

Southland District 500-Elementary School



200 Water Street

Adams, MN

Telephone: (507) 582-3568

Fax: (507) 582-7813

6/8/2023

Dear Families,

Southland Elementary has developed a local literacy plan for our kindergarten through 3rd grade students to make sure students are all reading well by third grade. The plan attached to this letter will be an on-going piece of work to help us constantly review how we are preparing our students to be life-long learners and readers.

The plan was developed in five parts. The title page explains the staff involved in helping to create our local literacy plan, our school district's mission statement, and the current reading program utilized in our classrooms.

- Part one looks at how we are collecting data to ensure reading proficiency at our Kindergarten through 3rd grade levels. We determined a screening assessment (FASTBridge) that we feel provides us with comprehensive data that is administered in fall, late fall, winter, late spring and spring. We need to see each child's progress.
- The second part explains various assessments we utilize to screen our students, and look for deficiencies in their reading progress. As we find concerns, we utilize different diagnostic tools to help us narrow down the need for additional teaching. Finally, we continue to monitor progress to make sure we have the child on track.
- The third part explains how we will notify and involve our families into their child's reading progress.
- The fourth part explains our tiered system for intervening when a child is struggling with reading. The first tier focuses on the classroom, where tier two and three focus on qualifying services (Title I or Special Education) based on the need of the student.
- Finally, the fifth part is our plan to support our teachers and staff in best meeting the literacy needs of our students.

As you review our plan, please keep in mind that we plan to continue adding, changing, and fine-tuning it to best meet the literacy needs of our students. This plan is intended to be a starting point for us with the belief that we can continue to build a more complete and comprehensive literacy program.

Southland Elementary Local K-3rd Grade Literacy Plan

School District	Administration	School Year	Grades Serviced
Southland School District #500 200 Water Street Adams, MN 55909 Phone #: 507-582-3568 Fax #: 507-582-7813	Superintendent: Scott Hall Principal: Brian Schoen	2023-2024	K-5
Literacy Team Members Title/Position			
B. Schoen	Elementary Principal		
P. Schmitz	Title One Teacher		
K. Krebsbach	Kindergarten Teacher		
M. Hulshizer	1 st Grade Teacher		
H. Schotanus	1 st Grade Teacher		
C. Sorgatz	2 nd Grade Teacher		
B. Wilde	3 rd Grade Teacher		
Current Resources			
Publisher Benchmark Advance	Copyright 2019	Grades K-5	
Mission Statement			
The Southland School District strives to prepare its students to lead fulfilling lives as responsible citizens of the; 21st Century. Within the resources available, students will learn how to pursue and acquire knowledge, so they may continue the learning process throughout their lives.			

Southland Elementary Literacy Plan

Ensuring Reading Proficiency for All Students by Third Grade by:

Kindergarten:

-Students score at or above 50th percentile as measured by the FAST Bridge Reading assessment (aReading-Fall: 392)

Action Plan Leaders:

Kindergarten Teacher(s)

Title I Teacher

Second Grade:

-Students score at or above 55th percentile as measured by the FAST Bridge Reading assessments. (aReading-Fall: 477)

Action Plan Leaders:

2nd Grade Teacher(s)

Title I Teacher

First Grade:

-Students score at or above 55th percentile as measured by the FAST Bridge Reading assesement (aReading-Fall: 440)

Action Plan Leaders:

1st Grade Teacher(s)

Title I Teacher

Third Grade:

-Students score at or above 60th percentile as measured by the FAST Bridge Reading assessments. (aReading-Fall: 497)

Action Plan Leaders:

3rd Grade Teacher(s)

Title I Teacher

Southland Elementary Literacy Plan

Student Assessments

Our goal is to address each child's reading progress. In the Fall, we use the screening assessments to determine the needs of our students. If we find a reading concern, we may look deeper by administering a diagnostic assessment. After the screening assessments, we move towards progress monitoring to see if the child is making progress and meeting the grade level expectations. Below, we have provided you with a list of assessments we are constantly reviewing.

Screening Assessments

As a district we utilize the FAST (Formative Assessment System for Teachers) Bridge assessment in the Fall, Winter and Spring of the school year for all students. We give the Standardized Test for the Assessment for Reading (STAR) once per quarter to identify each student's independent reading level.

Kindergarten:

- FAST Bridge Early Reading Assessments
- Beginning of the year: letter recognition, placing letters in alphabetical order
- Middle of the year: letter recognition, letter order, some letter sounds, some high frequency words, "at" and "an" family words, color words
- End of the year: short vowel word families, all kindergarten sight words, color words, number words

First Grade:

- FAST Bridge Reading Assessments
- STAR Reading Test

Second Grade:

- FAST Bridge Reading Assessments
- STAR Reading Test

Third Grade:

- FAST Bridge Reading Assessments
- STAR Reading Test

Southland Elementary Literacy Plan

Diagnostic Assessments

READING SKILLS TESTS:

The district utilizes Daily 5 framework in addition to our reading series. Every few weeks a skills test is given to all students to determine if they are proficient on the skills taught throughout the CAFÉ (Comprehension, Accuracy, Fluency and Vocabulary Expansion) reading strategies. These data check help to inform and align the instruction, assess a child's understanding of the skills, and lead to additional interventions to help students achieve mastery of the skills.

