

ISD #200 – Hastings Public Schools

Local Literacy Plan *Read Well by Third Grade*



Department of Teaching and Learning
Hastings, Minnesota
2018 – 2019

Hastings Public Schools PreK-3 Local Literacy Plan

Local Literacy Plan
ISD #200 – Hastings Public Schools
2018-19

INTRODUCTION TO THE LOCAL LITERACY PLAN:

Minnesota Statute 120B.12

The statute outlines the goal for every child to read at or above grade level no later than end of grade three. The *Local Literacy Plan*, submitted annually and posted publicly, outlines specifics of how a district is working to achieve that goal including the following information:

- Core instructional practices
- Assessments used to identify students' needs and progress
- Interventions employed for students who are not performing at grade level
- Progress monitoring, recording results of interventions employed
- Communication and involvement with parents
- Professional development for staff

World's Best Workforce:

ISD #200 - Hastings Public Schools recognizes the importance of students developing a solid foundation of reading skills that will ensure success not only during their PreK-12 academic tenure, but through their post-secondary education and toward a career. *Read Well by Third Grade* is one of five components of the State's *World's Best Workforce* (WBWF) initiative. Other sections of WBWF which interlace with the *Read Well* component are *Closing the Achievement Gap* and *Kindergarten Readiness*. Click on [World's Best Workforce](#) to see how Hastings Public Schools has incorporated the components toward continuous improvement.

World's Best Workforce Reading Goal for ISD #200 – Hastings Public Schools

ISD #200 is working toward a goal of all third-grade students being proficient in reading by increasing the number of students meeting or exceeding expectations on the MCA Reading assessment from 52% to 57%.

ELA Mission, Vision, and Values Statement:

The English Language Arts Curriculum Committee for Hastings Public Schools shaped the following mission, vision, and values statement which provides guidance for improvement in the instruction and performance of students in the area of literacy.

Mission: Students will be critical consumers and creators of ideas who read, write, listen, and discuss to enhance their understanding, evidence-based discourse, curiosity, capacity for empathy, and problem-solving skills.

Vision: Our students are inquisitive, respectful, open-minded readers and listeners who write and communicate articulately and respectfully. Thriving both independently and collaboratively, they are driven by the value and power of language in all its forms.

Values: In order to develop students who enjoy and value the power of words, we provide differentiated opportunities for them to grapple with and respond to complex quality text, practice respectful discourse, and engage in independent and collaborative work.

Additional Notes:

- The Local Literacy Plan for ISD #200 – Hastings Public Schools is developed and reviewed by a representative committee of district administrators as well as educators representing grades Pre-K – 3 and intervention. The Curriculum Advisory Committee (comprised of parents of ISD #200 students at all levels) reviews the plan.
- It is the hope of the district Literacy Planning (Read Well) Committee that this document, in addition to providing the required elements for submission to MDE, will provide a foundation of understanding and help define the elements of literacy instruction in District 200 for community members and newly hired staff.

INSTRUCTIONAL GOAL SETTING:

Hastings Public Schools is committed to helping all students achieve or exceed grade level standards, benchmarks, and expectations in literacy. The district provides instruction for students, communication with families and the community, and opportunities for staff to develop best practices around literacy.

Instructional Objectives Summary:

- The district leadership team (comprised of administrators and staff representatives from all sites) convenes several times during the school year. Reading (among other topics) is a priority for this group. Data is reviewed, and comparisons are drawn internally and with districts similar to Hastings. District and site goals are set, shared, and further developed at the site level. All PLC (professional learning community) groups at the elementary level, one preschool PLC and one PLC comprised of elementary social workers and psychologists developed goals focused around reading and aligned with professional development around literacy for the 2018-2019 school year.
- The district ELA Committee (comprised of district administrators, PreK – Grade 12 reading and English/Language Arts teachers, and intervention teachers) meets monthly for the purpose of continuous improvement. The focus for PreK – Grade 2 in 2018-19 was to study foundational skills, unpack standards and develop learning targets, implement Plan-Do-Reflect cycles with site grade-alike teams, and begin developing a phonics program for the district. The focus for Grades 3 – 12 was to unpack standards, develop learning targets and vertically align standards and benchmarks, study strategies to consider and present complex text, and enhance instruction using the GRR (Gradual Release of Responsibility), including explicit modeling. As part of continuous improvement, members of the team evaluate current practices, study new practices and consider how to best develop, implement, and sustain valuable practices. How staff use core instruction, differentiate, remediate, and intervene are stable topics for review, discussion, and improvement. It is an expectation that members are liaisons to bring information back and forth between their school teams and the district committee.
- Hastings Public Schools recognizes the value of an early start to literacy instruction and intervention. A PreK Leadership team (comprised of district Teaching and Learning staff, Community Education staff, and representatives from nonpublic, center-based, and home-based preschools) meets monthly to determine needs and areas of focus for professional development for Hastings area providers, families, and the community. An additional group, a PreK/K Collaboration (comprised of Teaching and Learning staff, Tilden preschool teachers, and district kindergarten teachers), meets quarterly to provide clarification and artifacts helpful to providers and families (for example, the development of a Kindergarten Checklist). A [Kindergarten Readiness](#) webpage has been started on the district website under the Teaching and Learning department. District Kindergarten teachers regularly invite PreK teachers to visit kindergarten classes. Connections have been established with a variety of community sites, such as YMCA and Allina Clinic, to distribute information and encourage participation. Community Education staff produce and send newsletters highlighting strategies for providers and parents and advertising (CEU-provided) professional development. The district-sponsored preschool program, Little Raiders (Tilden Community Preschool), offers a variety of endeavors to help

