
	St. Charles Public Schools District Office 600 East 6th Street St. Charles, MN 55972 (507) 932-4420	ST. CHARLES ELEMENTARY SCHOOL K-3 LOCAL LITERACY PLAN with DATA	2022-2023
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I. General Information and Instructions:

Minnesota Local Literacy Plan 2022-2023

DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

Superintendent/Director: Jeff Apse	Fax: 507-932-4700
Site Address: 600 East 6 th Street St. Charles, MN 55972	Email: japse@schs.k12.mn.us
School Name and Number: St. Charles Elementary Schools #858-01	Phone: 507-932-4910
Principal/Director: Ryan Ihrke	Fax: 507-932-4912
Site Address: 925 Church Avenue St. Charles, MN 55972	Email: rihrke@schs.k12.mn.us
<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Jeff Apse	Superintendent
Ryan Ihrke	Principal
Gretchen Hoffman	Title Coordinator
Katrina Boyum	Grade 2 Teacher
Janeen Perrizo	Elementary School Librarian
Wendy Fynboh	Special Education Teacher
Kayla Hasvold	ELL Teacher
Brittney Klug	Preschool Teacher

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I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

St. Charles Elementary school will ensure that all students meet reading proficiency at each grade level Kindergarten through Grade 3.

This plan focuses the district's literacy efforts in the following areas to ensure all students in grades K-3 are proficient in reading:

- Providing supports to ensure all students have access to a high-quality preschool experience and a successful transition from PreK to K through a variety of prekindergarten experiences.
- Improving PreK through grade 3 teachers' capacity to meet the needs of all students.
- Expanding the use of student data, and ensuring that information is available to teachers and other stakeholders.
- Providing education, and support to parents to increase their capacity to support their children's literacy development at home.


Students are proficient when they are able to read grade level texts representative of the levels outlined in the text complexity bands of the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects accurately, fluently, and with comprehension and demonstrate mastery of state standards using the process and tools described below.

District and school wide leaders regularly analyze the services provided and make informed decisions to ensure reading proficiency for all students by the end of Grade 3. Professional Learning Communities (PLC) grade level teams meet monthly regarding common reading classroom assessment scores and student progress according to STAR Reading and FastBridge progress monitoring. Our vision to support reading proficiency for all students Kindergarten-Grade 3 is supported through our best effort to keep class sizes below 25 in grades K-3.

St. Charles Elementary School adopted the rigorous reading curriculum resource of McGraw Hill Wonder's program for all Kindergarten-Grade 6 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. Full implementation and full alignment to state standards was achieved in the summer of 2022.


St. Charles Elementary is committed to instilling a love of reading in all students. All books in the elementary school library and classroom libraries in grades 2-6 are labeled for Accelerated Reader. All students in grades 2-6 take the Accelerated Reader STAR Reading Assessment 4 times per year to determine reading levels and progress.

St. Charles Elementary School administers benchmark assessments for reading fluency and comprehension of text using the FastBridge (Reading-Curriculum Based Measurement, Early Reading composite score

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assessments and the aReading assessment). All students are screened using these assessments three times per year, and students not reaching identified benchmarks will receive intervention in the classroom based on need through the Title One and Response to Intervention Programs. Special Education and Response to Intervention students are being monitored weekly. Other students identified as at-risk are being monitored monthly, using the FastBridge fluency assessments. The FastBridge tests of early literacy assessments are being administered in kindergarten and grade 1 to assess fluency and application of literacy skills through a composite score of 4 assessments. A Dolch Sight Word Assessment is given 3 times per year grades K-2 for all students and in grade 3 for all students who did not meet proficiency of 95% on the grade 2 Dolch Sight Word Assessment at the end of grade 2.

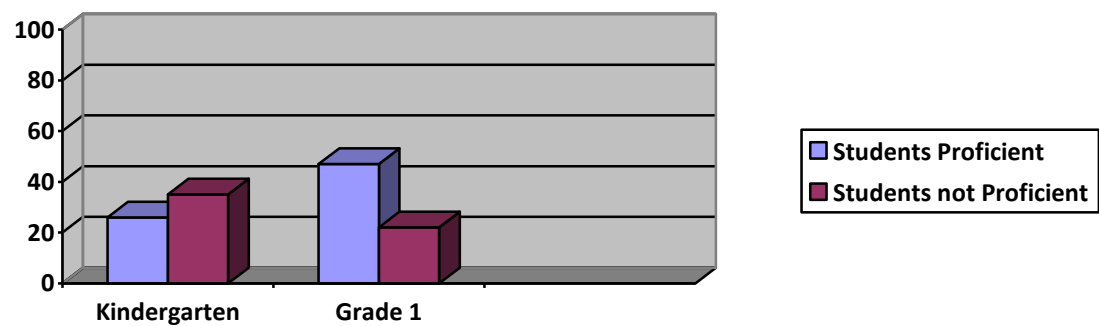
The goal of the St. Charles Public School district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The standards are aligned with the district's curriculum and assessments to ensure that the standards are taught within the time available. Specific information is included in the K-3 Literacy Plan that follows this summary in addition to results of our progress toward reading proficiency for all.

