

Kingsland Public Schools

Local Literacy Plan

Last Revised: July 2022

Purpose Statement

Our mission at Kingsland Elementary is to instill lifelong passion for learning and community through opportunities and experiences. The development of basic reading and comprehension skills is a core component of this mission, as reading is tool through which much of that lifelong learning occurs. Students walk through our doors with diverse backgrounds and academic abilities. Our goal is for every student to read at or above grade level before the end of third grade. Our teachers, leadership, and support staff are dedicated to this outcome.

Use of Data

Assessment Plan

Kingsland Elementary School utilizes a wide array of assessment tools to provide screening, diagnostic assessment and progress monitoring for all students. Primary assessment resources include the Formative Assessment System for Teachers (FAST) by FastBridge Learning, the Independent Reading Level Assessment (IRLA) by American Reading Company, *Journeys* curriculum resources by Houghton Mifflin, and teacher-created common unit assessments for reading at each grade level.

Formative Assessment System for Teachers (FAST)

The FastBridge aReading and CBMreading assessments are given in the fall, winter, and spring. The aReading assessment measures students' skills in the areas of foundational skills, reading literature, language, and informational reading. The CBMreading assessment measures students' skills in oral fluency and comprehension. All students in grades K-6 are tested in these areas. Students that are targeted in the some risk to high risk range, according to the FAST screening assessments, are progress monitored regularly between screening periods using the FastBridge progress monitoring tools

Independent Reading Level Assessment (IRLA)

All students are progress monitored by their classroom teachers bi-weekly using the American Reading Company's Independent Reading Level Assessment (IRLA) program.

Journeys Curriculum Resources

The regular use of our Houghton Mifflin 2014 *Journeys* themed tests provide teachers with the opportunity to assess comprehension and vocabulary every week. Unit tests are complemented at the end of a six-week period and assess students in four categories – comprehension/vocabulary, phonics, writing/grammar, and literacy-based study skills.

Teacher-Created Common Unit Assessments

Kingsland Elementary School has begun the process of aligning our reading curriculum to the Minnesota Academic Standards for English Language Arts and writing local common unit assessments within our grade level professional learning communities. When completed, these assessments will provide another tool for monitoring both individual and collective student progress toward achievement of grade level standards throughout the academic year.

Comprehensive Needs Assessment (CNA)

Minnesota Comprehensive Assessment (MCA) proficiency rates for grades 3-6 at Kingsland Elementary School revealed a need for meaningful changes to our reading program in 2017. Kingsland Elementary School's proficiency rate was consistently in the mid-50 percent range, below state average, each year from 2014 through 2017. After thorough research and planning, Kingsland implemented the American Reading Company Action 100 reading intervention program for all students in grades K-6. Early results indicate that this program, along with increased teacher collaboration through professional learning community (PLC) work, is beginning to have positive impacts. Our MCA proficiency rate for 2018 increased to 63.8% in 2018, placing Kingsland above state average for the first time. The third grade proficiency rate increased to 67.7% in 2018, also above state average for the first time. These improvements in overall reading proficiency and third grade reading proficiency were maintained in 2019, before disruptions to MCA testing in 2020 brought on by the COVID-19 pandemic. This data suggests that we have identified and implemented the appropriate programs and resources to improve the quality of reading instruction at Kingsland Elementary School, and our next steps are to continue honing our teachers' skills in using those tools to continue the upward trend we have begun. Our Spring 2022 MCA Reading data has shown that we have begun rebounding from the pandemic disruptions.

Action Planning for Continuous Improvement

Our school district's goal is for 70% or more of students in all grades to be meeting grade level proficiency standards in Reading as measured by the Minnesota Comprehensive Assessment (MCA-III) for Reading by June 2025. One subset is for 70% of 3rd grade students will be meeting grade-level proficiency standards in Reading as measured by the Minnesota Comprehensive Assessment (MCA-III for Reading).

Efforts to achieve this goal will focus primarily on the following activities:

- Continued implementation of Action 100 Reading Intervention program for all students in grades PK-6. 30 minutes of each classroom's core reading instruction time will continue to be devoted to independent reading and individualized instruction using Action 100.
- Kingsland Elementary School's staff development program will focus on using the Backward Design Curriculum Planning Model and Build Your Own Curriculum (BYOC) software to align curriculum to state and national academic standards. Language Arts and Math will serve as the primary focus areas initially as we begin our work with BYOC.
- Grade level PLC teams will meet weekly to align the essential learning targets to the MN state standards, creating common course syllabi and common assessments to collaborate and monitor student progress toward proficiency.
- Parallel scheduling will be implemented in all grades K-5, allowing Tier II and Tier III interventions to be delivered more effectively and efficiently. Flexible student grouping will include students from multiple classrooms, and services will be delivered using a combination of pull-out and push-in models.
- Title I teachers and a paraprofessional will also provide more intensive interventions to struggling readers, including Leveled Literacy Intervention, American Reading Company Action 100, Repeated Oral Assisted Reading, Slash and Dash, along with other strategies learned through the Saint Mary's K-12 Reading Program.
- Students will be discussed with Teachers Assisting Teachers and Child Study Teams meetings if struggles continue after multiple documented interventions.

