

## **Kittson Central Local Literacy Plan**

### **Goals and Objectives**

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure all students are ready for the demands of post-secondary education and the workplace.

Each grade level provides an important building block for subsequent years and it is important students who are struggling with reading are identified as early as possible so additional assistance and resources can be provided to ensure growth of at least one year each year. In order for this goal to be achieved it will require students, parents, teachers, and administration to all be part of the solution.

### **Assessment**

The assessment is at least partially dependent upon the grade level, but the score at which students are deemed proficient has been set at 80% for local assessments regardless of grade level. A wide variety of assessments are included in the determination of proficiency. All of the assessments are tied to the most current

English Language Arts Minnesota Academic Standards for grades K-5 and each sub-strand for reading is addressed. The 5 Elements of Reading (phonemic awareness, phonics, fluency vocabulary and comprehension) as identified in the National Reading Panel are additional resource goals.

For Kindergarten, the following assessments are utilized from the Storytown reading curriculum: guided questions, observation, vocabulary building, theme units, theme tests and benchmark tests. In addition, regular observations and classroom participation are also documented. While some of these are considered informal, they provide valuable insight into the proficiency of each student. The kindergarten will also be assessed using the NWEA tests one time in the spring. Because students are still learning how to manipulate the technology, very little emphasis is placed on the scores they achieve on the NWEA and are not reported. Kindergarten students also take the STAR Early Literacy test and must achieve a scale score of 600 for proficiency.

For 1<sup>st</sup> grade, the Storytown reading curriculum is also used and the following components are utilized: weekly tests, class participation, graphic organizers and oral reading fluency tests. The 1<sup>st</sup> grade will also be assessed using the NWEA tests twice a year with the spring score used for proficiency. The score utilized for determining proficiency for the NWEA is the 49<sup>th</sup> percentile or above. 1<sup>st</sup> grade students are assessed with STAR Reading and must achieve a scale score of 150. 1<sup>st</sup>

grade students are also assessed using the Fountas and Pinnell BAS. Proficiency is at level I.

For 2<sup>nd</sup> grade the following assessments are utilized from the Storytown reading curriculum: weekly tests, theme tests, robust vocabulary, and benchmark tests. Students are also assessed through class participation and observations. The 2<sup>nd</sup> grade is assessed using the Accelerated Reader STAR test with a scale score of 330 for proficiency. NWEA tests are used and proficiency is determined to be the 49<sup>th</sup> percentile or above.

For 3<sup>rd</sup> grade, the following assessments are utilized from the Storytown reading curriculum: guided questions, observation, vocabulary building, theme units, theme tests and benchmark tests. Classroom discussions are evaluated by the teacher and Accelerated Reader STAR tests are used with a scale score of 450 for proficiency. NWEA tests are utilized and the reading level is determined by the test norms. Proficiency is determined with a percentile score of 49 or higher. Students will also take the MCA III tests for the first time and the results will be an important indicator of the success of reading instruction through 3<sup>rd</sup> grade.

### **Parent Communication**

Communication between the school and parents is a key component of helping early elementary students become proficient readers. As soon as a teacher has a concern regarding progress a student is making in the area of reading, the parent is

contacted by phone, email, or direct contact at the school. Reading assessments and results are reviewed as well as the results of teacher observation and interaction with the student. When contacted, the teacher will provide strategies in which parents can support their child's development in and out of school. The individual strategies will be based on the areas in which a student is deficient and is also based on the grade level of the student. It is very important that parents participate in the education of their children at this very crucial stage of learning development.

### **Teacher Communication**

It is important that teachers communicate as students move through the grades. At the beginning of each school year, each teacher meets with the teacher from the next grade to "hand-up" the students. During this meeting, teachers review reading results for each student and review their relative strengths and weaknesses. Any additional assistance provided to students is also reviewed. This includes Title I assistance and other targeted reading strategies.

### **Core Instruction**

The Story Town reading curriculum used at Kittson Central is aligned to the 2010 English Language Arts Academic Standards. Approximately one hour and 45 minutes per day is devoted specifically to reading instruction. If a student is not making sufficient progress or has areas of deficiency within his/her reading the following steps will be taken. The primary teacher may consult with the special education teacher to rule out or take into consideration any special education needs

that may be impacting the students' reading. Students will then be placed within a reading group at a level in which they can experience the most success in an effort to help the student be more comfortable and increase their enjoyment of reading. The reading groups also receive targeted instruction to increase their proficiency and growth.

### **Targeted Assistance**

Students needing further reading instruction are referred to the Title I Reading program. Students participating in the Title I program are identified by teachers in the fall of the year. Parents are notified and once the parent compact is signed, the students receive additional instruction through small groups, large groups, and individual assistance. The Fountas & Pinnell Benchmark Assessment System (BAS) is used to identify reading levels and place students in a leveled reading curriculum. Students receive intensive instruction and additional time for reading instruction.

### **Use of Data**

There is a broad array of data available to teachers and the available data drives instruction or intervention. As noted in the assessment portion of the plan, data sources include, but are not limited to teacher observation, classroom participation, weekly tests, theme tests, STAR tests within Accelerated Reader and NWEA tests. The data gleaned from assessments will be utilized to provide the best possible services for students and will serve as a tool to monitor progress, with the overall goal that each student will achieve at least one year of growth in reading annually.

The Fountas & Pinnell system is a key component of providing directed instruction to accelerate learning of reading.

### **Staff Development**

Staff development in the area of reading is available to all staff members. Best practices are followed and teachers in kindergarten through grade 6 collaborate in joint professional development. With a small school like Kittson Central, it is often necessary to use staff development services made available through the Northwest Service Cooperative. Staff development areas include core instruction and reading interventions.

### **Curriculum Resources**

A variety of curriculum resources are used, with the primary curriculum being Story Town. The Story Town reading curriculum used at Kittson Central is aligned to the 2010 English Language Arts Academic Standards. Additional curriculum materials are also used as supplements to the core curriculum.

### **Cross-Cultural Settings**

Kittson Central School has a rather homogeneous ethnic population that is overwhelmingly Caucasian. Other ethnic groups are represented, but in small numbers. It is the intent of Kittson Central to recognize the differences of not only different ethnic groups, but also the diversity of economic factors that impact

students. Staff development training is incorporated to address the diverse learners in the school system.

### **Community Stakeholders**

The Kittson Central Local Literacy Plan is approved by the Board of Education annually at a regularly scheduled meeting of the board and is available on the district website. Data is collected and submitted to the Minnesota Commissioner of Education annually according to criteria developed by the Minnesota Department of Education.