DIAGNOSTIC READING ASSESSMENTS (DRA)

We give students that qualify for Title One Reading services the DRA three times per year (fall, winter, and spring). It provides a diagnostic look at the needs of the child that help determine an intervention by which we will utilize to help the child with reading.

Progress Monitoring

Progress monitoring is done by the classroom and title one teachers. We utilize the results to determine if the child is on target for meeting the end of the year benchmark. Each grade level has their own progress monitoring checks. They are listed below.

Kindergarten: (weekly/monthly checks of)

- | | |
|---|--------------------------|
| -upper and lowercase letter recognition | -ordering letters |
| -letter sounds | -high frequency words |
| -word families | -short vowel sound words |
| -color and number words | |

First Grade:

- High frequency word lists (one time per month)
- Running records (fluency/decoding skills) (one time per six weeks)
- FAST (Formative Assessment System for Teachers) Bridge (5 times a year)

Second Grade:

- High frequency word lists (one time per six weeks)
- Reading fluency and comprehension check (monthly)
- STAR reading test (end of each quarter)
- FAST (Formative Assessment System for Teachers) Bridge (5 times a year)

Third Grade:

- Reading fluency, comprehension check (monthly)
- STAR reading test (end of each quarter)
- FAST (Formative Assessment System for Teachers) Bridge (5 times per year)

Southland Elementary Literacy Plan

Parent Involvement

Our goal is to develop a partnership between our parents and school to best support their child's literacy growth.

What we will do to build the partnership?

Parent/Teacher Fall and Spring Conferences
Back to School Conferences
Teacher/Student/Parent Compact
Title One Family Reading/Math Night
Monthly newsletters/Emails from
classroom teachers
Sending home assessment results
Kindergarten Roundup Night
Teacher/Elementary Websites
Parent Title I Advisory Council
Special Education Learning Differences Nights
Reading Logs

People involved in building positive reading supports for students.

Parents
Classroom Teachers
Special Education Staff
Title I Staff
District Staff
Administration

Southland Elementary Literacy Plan

If students are struggling with reading, we provide tiered reading interventions.

Tier One Instruction

Core Reading Program: Benchmark Advance

Provides students with:

- Reading fluency opportunities

- Focuses on reading comprehension

- Rich vocabulary and grammar experiences

Students are also given an extra 30 minutes a day of reading in addition to the core reading program. This provides them with the opportunity for reading at their reading level.

Tier Two Instruction

Students who are not proficient at grade level may qualify for Title One services. The title one classroom utilizes the intensive research based curriculum, My Sidewalks, for students in second and third grade to provide a more intensive opportunity to become a more proficient reader. Students in kindergarten and first grade focus more on the basics of reading during their title time, identifying the specific needs to each individual student, and tailoring the lesson to those specific needs.

Students are also provided with the opportunity for guided reading in the title classroom.

Tier Three Instruction

The reading curriculum that Southland Elementary School utilizes for students receiving special education services includes an explicit instruction curriculum, supplemental reading materials, hands-on activities, and educational games. The crux of the special education reading curriculum at Southland Elementary School is the explicit instruction curriculum: Reading Mastery - Classic Edition from SRA/McGraw-Hill. This program teaches all of the basic reading skills and behaviors a non-reading student needs to master in the beginning stages of reading. The instructional tasks are similarly structured and sequenced so that the students master all of the skills required for later, more complicated tasks.

In coordination with the Reading Mastery program, our special education teachers also incorporate hands-on activities (e.g., word sorts), supplemental reading materials (e.g., Read Naturally - a reading fluency program), and general education curriculum materials (e.g., Reading Streets) to provide additional reading and phonics practice.

Educational games are also used to stimulate the learning of basic reading and phonics skills. Students receive additional practice in reading and phonics and also reinforcement of these skills across various subject areas.

Southland Elementary Literacy Plan

Staff Development

Professional Development in the area of literacy will continue to focus on two key areas: differentiated instruction and Integration of technology. Each year we collaborate with four other school districts to work on these two key areas. By collaborating we are able to stretch our funds and resources to help our staff grow in their own professional development.

Staff Development Within Our Own District

- *Planning time for teachers to familiarize and embed the English/Language Arts Standards in their instruction and assessment process.
- *Training on formative assessments related to literacy which results can be used for creating flexible groupings and/or learning centers.
- *Training on STAR Reading and STAR Early Literacy to make best use of student results and ways to best help each child.
- *Training on FAST Bridge assessments to make effective decisions about individual student data results.
- *Look for scientifically-based reading interventions that fit the needs of helping our students.
- *Investigating a new scientifically-based and standards-aligned curriculum to purchase that meets the needs of our students.
- *Continued training of paraprofessionals who work with individual or small groups of students on reading skills.