Evidence-based Interventions

Kingsland Elementary School utilizes several resources to provide evidence-based reading interventions to students at all levels of support. While many of these resources are designed to coordinate with our tier one Action 100 program, thus providing program consistency throughout students' learning, other resources are available to meet specific individual needs of students requiring tier two and tier three supports.

American Reading Company Action 100

This reading intervention program is delivered to all K-6 students. However, Title I teachers assist classroom teachers in delivering these interventions to tier two students during push-in and team teaching times with our new parallel scheduling format. Title I teachers and special education teachers also use more intensive program resources, including Foundational Skills and IRLA toolkits, to deliver interventions to students

needing tier two and tier three interventions during team teaching and pull-out service times.

Leveled Literacy Interventions

This is the primary reading intervention program used in our Title I program for tier two support. The program is delivered in a small group setting by a Title I teacher as a pull-out program in addition to the regular education reading program.

Web-Based Programs

Title I and special education teachers have some flexibility to incorporate web-based programs as needed to provide more individualized instruction and meet individual student needs. The most commonly used programs include Moby Max and MRC Interventions. These programs are typically delivered in a pull-out model, though students can use them during independent work times in the regular education setting after some instruction by their intervention teachers.

Southern Minnesota Education Consortium (SMEC) Curriculum Library

As a member of our seven-district special education consortium, all Kingsland special education teachers have access to the SMEC curriculum library containing a variety of researched-based reading intervention programs. While Kingsland special education teachers have focused largely on incorporating American Reading Company resources into tier three programs over the past two years, this library provides a great resource from which special education teachers can select specific programs to meet the unique individual needs of each student receiving tier three reading support.

Parent and Community Engagement

Kingsland Elementary School has developed several initiatives to involve parents in their children's school and in the literacy development process. These activities include:

- Parents and students are invited to two Title I parent and community engagement activities during the school year, one of which is focused on supporting children's literacy development at home.
- Students are assigned to read at home daily, which is recorded by parents using daily reading logs as part of our Action 100 schoolwide reading intervention program.
- Parents and grandparents are invited to participate in our Knight Crew volunteer program at Kingsland Elementary School in which they spend a day volunteering their children's classrooms.

- Community members and local business members are invited to read to classrooms during our annual Kiwanis Read Around the World event.
- High School students involved in Builders' Club volunteer to read to Kingsland Elementary School students.
- High School students spend their study hall period serving as elementary teacher assistants, during which they read with and/or listen to elementary students read their step reading.

Communication Plan

Reporting to Stakeholders

Kingsland Elementary School teachers and staff collaborate regularly throughout the school year to review student achievement and assessment data and coordinate efforts meet each student's individual needs in achieving reading proficiency. These reporting and collaboration strategies include:

- Teachers participate in weekly professional learning communities (PLCs) to review student assessment data and create shared curriculum plans based on this data.
- Teachers use American Reading Company's SchoolPace online progress monitoring tool to plan and document individualized reading instruction and interventions for each student, creating real-time collaboration and shared data between all teachers working with each student.
- Kingsland Elementary School's Teachers Assisting Teachers (TAT) team meets as needed throughout the school year to discuss student difficulties, brainstorm interventions, and monitor progress data of interventions.
- Kingsland Public School's Child Study Team (CST) meets biweekly to review and discuss progress of students receiving Special Education services, as well as to review referrals of new students from the TAT team and create evaluation plans for Special Education services.

Reporting to Parents/Guardians

Student academic progress and screening data is shared with parents throughout the school year. Communication methods include:

- Student assessment data from the previous school year is reviewed and discussed with parents during Smart Start conferences at the beginning of the school year.

- MCA Report Cards from the previous spring are shared and discussed with parents during fall parent-teacher conferences.
- FastBridge screening assessments are shared and discussed with parents during fall parent-teacher conferences.
- Summative reading assessments are sent home with students at the end of each unit of study.
- Parents are provided an Infinite Campus Parent Portal account to monitor their children's academic progress in all classes throughout the school year.
- Semester report cards are shared with parents at the end of each semester.

Professional Development

Kingsland Elementary School staff professional development activities will include those outlined in our Action Plan for Continuous Improvement:

- Kingsland Elementary School's staff development program will focus on using the Backward Design Curriculum Planning Model and Build Your Own Curriculum (BYOC) software to align curriculum to state and national academic standards. Language Arts and Math will serve as the primary focus areas initially as we begin our work with BYOC.
- Grade level PLC teams will meet weekly to align the essential learning targets to the MN state standards, creating common course syllabi and common assessments to collaborate and monitor student progress toward proficiency.