading assessment focused on vocabulary and comprehension. FastBridge CBM-R is assessed to screen all students 1-5 in the fall, winter, and spring; this is an Oral Reading Fluency assessment. This screener is also used as a dyslexia screener for all students (1-5). The FastBridge earlyReading assessment is used to screen Kindergarten students in the fall, winter, and spring. The earlyReading subtest, Nonsense Words, is also used as a dyslexia screener for all Kindergarten students. The benchmark scores from these FastBridge screening assessments are reviewed and analyzed by classroom teachers and shared with parents during parent-teacher conferences in the Fall and Winter.

Diagnostic Assessments: Diagnostic Assessments are specific enough to inform instructional decisions, and can be used to determine an underlying cause of reading problems. Royalton School District uses FASTBridge CBM-R (Oral Reading Fluency) and earlyReading assessments as a diagnostic tool. Teachers are able to see each students’ errors and use their professional



knowledge to generate conclusions and determine which interventions would be appropriate to support a student's area of need.

The local curriculum comprehension tests are also used as a diagnostic assessment. At the conclusion of each unit, classroom teachers administer Unit Tests, as a screening and diagnostic assessment. This data is used to diagnose reading difficulties and is reviewed to determine the percentage of students currently proficient overall and within each sub-group. The grade level learning targets are aligned to the English Language Arts standards for all students. Royalton Elementary School adopted a new ELA curriculum, Benchmark Advance in 2021. We will use Benchmark Advance's end of unit tests to determine diagnostic data. The consistent use of the unit test data helps us to inform, align, and improve instruction.

The consistent use of diagnostic assessment data assists us to effectively differentiate instruction for all students within the classroom. Our policy of reviewing data fall, winter, and spring on a school wide basis, K-5, ensures that resources and support services are implemented using relevant student assessment information. Grade level Professional Learning Communities (PLC's) use common meeting times to employ data in instructional decision-making processes.

Progress Monitoring Assessments: Our progress monitoring process is to use the FastBridge CBM-R (Oral Reading Fluency) and earlyReading assessments. The classroom teachers administer these assessments individually to all students in the fall, winter, and spring to determine which students need ongoing progress monitoring. Those students who indicate an "at risk" score, according to Fastbridge benchmark scores, are selected to receive intervention support and progress monitoring at least every 2-4 weeks by their classroom teacher.

Evidence-based Intervention & Instruction

Tier I: Core Classroom Instruction

The teachers at Royalton use the balanced literacy approach to core instruction. In 2021 the teachers implemented a new ELA curriculum, Benchmark Advance. The focus will continue to be on teaching the MN English Language Academic Standards, using Benchmark Advance as a resource. Students engage in whole groups, small-guided reading groups, and independent reading practice. To further foster a sense of belonging, achievement, and recognition, students are engaged in many opportunities to choose authentic and challenging independent reading book selections. Parent guest readers, Foster Grandparents, Fire and Police Departments, and Artists-in-Residencies also help us promote literacy in our classrooms.



Tier I core grade level instruction also includes 30 minutes of independent reading practice to accelerate reading proficiency for all students. This opportunity is in addition to the regular time allotted for core literacy instruction.

Tier II: ROAR services (Title I, Gifted, Talented and Enrichment)

Title I: Targeted students are identified using screening data from FastBridge CBM-R fluency, aReading, and MCA scores; these students are identified as “at risk” or not meeting grade level standards. The leadership team then establishes a system of support (Title I and SPED) that matches student needs to services, K-5. This support intervention provides a coordinated system to accelerate student reading achievement to grade level. Students are provided up to 30 minutes of additional intensive instruction using research and evidence-based interventions focused on Phonemic Awareness, Phonics, Fluency and Comprehension. Title I staff review data and diagnostic results to design interventions throughout the school year.

Gifted, Talented and Enrichment (GTE): Students are identified for GTE services by using multiple measures (Fastbridge scores, Cognitive Abilities Testing, Teacher recommendation, Parent and Interest inventories). Students apply literacy concepts through higher-level critical and analytical thinking. They are given opportunities for open-ended questioning and activities that support creative and flexible thinking. Students are provided a 30 minute small group and/or individualized support.

Tier III: Special Education and other

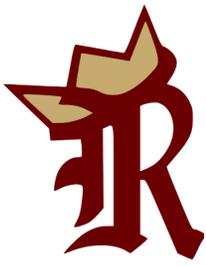
Intensive reading intervention is provided to Special Education and other students needing additional support. This additional intervention is provided daily in a small group or one-on-one settings. This is in addition or supplemental to Tier I core learning time during the school day. Intervention includes Special Education Teachers and other staff providing support. Intensive and direct interventions include phonics, sight words, reading fluency and comprehension research based strategies.

Royalton Elementary school added a reading teacher position who focuses on supporting students who show dyslexic tendencies. This position supports targeted students, preK-3.

Parent & Community Engagement

Royalton School District strongly supports partnerships between parents, community, and educators. Royalton schools provide opportunities for parents and community to be involved as follows:

- Early Fall Parent Meetings and Open House – expectations are set to improve the reading home/school connection
- Parent Conferences and Quarterly Report Cards – we share reading scores and specific strategies for improvement (e.g. context clues, picture clues). We also give



parents a reader's checklist that provides reading strategies. Student progress is shared at conferences as well as throughout the year as needed.

- Reading logs are sent home which indicate a student's independent level of proficiency. Two to five daily at-home reading books are matched to this level weekly. Parents have the opportunity to comment and conference using the reading logs.
- Regular emails and newsletters with reading skills and strategies provided
- Title I updates twice a year, Parent Compact Agreement, and Title I Information night once a year for students and families
- Parent Advisory Meetings
- Reading is Fundamental Program three times a year where books are provided at the children's reading level
- Assessment data shared with parents
 - Screening assessment data from FastBridge is shared with parents during conferences
 - Diagnostic assessment data from local curriculum assessments are shared with parents after every theme completion
 - Progress monitoring Oral Fluency Assessment data is shared with parents quarterly (as needed)

Professional Development

Royalton School District has made a commitment for staff to meet weekly in Professional Learning Communities (PLCs). At the elementary school, staff meet weekly as K-5 grade level Professional Learning Communities (PLC's). During this ongoing job-embedded professional development, staff is provided training in scientifically-based reading and standards-based best practice literacy instruction. We use teacher and student performance data to inform our decisions and select our professional development objectives. Staff will benefit from the opportunities listed below, and these research based strategies will provide for school-wide implementation to further accelerate reading proficiency.

The following is our professional development focus for 2022-2023:

- Implementation of Benchmark Advance ELA curriculum with fidelity
- Develop units with common assessments and proficiency scales using the ELA standards
- Continued implementation:
 - Balanced Literacy approach, MTSS/RTI
 - Daily 5 and 6 Traits Writing



- Gifted, Talented, and Enrichment Program
- PLTW and Inspire Science
- PBIS, Better Together and Catalyst training for all staff
- Arts and Technology Focus
- FastBridge and other data usage to drive instructional decisions
- Opportunity Team (Student Problem-solving Team)

Staff development needs are identified through faculty input. The building Leadership plans professional development for five staff development Inservices per year.