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St. Charles Elementary School Results that indicate student progress toward reading Proficiency (Spring 2023 FastBridge)

FastBridge is used as a screening/benchmark assessment. The percentages of students at each risk level for kindergarten and grade 1 at St. Charles Elementary School who have an **early reading composite score** for spring are shown in the charts below:

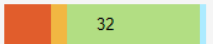
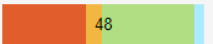
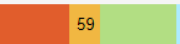
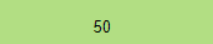


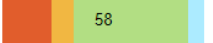

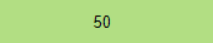
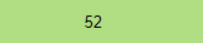
FAST Early reading composite score Proficiency Spring 2023



Percent of Students at or Above Grade Level - Early Reading Composite Score - Spring 2023	Grade Level is considered 30% tile on Spring 2023 National Norms	Number of Students Proficient
Kindergarten	43%	26/61
1 st Grade	68%	47/69

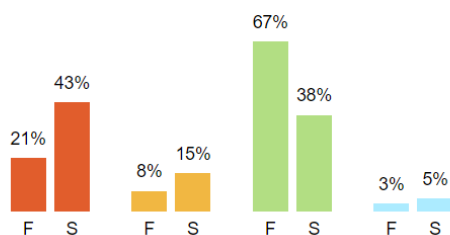
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Group Screening Report Early Reading English Fall 2022 – Spring 2023

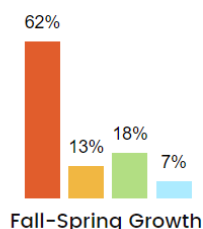
Grade	Fall Score	Winter Score	Spring Score	District Score	National Score
KG					
ONE					

Group Growth Report for Early Reading English Fall 2022- Spring 2023 Grade K

Scores Of All Students In Group
By Normative Categories: ?

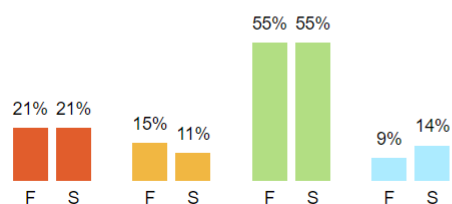


Growth Of All Students In Group
By Normative Categories: ?

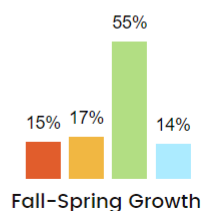



Group Growth Report for Early Reading English Fall 2022- Spring 2023 Grade 1

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?

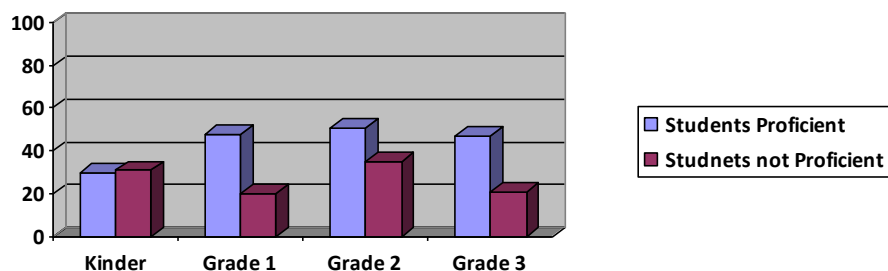


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**St. Charles Elementary School Results that indicate student progress toward Reading Proficiency.
(Spring 2023 FastBridge Results)**

FastBridge is used as a screening/benchmark assessment. The percentages of students at each risk level for grades K-3, at St. Charles Elementary School who have an **aReading** score for spring are shown in the charts below:

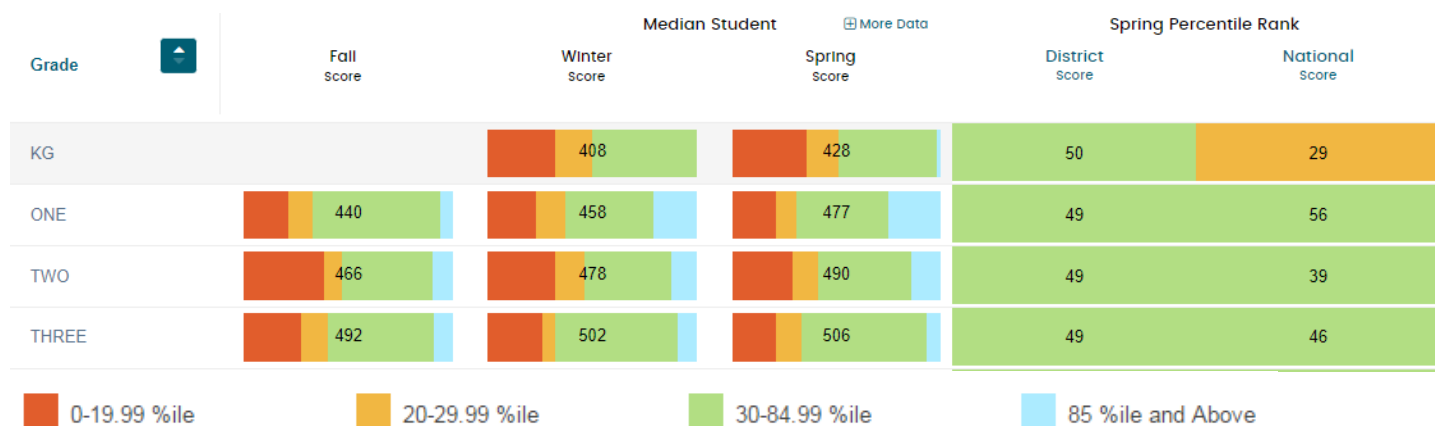
FastBridge aReading Proficiency Spring 2023



Percent of Students at or Above Grade Level - aReading - Spring 2023	Grade Level is considered 30% tile on Spring 2023 National Norms	Number of Students Proficient
Kindergarten	49%	30/61
1 st Grade	71%	48/68
2 nd Grade	59%	51/86
3 rd Grade	69%	47/68

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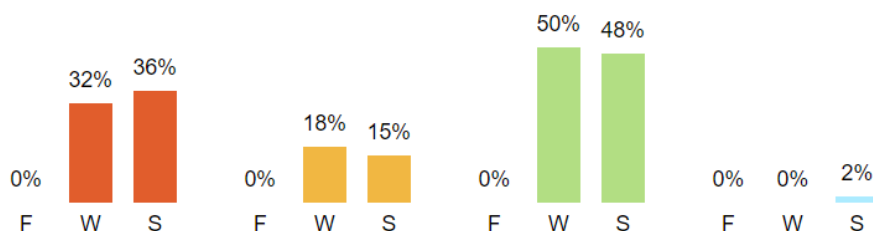
Group Screening Report aReading Fall 2022 – Spring 2023




Grade K Group Growth Report Fall 2023- Spring 2023.

