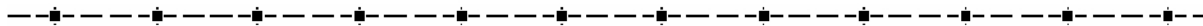


Fillmore Central Public Schools



Literacy Plan for Kindergarten - Third Grade



Literacy Team Members:

Principal: Jim Peters

Dean of Students: Chris Mensink

Kindergarten: Ericka Nagel

1st grade: Kaitlyn Steichen

2nd grade: Daron Wiltgen

3rd grade: Tim Ostrom

Title: Janet Prinsen

Purpose for a Literacy Plan

Our literacy plan provides a framework for Fillmore Central Elementary to continually screen, assess, and monitor our students as they grow as readers. We are committed to providing appropriate reading instruction to each student. The academic achievement of all students will be improved by the identification of student needs, implementation of research-based interventions, and the engagement of on-going professional development by our staff. This plan will help enhance the partnership between home and school with the goal of actively responding to needs of students in real-time.

Literacy Plan Goals

- ✚ All students are screened, assessed, and monitored to determine levels of reading proficiency each year.
- ✚ Data is utilized to identify individual learning needs.
- ✚ All students who are identified as not having met grade level benchmarks receive additional support to accelerate reading proficiency growth in order to progress towards grade level benchmarks.

Determination of Reading Proficiency

Student data is frequently obtained in grades Kindergarten through Third. Students are assessed multiple times within the school year to determine if they are at, above, or below the benchmarks for reading proficiency.

Assessments are given to the students in Kindergarten through Grade 3 at the beginning of the year and quarterly. Assessments currently being used are as follows:

- ✚ Aimsweb
- ✚ Developmental Reading Assessment 2
- ✚ Sight Word Lists
- ✚ Harcourt Trophies Curriculum assessments
- ✚ Independent Reading Level Assessments

Aimsweb and DRA 2 provide assessments that are gathered at least three times yearly for Kindergarten-Third Grade. This data is analyzed to determine a student's present level of reading proficiency and the determination is made whether or not the student meets the required benchmark at any given time. Subsequent assessments after the initial test facilitate determination of growth of each individual student.

Sight Word Lists, Harcourt reading curriculum assessments, and IRLAs are used as formative assessment tools to monitor and screen students to determine reading proficiency or the need for reading support services and/or interventions. All students are taught reading skills in the areas of phonemic awareness, phonics, vocabulary, comprehension, and fluency.

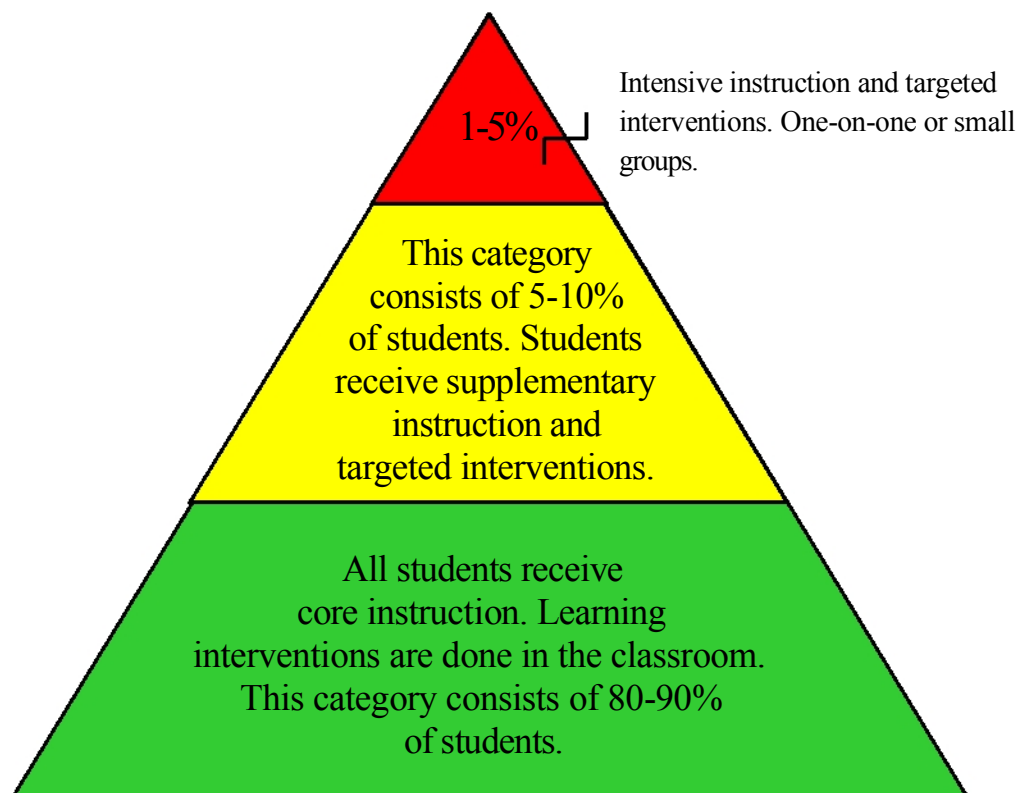
Students who are not reaching their grade level benchmarks will receive the necessary reading support through small group tutoring, differentiation, Title One support, and research-based interventions in conjunction with RTI. The frequency is dependent upon the student need. If adequate reading progress is not being achieved, then individual cases are reviewed with the assistance of the Teacher Assistance Team for further targeted education.

Efforts to Identify Students with Dyslexia

Scores from screening do not identify which students have dyslexia, however an effective screening process is the first step in assisting a student in identifying students who:

- 1) Are not making adequate progress toward reaching grade-level expectations of proficiency.
- 2) Need additional systematic and explicit instruction in phonemic awareness, decoding/encoding, and fluency.

The diagram below is a model that depicts the instruction and support provided at Fillmore Central including all students of all abilities.



Notification and Involvement of Parents

Parent involvement is strongly encouraged and celebrated at Fillmore Central Elementary. There are many opportunities to communicate student progress throughout the year. Teaching staff provide weekly newsletters, classroom websites, quarterly report cards, and hold conferences twice a year. Emails, notes, phone calls, and meetings are used for more frequent communication about students who are not showing adequate growth. The Title One program hosts several reading events in the fall and spring to promote reading at home. Letters are sent home to receive permission for any qualification of services available for a student.

Opportunity for Staff Development

Professional development is on-going, data-driven, and inclusive of all teaching staff. It is delivered in a variety of methods and aligned with school district goals. Teachers meet once a month to confer in Professional Learning Communities and identify areas of need. Student data is reviewed, interventions are discussed and applied, and teaching strategies are shared. Teachers are grouped according to the grade level group or age of children most worked with.