

Barnesville Local Literacy Plan

ISD # 146

2023

1. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.
 - a. Barnesville Public Schools uses Renaissance Learning three times a year to assess all students in Grades K-3 for fluency. The students who are below target in fluency are given the Lake Agassiz Phonological Awareness Assessment (LAPAA) and/or the Lake Agassiz Phonics Screener (LAPS) to help determine the area(s) of need. Renaissance Learning, LAPAA, and LAPS assessments are used to assist staff in finding an appropriate WIN group for each student. If students have been identified as needing additional instruction, these students will be assessed weekly or bi-weekly. The data pertaining to each individual student is viewed weekly and discussed by interventionalists and teachers; this data is also reviewed monthly to ensure that students are in the appropriate group to meet their needs.
 - **Renaissance Learning assessments given:**
 - Kindergarten: letter name fluency, letter sound fluency,
 - First grade: letter sound fluency, expressive nonsense word fluency, oral reading fluency
 - Second grade: expressive nonsense word fluency, oral reading fluency
 - Third grade: oral reading fluency
 - b. Creative Curriculum assessment is used twice a year in Pre-School. This assessment assists the teacher in identifying the needs of each child. The teacher will then differentiate based on the findings.
 - **Creative Curriculum assesses:**
 - Social/emotional
 - Physical
 - Cognitive
 - Language
 - c. Current practices being used in the classrooms are adequately meeting students' individual reading needs. Guided Reading is used in Grades K-3. Current practices and supports being used in Grades K-3 may include West Virginia Phonics, Kilpatrick, Heggerty, Study Island, Great Leaps, Sound Partners, Read Naturally, WIN groups, Accelerated Reader, Spelling City, RAZ Reading, MCA practice tests, Minnesota Center for Reading Research, and Florida Center for Reading Research. These programs are effective in aiding students who need extra reinforcements in designated areas.

- d. Current practices and supports being used in Pre-school include individually grouping students based on skills. This includes: differentiating between letters, numbers, and symbols, directional concepts, positional words, letter names, and letter sounds.
2. Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.
 - a. Barnesville Public School uses Renaissance Learning three times a year to assess all students in Grades K-3 for fluency. The students who are below target in fluency are given the Lake Agassiz Phonological Awareness Assessment (LAPAA) and/or the Lake Agassiz Phonics Screener (LAPS) to help determine the area(s) of need. Renaissance Learning, LAPAA, and LAPS assessments are used to assist staff in finding an appropriate WIN group for each student. If students have been identified as needing additional instruction, these students will be progress monitored weekly or bi-weekly. The data pertaining to each individual student is viewed weekly and discussed by interventionalists and teachers; this data is also reviewed monthly to ensure that students are in the appropriate group to meet their needs.
 - **Renaissance Learning assessments given:**
 - Kindergarten: letter name fluency, letter sound fluency
 - First grade: letter sound fluency, expressive nonsense word fluency, oral reading fluency
 - Second grade: expressive nonsense word fluency, oral reading fluency
 - Third grade: oral reading fluency
 - b. Additional assessments are given every other month to aid in assessment of students. This includes General Outcome Measures from Renaissance Learning.
 - c. Diagnostic assessments are used to effectively group students. Classroom Teachers, the Multi-Tiered Systems of Support Coordinator, and the Title One Lead Teacher meet to understand group effectiveness and look at current data. Data collection is currently taken from Renaissance Learning, LAPAA, LAPS, STAR, Accelerated Reading, and classroom data.
 - d. Progress monitoring assessments have been created in Kindergarten and used 4 times a year to check for progress. Grades K-3 use WIN groups, Renaissance Learning data, LAPAA, LAPS, and AR tests to adjust instruction and maximize growth towards proficiency. Progress monitoring is done weekly or bi-weekly with targeted students. Students are tested for one minute and the results are recorded.

- e. Parental communication is done often. AR tests are sent home, conferences are held twice a year or more often per teacher or parent request, and reports are sent home. Reports sent home include report cards, weekly reading theme tests, STAR results, Renaissance Learning growth charts, and newsletters.
 - f. Pre-school age students are assessed by the teacher continually. Conferences are held once a year, or as the teacher requests.
 - g. Letters will be mailed home to the parents of students to suggest the possibility of attending Summer School. This will be directed at targeted students who are showing a strong need for additional instruction.
3. Specific information on how our elementary school will notify and involve parents concerning acceleration of literacy development for their children in each grade Kindergarten through Grade 3.
- a. Conferences are held in the fall with parents. Teachers and parents discuss current practices and supports being used at each grade level. Conferences are held in November to discuss any pertinent educational concerns. Spring conferences are held in February/March. A letter will be mailed home for those students who would benefit from Summer School.
 - b. Barnesville Public Schools communicate in numerous ways. Classroom and/or Grade level newsletters are sent home in Grades PreK-3. These newsletters communicate the skills that were studied during the week and the upcoming skills. These newsletters do include iPad apps, websites, and tips to help children succeed. Parents can also go to the school website to locate effective home-based activities. Renaissance Learning graphs and charts as well as AR tests are sent home to keep parents informed of student progress.
 - c. The Title I Lead Teacher and the MTSS Coordinator are available on conference nights to inform parents of practices and programs that are being used at the school during WIN time.
 - d. Teachers meet and talk about how their core instruction meets the standards of the state. Curriculum is looked at, discussed, and changed if needed. Diagnostic assessments are used to effectively group students. Classroom Teachers, the MTSS Coordinator, and the Title I Lead Teacher meet to understand group effectiveness and look at the current data. Data collection is currently taken from Renaissance Learning assessments, LAPAA/LAPS Assessments, AR monthly comprehension assessments, STAR tests, and classroom data. Every month a collaboration meeting is held to look at graphs of individual students and discuss if a student is meeting, exceeding, or struggling to meet expectations.