Kindergarten students only test Winter and Spring with aReading – No Fall to Spring Growth Data Available.

Scores Of Students In Group By Normative Categories: [?](#)

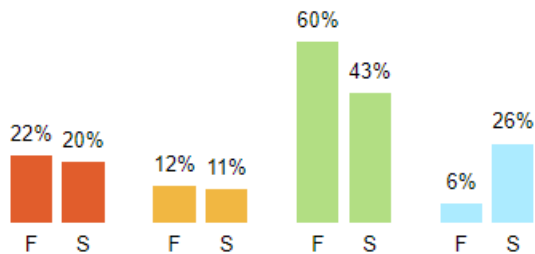


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Grade 1 Group Growth Report Fall 2022- Spring 2023.

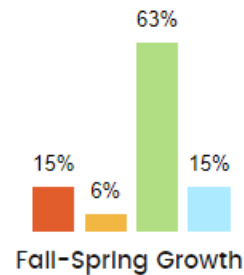
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

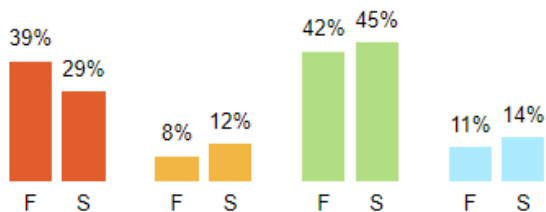
By Normative Categories: ?



Grade 2 Group Growth Report Fall 2022- Spring 2023

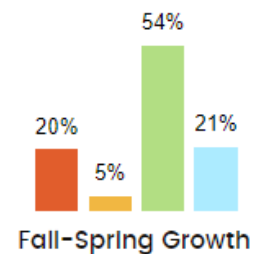
Scores Of All Students In Group


By Normative Categories: ?



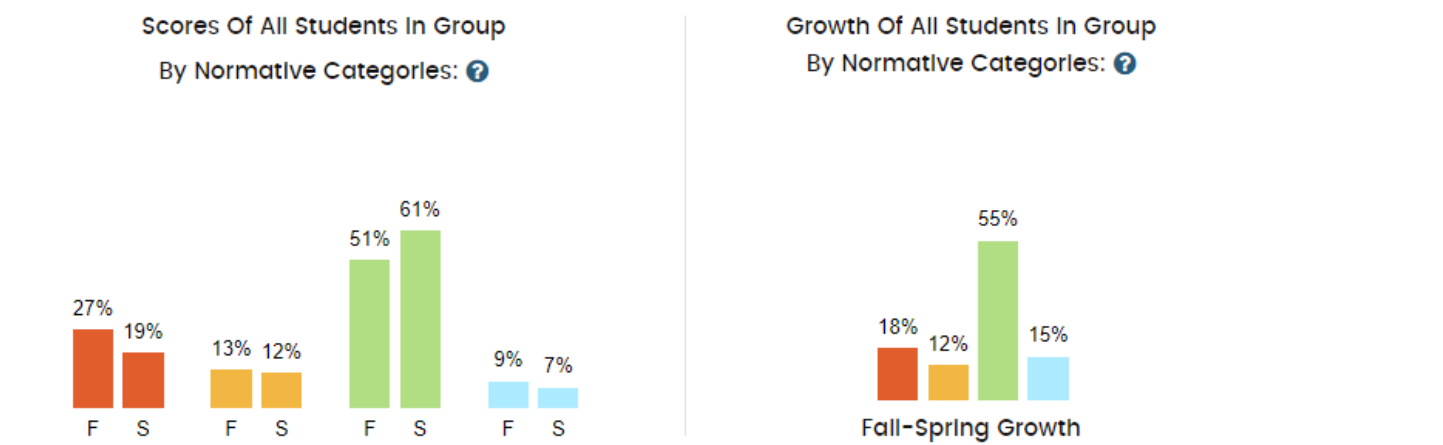
Growth Of All Students In Group


By Normative Categories: ?



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Grade 3 Group Growth Report Fall 2022- Spring 2023

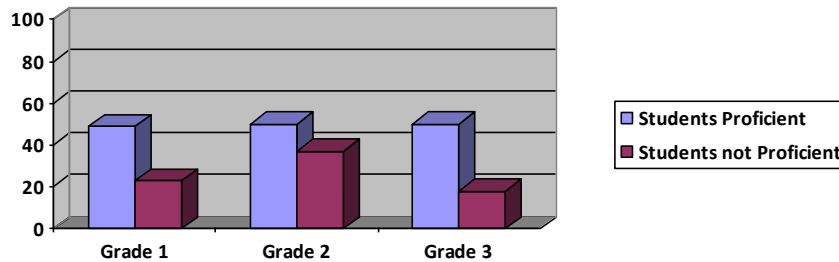


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**St. Charles Elementary School Results that indicate student progress toward Reading Proficiency.
(Spring 2023 FAST Bridge Results)**

FastBridge is used as a screening/benchmark assessment. The percentages of students at each risk level for grades 1-3 at St. Charles Elementary School who have a **Reading-Curriculum Based Measure (R-CBM) - English** score for spring are shown in the charts below:

