



Nerstrand Elementary School Literacy Plan: 2024-25 School Year

District or Charter School Information

District or Charter School Name and Number: Nerstrand Elementary School; 4055-07

Date of Last Revision: 05/21/2024

District or Charter School Literacy Goal

More than 75 percent of Kindergarten students will be ready for first grade by reading at a Fountas & Pinnell level D.

More than 80 percent of students in grade 1 & 2 will be reading at the proficient level as measured by the BAS. Grade 1 is a Level J; Grade 2 is a Level M

The school's proficiency rate is greater than 10 percentage points above the state average for grades 3 through 5.

The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories in aReading will decrease by more than 10 percentage points between Fall to Spring.

The overall percentage of students identified by FastBridge aReading as at the 'grade level benchmark' ("low risk"- "college pathway") will improve by more than 10 percentage points between Fall to Spring.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) Grades K-3 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: CBMReading	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Parents are notified at conferences twice a year, October and February, if their child is not making adequate reading progress. The intervention their child is placed in is discussed with the family at that point. Graphs are shared, as well. As the year goes on, if the need to pursue special education testing is determined to be needed, the family is brought in to discuss and additional data is shared. Each time, the family is encouraged to try strategies that follow the interventions. For example, if the child is working on word boxes, the family would be encouraged to work on spelling words in that manner.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Summary Data Kindergarten through 3rd Grade

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	15	12	17	14	15	3
1 st	20	16	19	17	20	9
2 nd	18	10	19	11	0	0
3 rd	14	11	14	10	0	0
4 th	16	10	17	11	0	0
5 th	12	10	13	12	0	0

Core Reading Instruction and Curriculum Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Benchmark	Comprehensive	105
1 st	Benchmark	Comprehensive	135
2 nd	Benchmark	Comprehensive	105
3 rd	Benchmark	Comprehensive	105
4 th	Benchmark	Comprehensive	90
5 th	Benchmark	Comprehensive	90

Data-Based Decision Making for Literacy Interventions

Nerstrand is using Response to Intervention (RtI), although moving towards MnMTSS, as the Read Act gets fully implemented. 50% of our staff is trained in LETRS; the remaining 50% will be trained starting in the summer of 2024. The staff could benefit from training in MnMTSS.

Our curriculum, Benchmark, is aligned to MN Standards. Due to holes in the curriculum that we have identified by doing the alignment, we are looking to adopt a new curriculum, in the next two years, EL Education Open Up, which is comprehensive and meets the Read Acts requirements. Our current curriculum is not meeting the 80% Tier 1 threshold of students all making progress despite being aligned to the Standards. We use Second Step for our SEL Curriculum. SEL is explicitly taught through Responsive Classroom, including daily morning meetings.

Students that are not making adequate progress via FAST are put into an intervention recommended by FAST. That intervention is done based on the frequency recommended. Students are progressed monitored every other week. If they show growth over 3-6 data points, that intervention is continued. If not, the team looks to adjust the intervention based on what the data is showing. For some students,

that means going down a level, for some that means a different intervention all together. Many students make expected progress over a year’s time as indicated on a/Reading, F&P and the MCA tests.

Professional Development Plan

Nerstrand Elementary School will complete OL&LA beginning the summer of 2024 for the remaining 50% of staff that need to be trained. That team should complete its training in one year’s time. The other 50% are already trained in LETRS. After that, beginning in the fall of 2025, the entire team will undertake professional development training on our new literacy curriculum that we will be purchasing, EL Education Open Up. As we move through this process, we will need to look into training on MnMTSS, but that will come as we get our new curriculum as they will go hand in hand.

We will continue to monitor our goals listed above to indicate that we are making adequate progress. If we are not achieving those goals, we will adjust so we can continue to improve our literacy instruction and goals. We will use FAST, F&P and MCA data to drive our decisions.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	5	3	0	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	2	1	0	1

Action Planning for Continuous Improvement

- Remaining 50% of staff need to complete training - OL&LA (24-25)
- Purchase and implement approved comprehensive Reading Curriculum - EL Education Open Up (25-26)
- Instructors attend Professional Development in MnMTSS (25-26)