

District 811

Wabasha-Kellogg Independent School District

Excellence in Education

Reading Well

By Third Grade Literacy Plan

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811 Wabasha-Kellogg

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Reading Well by Third Grade Literacy Plan



“Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.” - International Reading Association

WHAT IS THE PURPOSE OF THIS PLAN?

The Wabasha-Kellogg Elementary Literacy Plan provides a framework for continual screening, assessment, and monitoring of the acquisition of skills required to become proficient readers by the end of third grade and beyond. The academic achievement of all students will be improved through the identification of needs, implementation of interventions, and on-going study and self-reflection of the staff. This collaboration by the staff facilitates shared practices of teaching. Finally, this plan will enhance the partnership efforts between the school and home with the goal of actively responding to the needs of the students.

WHAT ARE OUR LITERACY PLAN GOALS?

- All students are screened, assessed, and monitored to determine levels of reading proficiency.
- Data is utilized to identify individual student needs.
- All students determined to be below grade level or not demonstrating adequate growth will be supported to accelerate proficiency growth and attain grade level reading benchmarks.
- All students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth.
- All partners in the district will be informed of the instructional efforts.
- All students will be reading well by third grade and beyond.

HOW WILL WE KNOW IF OUR STUDENTS ARE READING WELL BY THIRD GRADE AND WHAT ASSESSMENTS WILL BE USED AND WHEN?

Data is frequently obtained on students in Kindergarten through Grade 3. Benchmarks using Fastbridge probes are typically obtained three times per year for K-3. The following chart indicates areas where benchmark data is collected. This data is analyzed to determine the present level of performance of each student. Determination is made whether the student is reading at, below, or above grade level benchmarks. Subsequent assessments after the initial one facilitate determination of growth of each individual student.

Kindergarten	First Grade	Second Grade	Third Grade
Letter Sound (LS) (Fall, Winter, Spring)	Word Segmenting (WS) (Fall, Winter, Spring)	AUTOreading (Fall, Winter, Spring)	AUTOreading (Fall, Winter, Spring)
OnSet Sound (OS) (Fall)	Sight Words (SW) (Fall, Winter, Spring)	Curriculum Based Measure Reading (CBMR) (Fall, Winter, Spring)	Curriculum Based Measure Reading (CBMR) (Fall, Winter, Spring)
Concept of Print (CAP) (Fall)	Sentence Reading (SR) (Fall)	A-Reading (Fall, Winter, Spring)	A-Reading (Fall, Winter, Spring)
Letter Name (LN) (Fall)	Curriculum Based Measure Reading (CBMR) (Winter, Spring)		
Word Segmenting (WS) (Winter, Spring)	A-Reading (Fall, Winter, Spring)		
Sight Words (SW) (Spring)			
Screening for Reading Success (Early Achievement Cluster) (Spring)			
A-Reading (Spring)			

Analysis of obtained data is on-going and disaggregated to determine individual student’s strengths and weaknesses. For those students determined to be “not proficient” or “high risk”, the data is further analyzed to determine if they are closing the gap with their peers. We look at low Early Reading scores in K-3 to and low scores in the CBMR in 1st-3rd grade to screen for possible dyslexia. Our 21-22 FastBridge data tells us that 3 out of 22 in Kindergarten were at high risk and for 1st grade we had 5 out of 25. We also looked at Grade 2 and Grade 3 to see which students were at high risk in all areas and had 7 students out of 61 who met criteria for possible dyslexia.

As data is analyzed, students demonstrating inadequate growth are identified. Tier 1 interventions are implemented to meet the needs of the student or Tier 2 interventions are used to facilitate accelerated growth leading to proficiency. These students receive additional support through Title One, ADSIS Targeted Interventions, and interventions through American Reading Corps Volunteers. Students demonstrating a greater need may be referred for Special Education Services. During classroom reading, students receive core curriculum instruction. Additional differentiated Tier 1 intervention is provided by classroom instructors at various times based on progress monitoring data. Frequent monitoring of progress throughout this process is maintained and adjustments to the instruction are made when necessary.

Another area that the state requires we look for is convergence insufficiency disorder. Teachers would be able to let a parent know if they are seeing the symptoms listed below (provided by mayoclinic.org) to encourage further exploration.

- Tired, sore or uncomfortable eyes (eyestrain)
- Headaches
- Difficulty reading — words seem to float on the page, you lose your place or you read slowly — which might cause you to avoid reading or not complete schoolwork
- Double vision (diplopia)
- Difficulty concentrating
- Squinting, rubbing or closing one eye

HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

Wabasha-Kellogg Elementary seeks to involve parents in the literacy development of their children at all grade levels. This begins at grade-level orientation programs. During this time, the grade-level content standards are introduced and expectations are defined indicating end-of-year proficiency indicators.