FAST R-CBM Proficiency Spring 2023

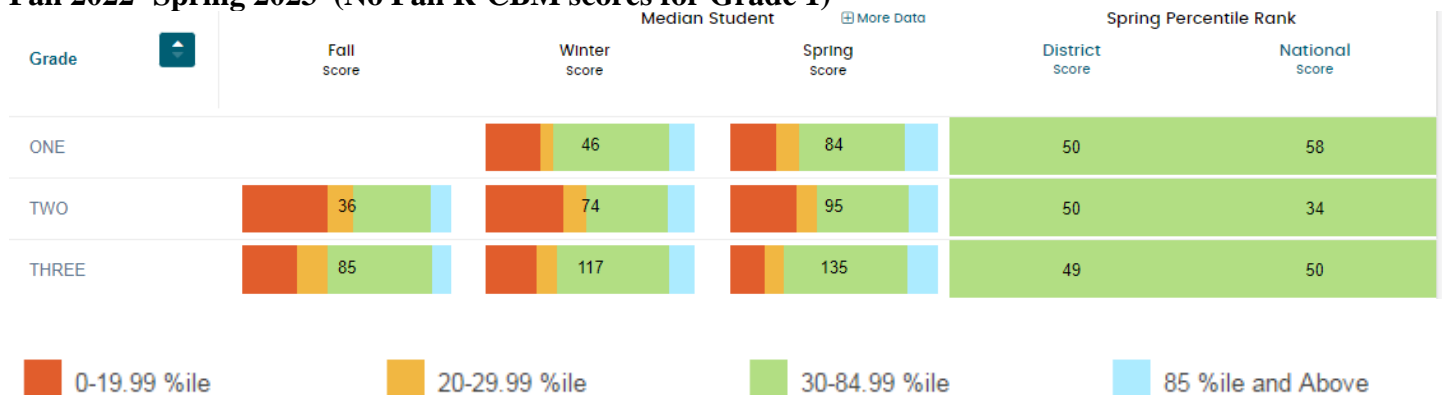


Percent of Students at or Above Grade Level - R-CBM - Spring 2023	Grade Level is considered 30% tile on Spring 2023 National Norms	Number of Students Proficient
1 st Grade	67%	46/69
2 nd Grade	58%	50/87
3 rd Grade	74%	50/68

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Group Screening Report Reading – Curriculum Based Measure R-CBM – English

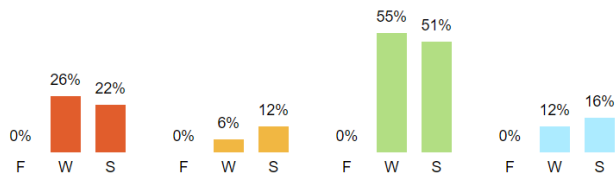
Fall 2022- Spring 2023 (No Fall R-CBM scores for Grade 1)



Grade 1 Group Growth Report Fall 2022- Spring 2023.

Grade 1 students only test Winter and Spring with R-CBM – No Fall to Spring Growth Data Available.

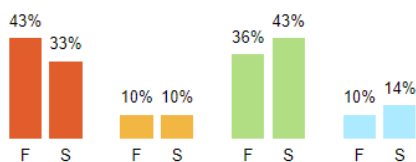
Scores Of Students In Group By Normative Categories: [?](#)



Grade 2 Group Growth Report Fall 2022- Spring 2023

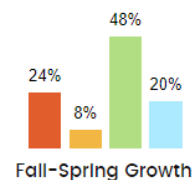
Scores Of All Students In Group


By Normative Categories: [?](#)



Growth Of All Students In Group

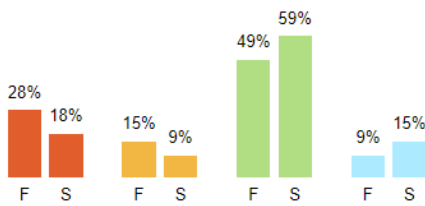
By Normative Categories: [?](#)



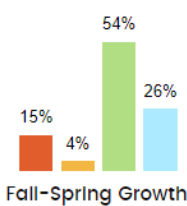
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Grade 3 Group Growth Report Fall 2022- Spring 2023

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?

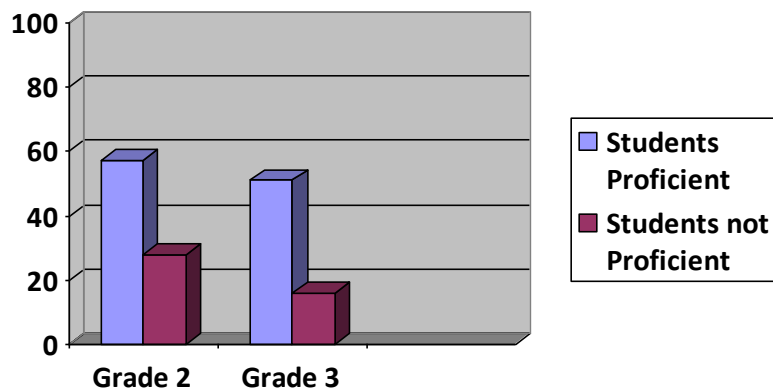


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STAR Reading Proficiency

All students in grades 2 -6 are assessed using the STAR Reading Enterprise assessments a minimum of once per quarter. The results provide data for screening and help our staff make essential reading practice more effective for every student through personalized reading practice to each student's current level. It is a measure of student's comprehension and vocabulary skills in our school. AR also assesses each student's reading with three types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills. Students set AR goals, keep track of how many minutes they read each month and AR quiz percentages.