- e. Pre-school screening is used in the spring to check on school readiness for incoming pre-school and Kindergarten age children.
 - f. Students in grades 1-2 are required each week to read a sent home story and have a parent sign and note any comments about the reading that was done.
4. Explain for a public audience what interventions and instructional supports will be available to students who are not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.
- a. Barnesville Public Schools will base reading on scientifically-based research using the five pillars of instruction:
 - Phonemic Awareness
 - Phonics
 - Vocabulary
 - Fluency
 - ComprehensionBarnesville Public Schools will have focused interventions for K-3: WIN groups focus on increasing fluency of letter names, letter sounds, nonsense words, and oral reading; support staff provides in-class and out-of-class help with iPads, flashcards, and manipulatives; teachers provide differentiated instruction with reading and reading vocabulary. The groups are made from analyzing student data on Renaissance Learning, LAPAA, LAPS, STAR, and classroom assessments.
5. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.
- a. Teachers will meet once per month with their grade level to discuss reading practices and additional instructional strategies.
 - b. Teachers will meet once per month with grade level above and/or below to discuss reading practices and additional instructional strategies.
 - c. Specialists will meet according to a set schedule to discuss student needs.
 - d. Teachers will have a sharing time once per month to share the successes they are seeing in their classrooms. This will happen at the monthly staff meeting.
 - e. Barnesville Public Schools have experts visit the school to assist in reading curriculum and strategies. Teachers attend workshops throughout the year to increase reading knowledge.
 - f. Barnesville teachers analyze the assessment information from MCA, Renaissance Learning, LAPAA, LAPS, STAR, and Fountas and Pinnell

Benchmark Assessments to help prioritize the grouping needs of the students.

6. Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.
 - a. Barnesville Public Schools have implemented WIN (What I Need) in Grades K-6. Benchmark tests are given 3 times a year to find out individual needs of each student. From the data collected, teachers and specialists meet monthly to decide the best course of action for the students needing extra reinforcements.
 - b. There are available resources to help supplement teachers in their instruction. These include: University of Minnesota, Florida Center for Reading Research, North Dakota State University, Minnesota State University Moorhead, Lakes Country Service Cooperative, Minnesota Kindergarten Association, Renaissance Learning, Teachers Pay Teachers, and neighboring school districts.
7. Explain how 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 English Language Learner students.
 - a. Currently, we do not have a need for this service. Barnesville Public Schools will seek available resources from LCSC and neighboring districts such as Pelican Rapids and Moorhead, to assist in servicing ELL students if the need arises.
8. Post assessment methods and data that is submitted to the Commissioner annually including objectives of assessment program, names of test, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten-Grade 3.
 - a. Barnesville Public Schools Preschool-3rd Grade use the following assessments:
 - Preschool – Creative Curriculum is used twice a year.
 - Kindergarten – Teacher created assessments are used four times a year. Renaissance Learning is used for Letter Name Fluency, Letter Sound Fluency, and Expressive Nonsense Words Fluency. LAPAA is used to determine Phonemic Awareness capabilities and needs. Fountas and Pinnell Benchmark Assessment is used to determine Guided Reading levels. Individual running records are used. Boehm Test of Basic Concepts is used a minimum of one time per year and up to three times per year.

First Grade- Renaissance Learning is used a minimum of once a year to assess Letter Name Fluency and Letter Word Sound Fluency. Renaissance Learning is used three times per year to assess Expressive Nonsense Word Fluency and Oral Reading Fluency. LAPAA is used a minimum of three times per year to determine Phonemic Awareness capabilities and needs. LAPS is administered a minimum of three times per year to determine Phonics abilities and needs. Fountas and Pinnell Benchmark Assessment is used to determine Guided Reading levels. Star Early Literacy Tests are used three times annually to focus on reading comprehension. Weekly theme tests are administered in reading. Guided Reading and individual running records will be used.

Second Grade- Three times a year Renaissance Learning is used to assess Expressive Nonsense Word Fluency and Oral Reading Fluency. Fountas and Pinnell Benchmark Assessment is used for Guided Reading. Star Tests are performed every other month to focus on reading comprehension. Weekly theme tests are done in reading.

Third Grade – Three times a year Renaissance Learning is used to assess Oral Reading Fluency. LAPAA is used a minimum of three times per year to determine Phonemic Awareness capabilities and needs. LAPS is administered a minimum of three times per year to determine Phonics abilities and needs. Fountas and Pinnell Benchmark Assessment is used to determine Guided Reading levels. Star Tests are performed every other month to focus on reading comprehension. Weekly theme tests are done in reading.

- b. Test results are reviewed monthly and students are put into flexible groups based on need. Students can be moved during the year based on growth.
- c. Barnesville Public Schools work toward producing proficient grade level readers. We would like all students in Grade 3 to be at 85% on their AR tests. We would like all students in Grade 2 to be at 80% on their AR tests. First graders are to be proficient in 200 sight words. Kindergarteners are to be proficient in 56 sight words.