On-going assessments and monitoring facilitate early detection of students. This allows for targeted interventions to address needs early. Information is provided to parents outlining these concerns through parent-teacher communication. Qualification requirements for more intensive interventions such as Title One/ADSIS and Special Education are communicated and these levels of support are considered.

Obtained assessment results, diagnostic data, and progress monitoring data are shared with parents/guardians for all students a minimum of twice a year at conferences as well as grades being reported quarterly. Frequent communication is used for those students showing inadequate growth leading to proficiency. This happens through face to face conversations, notes sent home, e-mails, and phone calls. Resources are made available to the families to foster a collaborative effort leading to enhanced growth.

Many tools are used by the classroom instructors and data obtained from these tools are shared with the families. Examples of these instruments are:

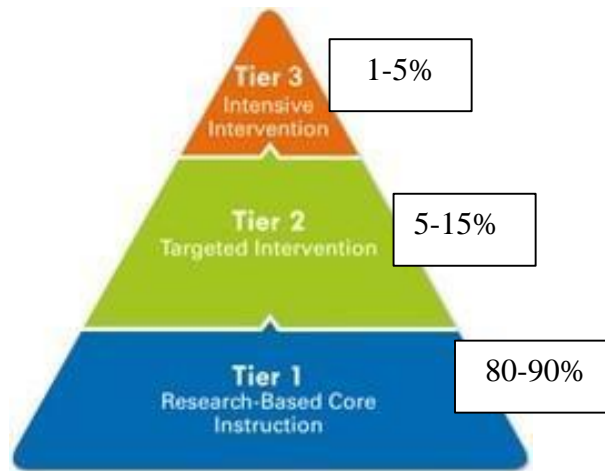
- Curriculum Assessments
- On-line Programs
- Mastery Word Lists
- Educational Software for Guiding Instruction (ESGI)
- District Assessment Results

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

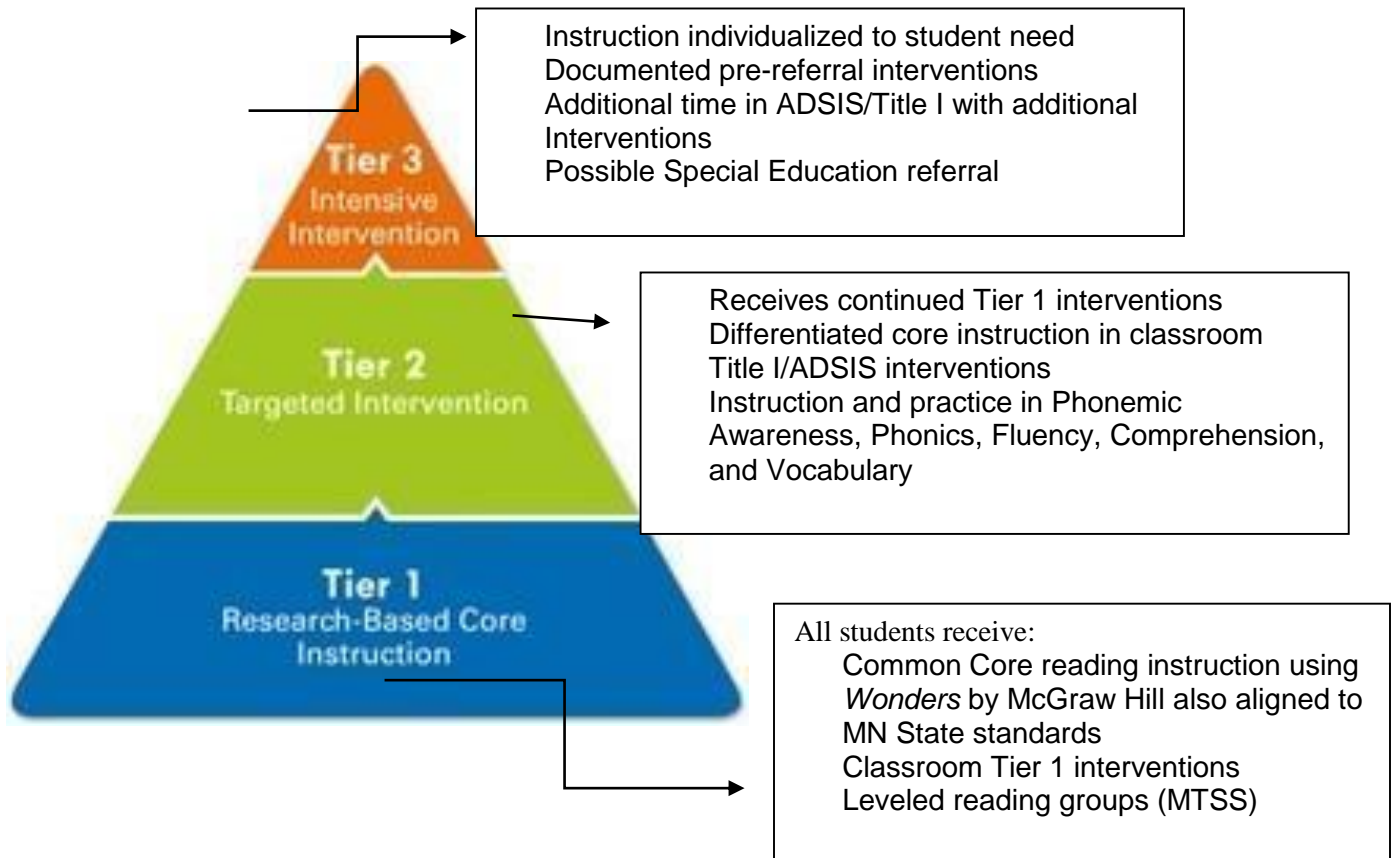
All students at Wabasha-Kellogg Elementary benefit from additional leveled reading instruction. This allows for all students to grow from instruction at their current level of performance which encourages greater personal growth in reading proficiency. Wabasha-Kellogg utilizes the Multi-Tier System of Supports concept of interventions. The chart on the following page explains the Tier Model followed at Wabasha-Kellogg.