STAR Reading Proficiency Spring 2023



Percent of Students at or Above Grade Level - STAR - Spring 2023	Grade Level is considered 25% tile on Spring 2023 National Norms	Number of Students Proficient
2 nd Grade	67%	57/85
3 rd Grade	76%	51/67

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Grade 2 STAR Reading Spring 2023 Results (Number of students in each percentile (PR) band)

PR Distribution Summary

Percentile	Students	Percent
Below 25th	28	33%
25th to 49th	17	20%
50th to 74th	18	21%
75th & Above	22	26%

Grade 2 STAR Reading Spring 2023 Results (Progress from Fall 2022 to Spring 2023).

Test	Date Range	# Students	SS	GE	PR	NCE	IRL
1	09/05/2022–10/21/2022	85	824	1.7	23	34.1	PP
2	04/24/2023–05/31/2023	85	891	2.5	31	39.7	1.7

Grade 3 STAR Reading Spring 2023 Results (Number of students in each percentile band).

PR Distribution Summary


Percentile	Students	Percent
Below 25th	16	24%
25th to 49th	11	16%
50th to 74th	26	39%
75th & Above	14	21%

Grade 3 STAR Reading Spring 2023 Results (Progress from Fall 2022 to Spring 2023).

Test	Date Range	# Students	SS	GE	PR	NCE	IRL
1	09/05/2022–10/21/2022	68	919	2.9	34	41.3	2.3
2	04/24/2023–05/31/2023	67	969	3.8	45	47.2	3.3

Grades 2 and 3 Growth 2022-2023 School Year

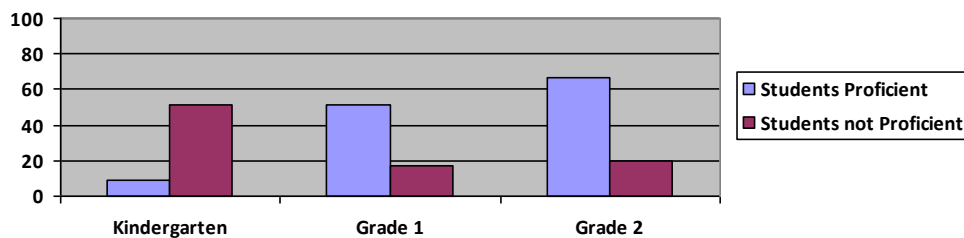
School	Star Reading Enterprise		
	Avg Percentile Rank (PR)		
	Fall	Spring	Change
St Charles Elementary	32	43	+11.0
Average	32	43	+11.0

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Dolch Word Proficiency

Dolch Word assessment results are collected at fall, winter and spring benchmark periods. The chart below shows our spring 2023 proficiency results for students in grades Kindergarten, 1 and 2. Kindergarten has 73 words, Grade 1 has 105 words and Grade 2 has 219 words on the Dolch high frequency list for their grade level. Proficiency is determined by achieving a score of 95% or above on the Dolch spring word list in 2023.

Dolch Proficiency Spring 2023



Percent of Students at or Above Grade Level - Dolch Word Proficiency - Spring 2023	Grade Level is considered 95% Correct	Number of Students Proficient
Kindergarten	15%	9/60
1 st Grade	75%	51/68
2 nd Grade	77%	67/87

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Grade 3 MCA Reading Proficiency Results 2022

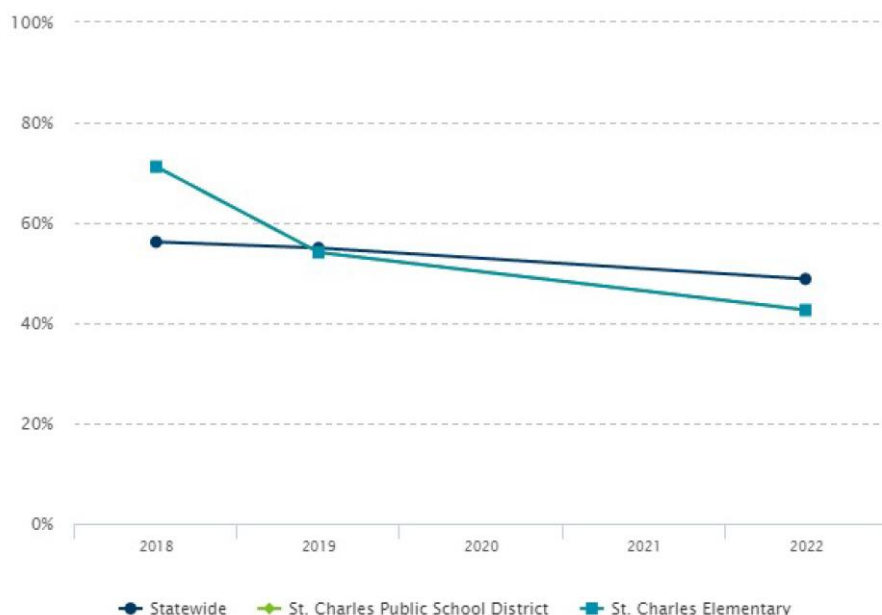
2020-2023 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient to the state average.


Spring 2022 – 42.9% of all grade 3 students in St. Charles were proficient. 47.8% of all grade 3 students are proficient Statewide. No scores reported 2020 due to COVID Pandemic.

