

Ulen–Hitterdal Local Literacy Plan District 914

Our mission is to provide a safe, positive learning environment in which all are offered the opportunity to participate, grow and become lifelong learners.

Reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

Kindergarten: Assessments given, AIMSweb: Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF) and nonsense words. Students also take the Star Early Literacy Assessment, which measures basic phonemic awareness and number sense. Data received from these assessments will be used to identify children that need interventions in order to reach mastery by the end of kindergarten.

Response to Intervention (RTI): is scheduled daily for thirty minutes. Interventions to be taught are based off diagnostic reports on STAR Early Literacy and PRESS. PRESS is a research based systematic intervention process for phonemic awareness.

Goal: 60% of Kindergartners will be classified as transitional or probable readers by the end of the school year as measured by STAR Early Literacy tests.

Goal: 80% of Kindergartners will reach AIMSweb default targets set at the 40th percentile for Letter Sound Fluency by the end of the school year.

First Grade: AIMSweb one minute benchmarks: Letter Sound Fluency. STAR Early Literacy and/or STAR Reading Assessments. Data will be used to identify children that need interventions in order to reach proficiency by the end of first grade. Individual diagnostic reports will determine the essential areas of reading that need to be taught. They include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Small group instruction (RTI) will be scheduled daily for thirty minutes of reading interventions to be administered.

Goal: 60% of first graders will reach Oral Reading Fluency proficiency targets as measured with AIMSweb probes by the end of the school year.

Goal: 80% of first graders will finish the year classified as Probable Readers as measured by the STAR Test of Early Literacy.

Goal: 80% of first graders will be reading at the 40th percentile or above on the STAR Reading test at the end of the school year.

Second Grade: will be assessed with AIMSweb tests and STAR Reading Assessments.

Data from these assessments will be used to identify students that need interventions in order to reach proficiency by the end of second grade. Accelerated Reader is used to encourage children to read independently at their level. Comprehension is monitored through the use of AR tests.

Goal: 70% of second graders will reach Oral Reading Fluency proficiency as measured by AIMSweb probes by the end of the school year.

Goal: 80% of second graders will be reading at the 40th percentile or above as measured by Star Reading tests.

Goal: 90% of second graders will read at or above the 40th percentile as measured by AIMSweb reading probes.

Third Grade: STAR Reading Assessments & MCA tests. Data from these assessments will be used to identify students that need interventions in order to reach proficiency by the end of third grade.

Goal: 80% of third grade students will read above the 40th percentile as measured by STAR Reading tests by the end of their third grade year.

Goal: Third grade students will reach 70% proficiency on the spring MCA reading test.

Students' level of reading proficiency assessed by:

Kindergarten

AIMSWeb: Letter Naming Fluency, Letter Sound Fluency, and Nonsense Fluency
STAR Early Literacy

1st Grade

AIMSWeb: Oral Reading Fluency & Nonsense Word Fluency
STAR Early Literacy

2nd Grade

AIMSWeb: Oral Reading Fluency
STAR Reading

3rd Grade through 6th Grade

AIMSWeb: Oral Reading Fluency
STAR Reading (Monthly)
MCA's

- K-2 students are benchmarked in the Fall (Sept. 15 – 20), Winter

(Jan. 17– 23) and Spring (May 11 – May 14) with AIMS Web.

- The students that are below grade level are progress monitored on a weekly basis.
- Teachers have monthly grade level meetings with school psychologist and administration to review students progress.
- Accelerated Reading program assesses comprehension and vocabulary proficiency.
- Teachers use AIMSweb and STAR Assessments testing to graph results and growth data in K-3
- By using balanced instruction to meet adequate growth we analyze the effectiveness of our core instruction through AIMSweb and STAR testing. If adequate growth is not made then we incorporate interventions and target our instruction.
- Title and Special Education services are available for students to meet grade level requirements.

We notify and involve parents promoting literacy development for their children in grades Kindergarten through Grade 3

- Teachers implement nightly reading logs to help promote fluency and comprehension.
- During teacher conferences parents are notified about the Accelerated Reader program. They are also informed about special reading programs and activities such as Dr. Seuss's Birthday, Read Across America, and the Red Hawks Reading program.
- Home Connect: During parent teacher conferences parents have the option to view a demonstration explaining what STAR assessments are as well as how they can access student information online.

We explain what interventions and instructional supports will be available to students not reading at or above grade level in Kindergarten through Grade 3.

- Data obtained from STAR assessments help teachers specifically identify what focus skills/interventions need to be taught.
- All reading interventions administered to students are aligned with the state standards. Interventions are obtained through Star Enterprise and Florida Center for Reading and PRESS.
- Interventions are set up rotationally for all students based on diagnostic reports

generated from STAR. All students have an intervention they focus on daily, which coordinate directly to the students learning.

Elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction

Response to Intervention grade level meetings are held weekly. Grade level teachers and administration meet with our RTI coordinator and school psychologist to review data as it relates to individual students. At these meetings student assessments scores are viewed and discussed. Teachers collaborate ideas as to what specific interventions need to be administered in order to accelerate student growth.

All staff is trained to deliver core instruction, instructional interventions, and the scientifically-based reading practices embedded within them. It is our focus to make sure each student is receiving the correct intervention and are excelling with support they are given.

Comprehensive scientifically based reading instruction is consistently implemented throughout elementary grades.

Response to Intervention: RTI

RTI is the model used at Ulen-Hitterdal to identify and instruct students at multiple levels of learning.

Tier 1: Core instruction where students that test at a high read level are able to strengthen skills and accelerate learning based on how well they move through the material presented.

Tier 2: Interventions are provided for identified students that are reading below grade level or not reaching predetermined targets.

Tier 3: Students in this category have the highest most immediate need and will be monitored weekly. More instructional staff will be provided to implement interventions daily.

AIMSweb

Data from AIMSweb helps K-3 teachers focus on letter sound fluency, letter naming fluency and non-sense words and oral reading fluency. Students are tested weekly and information is displayed on a graph that displays the student's progress throughout the school year.

Training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

- Ulen-Hitterdal currently has no EL students.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of

local literacy plan on district webpage for all students in Kindergarten through Grade 3

AIMSweb: Benchmark tests as well as weekly progress monitoring.

Star Early Literacy: helps classify students as emerging, transitional, or probable readers.

Star Reading: helps classify students according to reading level and based off assessments determines a grade equivalent.