Data may indicate a student is having difficulty demonstrating the ability to read at or above grade level. Possible interventions would be discussed by education staff and related service providers at: MTSS meetings, PLC Collaboration meetings, within ADSIS/Title One instruction planning, English as Second Language or Special Education planning.

TIER Model of Intervention



Wabasha-Kellogg Tier Model for Kindergarten-Third Grade



WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

Programming provided is based on the needs of the students. Screening and assessment data are collected to determine current level of English proficiency in reading comprehension, listening comprehension, and oral fluency. This data will determine the amount of programming outside of the classroom that will need to be provided for the student. While in the classroom, differentiation of instruction will be provided allowing for comprehension of core curriculum concepts. Internet resources and connection with other schools with more comprehensive programs are utilized to provide ideas. Resources and ideas are generated through collaboration between the classroom instructors, ELL Instructor, and speech/language. Depending on the home language of the student, connections with local universities have also provided support to the elementary instructors.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?

Professional development is data-driven, on-going, and inclusive of all teachers. It is delivered in a variety of venues and aligned with school/district goals. Professional Learning Communities have been established and SMART goals are being created and implemented. Literacy practices are being examined and adjusted based on data results. Professional Learning Communities will meet every week to discuss student progress.

Staff is trained in new instructional interventions by attending sessions provided by vendors, HVED, Southeast Service Collaborative, or in-house reading specialists. These avenues provide opportunities for staff to enhance levels of expertise in reading interventions as well as core content areas. Once a staff member acquires enhanced skills, he/she is expected to disseminate these abilities to other grade levels and across grade level peers. Data is collected and a determination of the effectiveness is made concerning the core instruction as well as the interventions. Adjustments are made and, if additional training is necessary, it is provided. Professional development and curriculum analysis for alignment of standards, curriculum, instruction, and assessment occurs on a regular cycle.

HOW ARE WABASHA-KELLOGG K-3 STUDENTS CURRENTLY PERFORMING?

Percentage of students in Kindergarten through Grade 3 Meeting or Exceeding Proficiency Criteria Spring 2022

GRADE	MEASURE	% Meeting or exceeding
Kindergarten	Early Reading	36%
	A-Reading	36%
Grade 1	CBMR	28%
	A-Reading	30%
Grade 2	CBMR	34%
	A-Reading	50%
	AUTO reading	72%
Grade 3	CBMR	59%
	A-Reading	73%
	AUTOreading	59%

Percentage of Grade 3-6 Students Meeting or Exceeding MCA III

After two and a half years in Covid-19 educational practices, our reading scores are lower than we have had in previous years. These scores are preliminary.

Grade	% Meeting or Exceeding
Grade 3	44%
Grade 4	51%
Grade 5	55%
Grade 6	52%