Year	2021	2022	Change
St. Charles MCA proficiency for grade 3	47%	43%	-4%
Statewide MCA proficiency for grade 3	49%	48%	-1%

Trend Data Grade 3 Reading MCA 2018 - 2022 Proficiency

Due to COVID-19, no summarized assessment data is available for 2020

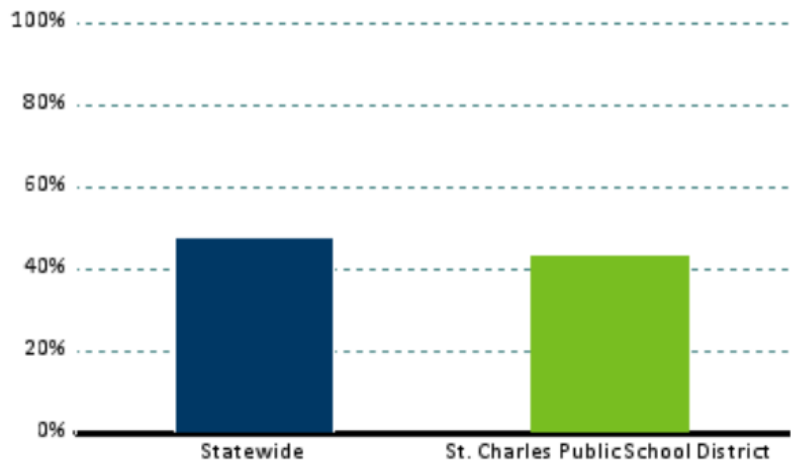


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2022 Proficiency Results Grade 3 Reading MCA

Summary Proficiency

2022 Reading MCA-III Grade 03



<u>Organization</u>	<u>Percent Proficient</u>	<u>Number Tested</u>
Statewide	47.8%	59,885
St. Charles Public School District	42.9%	70

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II. Statement(s) of 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 3.

All students in grades K-3 are individually benchmarked using the assessments in the charts below three times per year (fall, winter and spring) to determine each student's achievement in relation to grade level standards. Expectations for instructional reading levels at benchmark periods have been established using the text complexity guidelines outlined in the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts. Benchmark Reading assessments measure each student's accuracy, fluency, and comprehension. Teachers use these results to diagnose students' specific reading needs in the areas assessed, to identify students in need of intervention in one or more of these areas, and to plan appropriate differentiated core, intervention, and enrichment instruction. The results of the assessments are shared with families at conferences, electronic/postal mailings and phone calls.

SEPTEMBER- OCTOBER	
Grade(s)	Assessment
K-3	FastBridge aReading and aMath
K-3	FastBridge CBM (Curriculum Based Measure) Assessments vary by Grade Level
2-3 STAR Reading	STAR reading
1-2	Dolch Sight Word Assessment

JANUARY	
Grade(s)	Assessment
K-3	FAST (Formative Assessment for Teachers) aReading and aMath
K-3	FastBridge CBM (Curriculum Based Measure) Assessments vary by Grade Level
2-3 STAR Reading	STAR reading
K-2	Dolch Sight Word Assessment

MAY	
Grade(s)	Assessment
K-3	FastBridge aReading and aMath
K-3	FastBridge CBM (Curriculum Based Measure) Assessments vary by Grade Level
2-3 STAR Reading	STAR reading
K-2	Dolch Sight Word Assessment

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St. Charles Elementary School staff progress monitors the reading fluency of students using the FAST Bridge (Tests of Early Literacy - Composite, Reading-Curriculum Based Measurement and aReading). All students are benchmarked using these assessments three times per year, and students not reaching identified benchmarks will intervention based on the level of need. Special Education students and those who qualify for RTI services are being monitored weekly in their area of need. ELL and Title One students are being monitored monthly, using the FAST Bridge fluency assessments. FastBridge tests of early reading composite score assessments are being administered in kindergarten and grade 1 to assess reading fluency and application of skills for both benchmarking and progress monitoring.


All students in grades 2 -6 are assessed using the STAR Reading assessment a minimum of once per quarter. Most students are assessed monthly with STAR to track reading progress and set goals. The results from the STAR assessments provide data for screening and help our staff make essential reading practice more effective for every student through personalized reading practice to each student's current level. AR also assesses each student's reading with four types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills.

Common grade level classroom unit assessments are developed by PLC's and given four to five times per year. Unit classroom assessment score averages are reported in the spring of each year.

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at-risk for reading difficulty are assessed individually with the, Orton Gillingham Assessments, Words their Way assessments and Running Records to determine appropriate intervention placement and instruction.


The St. Charles Public Schools screens students for dyslexia 2 times per year (fall and winter benchmark period) beginning in kindergarten through grade 3. Dyslexia is a language-based disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Before referring a student for a comprehensive evaluation for special education, our school tracks a student's progress with a benchmark / screening test and identifies whether the student is progressing at a "benchmark" level that predicts success in reading. Students falling in the 25th to 10th percentile nationally, student receive title one instruction in small groups or Reading Corps.tutoring. If a student falls below the 10th percentile nationally, the school may immediately deliver intensive and individualized supplemental reading instruction (RTI – Response to Intervention Services) before determining whether the student needs a comprehensive evaluation that would lead to a designation of special education eligibility. Four Title One staff have an Orton Gillingham Certification – Level One and provide Orton Gillingham lessons to small groups of students in grades 1 and 2. Some students simply need more structured and systematic instruction to get back on track; they do not have learning disabilities. For those students and even for those with dyslexia, putting the emphasis on preventive or early intervention makes sense. These practices of teaching first, and then determining who needs diagnostic testing based on response to instruction, are encouraged by federal policies known as Response to Intervention (RTI).

The benchmark assessments though FastBridge assess the skills related to a dyslexia diagnosis. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and also a student's ability to rapidly name letters and numbers. A student's ability to read lists of words in isolation, as

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well as words in context is assessed. If a profile emerges that is characteristic of readers with dyslexia, RTI interventions are determined and implemented at St. Charles Elementary.


