

# **Badger School District #676**

## **Grades K-3 Literacy Plan**

### **2024-2025**

Badger School District is dedicated to serving our students and ensuring all Badger students are successful. The Badger Literacy Plan describes the current goals, practices, and supports for students in Grades K-3 to ensure all students read well by grade 3. Reading well by grade three will ensure that a student has the necessary literacy skills to continue to be successful as a lifelong learner.

The Badger School District Literacy Plan consists of the following elements:

- Assessments
- Parent Notification and Involvement
- Data Summary
- Curriculum and Instruction
- Interventions
- Professional Development

### **Assessments**

The Badger School District utilizes several formal and informal assessment diagnostic tools throughout the academic year to determine reading proficiency.

1. Minnesota Comprehensive Assessments are administered currently in the spring of each academic year and beginning during the 2012-2013 school year will be administered in the fall as well as spring.
2. Northwest Evaluation Association assessments are administered in the fall and spring.
3. Progress Monitoring occurs continuously throughout the school year as the classroom teacher monitors students' growth and performance as a reader.
4. Accelerated Reader. Accelerated Reader encourages reading

practice and is available for all students attending Badger School District. The Accelerated Reader program assesses individual progress through Vocabulary comprehension, literacy skills, and quizzes.

5. STAR Reading Assessment / Early STAR Literacy Assessment. Student responses to questions determine the actual achievement level of student. The STAR assessment also identifies what skills students are proficient on, or excelling at, and where intervention may be needed.

6. DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The DIBELS assessment assists in determining the reading proficiency level of district students.

7. Reading A-Z Leveled Reading Library. Students are provided leveled reading books which provide for differentiated and individualized practice at appropriate levels.

## Universal and Dyslexia Screening

### Grades K-3 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

## Grades 4-12 Screeners

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>Star Reading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

Badger Elementary School acknowledges the importance of the partnership between home and school, and provides parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnership between home, school, and the classroom, we will ensure that the literacy goals for our students are achieved.

1. Parent notification/involvement occurs through conferences in the fall and spring.
2. Electronic gradebooks that are accessible via the internet 24 hours a day / 7 days a week.
3. Report cards are sent home on a quarterly basis.
4. A community “open house” occurs annually.
5. Parents/guardians are notified of student results on assessments detailed previously and interventions measures are put into place as soon as possible when a student appears to be at-risk or below expecting comprehension levels.
6. Parents are also encouraged to contact the Badger School at any time with individual questions or concerns.

## Data Summary Kindergarten through 3<sup>rd</sup> Grade

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	16	0	15	10	0	0
1 <sup>st</sup>	17	1	16	10	0	0
2 <sup>nd</sup>	12	2	12	9	0	0
3 <sup>rd</sup>	18	12	18	14	0	0

**NOTE:** For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

## Students Grades 4-12 Not Reading at Grade Level

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 <sup>th</sup>	19	6	0	0
5 <sup>th</sup>	21	7	0	0
6 <sup>th</sup>	13	4	0	0
7 <sup>th</sup>	12	8	0	0
8 <sup>th</sup>	15	7	0	0
9 <sup>th</sup>	19	8	0	0
10 <sup>th</sup>	17	6	0	0

11 <sup>th</sup>	20	6	0	0
12 <sup>th</sup>	18	4	0	0

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> Grade, above.

## Core Reading Curricula and Instruction Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
1 <sup>st</sup>	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
2 <sup>nd</sup>	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
3 <sup>rd</sup>	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
4 <sup>th</sup>	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/55 Min Differentiated Instruction/30 Min
5 <sup>th</sup>	Journeys K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min

## Core ELA Curricula and Instruction Grades 6-12

<b>Grade</b>	<b>Implemented ELA Curricula</b>	<b>Description of Curricula Use (e.g. comprehension, vocabulary, writing)</b>	<b>Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)</b>
6 <sup>th</sup>	Journeys K-6 ELA	Comprehension, Vocabulary, Writing	70 Minutes
7 <sup>th</sup>	Into Literature/Vocabulary for Success	Comprehension, Vocabulary, Writing	44 Minutes
8 <sup>th</sup>	Into Literature/Vocabulary for Success	Comprehension, Vocabulary, Writing	44 Minutes
9 <sup>th</sup>	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
10 <sup>th</sup>	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
11 <sup>th</sup>	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
12 <sup>th</sup>	Models for Writers/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes

## Data-Based Decision Making for Literacy Interventions

### **Response To Intervention program (RTI).**

The Badger Elementary School has trained K-3 teachers in the Response To Intervention program. RTI consists of a multi-tiered structure of support for students beginning with additional instruction by the classroom teacher and progressing to more focused instruction, both in increased time and in decreased ratio of student to instructor. A typical distribution of students would be 80% of students in Tier 1, 15% in Tier 2, 5% in Tier 3.

### **Title I**

Title I is a federally funded program that is “meant to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

### **Paraprofessionals**

Paraprofessionals are educational support staff who meet Minnesota’s highly qualified requirements. Paraprofessionals provide supplemental practice to students who need assistance after an intervention by a licensed teacher or with students who need extra practice to maintain their skills. Under the direction of a licensed teacher, they may assess and monitor a student’s progress and provide practice activities for students who need to hone their skills.

### **Special Education**

The focus of special education is to insure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction. This instruction must provide for progress towards goals and objectives through collaboration between parents/guardians, students, and professional staff.



# Professional Development Plan

READ Act Phase one identified teachers will complete approved CORE Learning training starting in July of 2024. Teachers will work on CORE modules monthly throughout the 2024-2025 school year, with a completion date of July 2025.

Additionally, Badger School District supports teachers and staff by implementing the following developmental activities, which promote growth of teacher knowledge and skills to foster continuous improvement.

- **Workshops / Professional Learning Communities / In-Service Days / Peer Review and Observations**

Number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	4	0	0	4
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	0	3
K-12 Reading Interventionists	2	0	0	2
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	4	0	0	4
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0