The St. Charles Public Schools screens a student's visual acuity and assesses their visual motor skills to refer those in need to an eye care professional for further assessment. Students in living in the St. Charles School district have their vision screened once between ages 3-5 through early childhood screening. Students in grades kindergarten through grade 3 and grade 5 are screened annually. Students in grade 1 are additionally screened additionally for color blindness. "Convergence insufficiency (CI) is a common binocular vision disorder that is often associated with a variety of symptoms, including eyestrain, headaches, blurred vision, diplopia [double vision], sleepiness, difficulty concentrating, movement of print while reading, and loss of comprehension after short periods of reading or performing close activities." *Archives of Ophthalmology*. 2008;126(10):1336-1349. Convergence insufficiency is a vision disorder not identified by the typical school vision screens. If a child indicates headache or eye strain while reading for extended periods to a school employee, the information is shared with a parent(s) for possible further screening by an eye care professional. The St. Charles Public Schools makes every effort to alert parents of a possible convergence insufficiency vision disorder if it suspected through our screening process.

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FAST Bridge and STAR are used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts for 2023:


Kindergarten FastBridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [6]	Onset Sounds [15]	Letter Sounds [36]
Onset Sounds [9]	Letter Sounds [22]	Word Segmenting [28]
Letter Names [9]	Word Segmenting [21]	Nonsense Words [10]
Letter Sounds [2]	Nonsense Words [5]	Sight Words [9]
Early Reading Composite [31]	Early Reading Composite [48]	Early Reading Composite [61]
aReading [381] (Comprehension)	aReading [408] (Comprehension)	aReading [428] (Comprehension)
AUTOreading Screening Score [381]	AUTOreading Screening Score [408]	AUTOreading Screening Score [427]

Grade 1 FastBridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [27]	Word Segmenting [30]	Word Segmenting [30]
Nonsense Words [8]	Nonsense Words [14]	Nonsense Words [18]
Sight Words [10]	Sight Words [39]	Sight Words [57]
Sentence Reading [9]	Reading-Curriculum Based Measure [27] (Reading Fluency)	Reading-Curriculum Based Measure [53] (Reading Fluency)
Early Reading Composite [30]	Early Reading Composite [46]	Early Reading Composite [58]
aReading [428] (Comprehension)	aReading [447] (Comprehension)	aReading [460] (Comprehension)
AUTOreading Screening Score [428]	AUTOreading Screening Score [447]	AUTOreading Screening Score [460]

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Grade 2 FastBridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [43] (Reading Fluency)	Reading-Curriculum Based Measure [72] (Reading Fluency)	Reading-Curriculum Based Measure [89] (Reading Fluency)
aReading [462] (Comprehension)	aReading [475] (Comprehension)	aReading [482] (Comprehension)
AUTOreading Screening Score [462]	AUTOreading Screening Score [475]	AUTOreading Screening Score [482]
Grade 2 STAR Reading Assessment		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
STAR Reading Scale Score [114]	STAR Reading Scale Score [170]	STAR Reading Scale Score [222]

Grade 3 FastBridge Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [76] (Reading Fluency)	Reading-Curriculum Based Measure [99] (Reading Fluency)	Reading-Curriculum Based Measure [113] (Reading Fluency)
aReading [482] (Comprehension)	aReading [492] (Comprehension)	aReading [497] (Comprehension)
AUTOreading Screening Score [482]	AUTOreading Screening Score [492]	AUTOreading Screening Score [497]
Grade 3 STAR Reading Assessment		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
STAR Reading Scale Score [261]	STAR Reading Scale Score [294]	STAR Reading Scale Score [332]

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III. 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 3.

The school provides the following activities to ensure parental and community involvement:


- a. Open House in the fall.
- b. Title I Parent Annual Meeting two times per year.
- c. Provide family literacy events two times per year.
- d. Parent-teacher conference two times a year.
- e. Newsletters are sent home weekly by teachers, a monthly calendar is sent home from the main office, the school district's website is kept up-to date.
- f. Provide computer programs such as Accelerated Reader, IXL and Raz Kids for use at home and school.

Report cards FastBridge and STAR assessment reports are sent to parents 4 times per year.

Special Education Students are monitored each week, Title one students are monitored monthly, for fluency. Results of progress monitoring for these students are provided to parents once per quarter.

Students identified as Tier III and are not identified as special education will receive two, 6-week bursts of instruction by district intervention specialists. The students will be monitored weekly for progress, for assessment for referral to special education, and to assist classroom teachers in strategies to help the student. Results of progress monitoring for these students are provided to parents once per quarter.

The district will continue to develop ways to improve communication with parents and opportunities for parent and community involvement.

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IV. Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress.

Early intervention involves three levels of reading instruction support for students depending on individual needs. Following K-6 benchmark assessments, title one staff will analyze the results and determine which students are at-risk and in need of additional interventions. All students are placed in a tier (explained below). As a result, strategies will be developed and implemented. Following both fall and winter FAST Bridge benchmark assessments, parents are informed of their child's results if they do not meet benchmarks according to national norms. Progress monitoring is used to determine the effectiveness of the evidence-based intervention selected.


Tier 1 Students - Primary level of support

- St. Charles Elementary School has adopted and fully implemented the rigorous reading curriculum resource of McGraw Hill Wonder's s program for all Kindergarten-Grade 6 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. Following the new adoption, classroom assessments were aligned to the most current Minnesota Reading and Language Arts grade level content standards <https://education.mn.gov/mde/dse/stds/ela/>. Teachers adapt reading/ language arts / spelling curriculum materials or students above, at and below grade level. All students in grade two use RAZ Kids both at home and school for additional reading support. Students in grades 2-8 use Accelerated Reader and the STAR reading assessment.
- Our school will provide these students with the general education curriculum based on the state standards. Please bring these students to the attention of the principal or title one coordinator if they are not making adequate progress. These students' scores are above 30% National Norms. Some of these students may qualify for Reading Corps. Services also.

Tier 2 Students - Secondary level of support

- Students reading below grade level according to assessment data and who are not making sufficient progress toward grade level reading goals receive further support. This support can be provided by the classroom teacher, intervention specialist or ELL teacher. This instruction takes place most often in the classroom during the reading block, but sometimes occurs in a resource room. The district has several research-based intervention programs, which address identified needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Our school will provide these students with small group instruction using evidence-based instructional strategies. The students in Tier 2 will receive Title One services and or Reading Corps. Services. Tier 2 services are an intervention intended to remediate the student's deficits and promote participation in Tier 1 with general education students. These students' scores fall within 10-30% National Norms.
- Intervention Details: Grades K-3 150 Minutes per week; Grade 4 – 90 minutes per week; Grade 5 – 60 minutes per week; Progress monitor a minimum of 1 X per month; 4 students per group max

Tier 3 Students - Tertiary level of support

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- Students who are significantly below grade level (<10% National Norms) on benchmark and diagnostic assessments receive the most intensive support in reading. In addition to the core reading program, a systematic, scientifically research-based reading intervention is used for instruction. Intervention instruction may take place in the classroom or in the resource room during a time other than the reading block.
- Our school will provide these students with intensive individual or small group instruction using evidence-based instructional strategies. Tier 3 services are an intervention intended to remediate the student's deficits and promote participation in Tier 1 with general education students. These students' scores fall below 10% National Norms. These students are followed closely by the RTI team and data and interventions are reviewed every 6 weeks. Students who do not respond to RTI services after 12 weeks, will be referred for possible special education evaluation.
- Parents are informed about student progress in interventions through conferences with the classroom teachers and support staff.
- Intervention Details: 100 Minutes per week; Progress monitored RTI 1X per week; Progress monitoring Orton Gillingham Group 1X per week; 1-3 students per group; Intensive Intervention


The following evidence-based interventions programs are used with identified title one students, RTI (Response to Intervention) students and Reading Corps. Students based on the identified need:

- Kindergarten – PALS reading activities, Soar to Success, Language for Learning and Reading Corps interventions.
- Grade 1 – PALS reading activities, ROAR, Guided Reading, Orton Gillingham, Soar to Success and Reading Corps interventions.
- Grade 2 – Read Naturally, PALS reading activities, Guided Reading, Soar to Success, Accelerated Reader, Orton Gillingham and Reading Corps interventions.
- Grade 3 – Guided Reading in small groups, PALS reading activities, Read Naturally, Soar to Success, Accelerated Reader, Words their Way and Reading Corps interventions.

The following evidence-based interventions programs are used with identified special education students in our school:

- Kindergarten –Read Well, Language for Learning, Soar to Success and Edmark
- Grade 1 –Earobics / HearBuilder, Edmark, Guided Reading, Orton Gillingham and Soar to Success.
- Grade 2 – Read Naturally, Guided Reading, Soar to Success, Read Well, Edmark, Orton Gillingham, Earobics / HearBuilder.
- Grade 3 – Guided Reading, Edmark, Read Well, Soar to Success, Read Naturally, Accelerated Reader, Words their Way, Earobics / HearBuilder.

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

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The focus of professional development for elementary staff at the St. Charles Public Schools is linked to improving student achievement. Data is used to improve student literacy and work towards closing the achievement gap between learners. To improve instruction in these targeted areas, teachers and specialists collaborate across grades, subjects and disciplines to promote development of competent use of literacy practices and instructional strategies for all students.

Job embedded professional development is designed to support high quality instruction necessary for meeting high achievement goals. The St. Charles Public Schools have implemented professional learning communities. The professional learning communities will collect formative and summative classroom assessment data and current research to devise strategies for improving the school's achievement. The PLC leadership team meets monthly for 3.5 hours. The PLC grade or subject alike teams meet monthly for 2 hours each month. The school board has set aside PLC work time monthly during workshop days and early release times.

St. Charles Public Schools PLC Characteristics


- A PLC's primary focus is on improving student achievement.
- A PLC helps the district set and meet its student achievement goals.
- A PLC utilizes current and actionable achievement data (data closest to the point of instruction - classroom assessment scores).
- A PLC utilizes consensus building in order to make decisions.
- A PLC uses a collaborative approach to problem solving.
- A PLC uses a systems approach to problem solving.
- A PLC sets goals to not only sustain gains made, but also to continuously work toward student improvement.

Professional Learning Communities (PLC's) are ongoing and are focusing on improving reading instruction for all students. The PLC's meet monthly by grade levels in the elementary school. All professional learning communities focus on best practice instruction and improving MCA test scores.

St. Charles Elementary School PLC's focus on:

- Increasing reading fluency, comprehension and finding student's reading levels
- Analyzing classroom student data and using STAR and FAST Bridge data to drive instruction
- Developing common classroom assessments and collecting classroom assessment data
- Identifying a continuous improvement plan focusing on student achievement
- Curriculum alignment and assessment based on the standards

Grade level teams also meet to discuss assessment and curriculum issues. During these days, the focus is on data driven instruction and how we can best use our STAR and FAST Bridge data and classroom assessments to meet the needs of our students.

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Our current practices and data collection demonstrate success leading to improved results for students not yet proficient. We believe that because there is collective ownership for student learning through our PLC culture, that all involved in our school will continue to grow and meet proficiency in reading by grade 3.

Thoughtful planning, assessment and data analysis, as well as focused instruction and professional development will provide all of the students in the St. Charles Public Schools the opportunity to read well by third grade. Parent and community involvement are vital in helping us to achieve this goal.