families engage in literacy practices, including Welcome Baby Visits which enrolls families in *Imagination Library*, Early Childhood Family Education (ECFE) courses, Tilden Community Preschool courses, and a partnership with our local library.

- Focused professional development (discussed in greater detail on pp. 6-7 of this document) in the area of reading instruction provides enhanced analysis of both horizontal and vertical alignment of reading instruction and resource use at district, site, and grade levels to facilitate consistency, determine gaps, and reduce redundancy.
- PLCs (professional learning communities) meet weekly to unpack standards and develop learning targets, develop plans for instruction and assessment, implement strategies learned from professional development, and reflect upon instruction and student work. PLC work, staff meetings, and professional development are aligned for greatest impact.
- Extended day and/or extended year programs are utilized to provide additional learning opportunities for students at-risk for achieving reading proficiency or to challenge students who exceed grade-level expectations.
- Data is compared and analyzed between groups of learners (American Indian, Asian, Black, Hispanic, Native Hawaiian or Pacific Islander, White, students of two or more races, students eligible for Free or Reduced Lunch, students receiving Special Education services, and English Learners) to identify gaps and consider strategies for reducing those gaps.
- A Literacy Planning (Read Well) Committee has been established. This group is tasked with shifting the Local Literacy Plan from a compliance submission to creating a living document that provides reflection and guidance for the many facets of early literacy. They have studied the requirements of the Read Well submission, have read and compared Local Literacy Plans of districts similar to Hastings, have brainstormed and categorized literacy practices that should be included in a balanced literacy plan, and have been tasked to dream about practices, activities, and events our district could engage in to develop a heightened awareness of and excitement for literacy in our families, schools, and community. Below is a sample from the many suggestions this group has identified as practices that might be readily incorporated.
 - Creating “how to” videos for parents around reading and discussing books
 - Creating “flipped” learning opportunities for students to engage in at home with families
 - Creating opportunities for Local (sports and civic) heroes to model reading
 - Developing a “Parent Literacy Corner”
 - Revamping a “Reading Buddy” program to include specific learning objectives

PARENT INVOLVEMENT:

Hastings Public Schools works to involve families as soon as children are born and continues to develop relationships through a variety of efforts. Preschool and elementary schools provide activities and communicate with parents regarding children’s achievement regularly.

- Evenings are designed and provided to engage parents and their students in literacy-based activities.
- Weekly communications are provided (hard copies, e-mails, social media posts, posts using digital applications such as SeeSaw, and texts) to families by classroom teachers, including newsletters outlining topics of learning, activities to use at home to work on literacy skills (such as practicing reading and writing of high frequency words), examples of student work, and take-home books.
- Monthly news bulletins are provided to families by principals.

- Results of standardized and classroom assessments are shared with parents.
- Parent/Teacher conferences are held twice per year, and report cards are sent home twice per year. The schedule of these events rotates to provide equally spaced formal communication.
- An Elementary Reporting committee has been established to review reporting practices. The group has endeavored to evolve our system to report information about how students are achieving grade-level standards in a family-friendly fashion which provides accurate information along with hope and confidence that students can accomplish growth. The group also created a rubric to accompany reporting to provide clarification for families and consistency for teachers. The committee will review practices around parent/teacher conferences in the 2019-20 school year.
- A Parent Advisory committee (PreK – Grade 12 representation) meets monthly with the District Teaching and Learning Director where information is shared and feedback gathered.
- Hastings Reads, a community-wide reading program with representation from a variety of staff and community members, seeks to connect families with the reading and discussion of books. Annually, a topic is chosen and books selected at a variety of levels. Events are offered to encourage enjoyment and motivation of reading.
- Students needing intervention are identified, and parents are notified and asked to sign a Title I Parent Compact and permission form or ADSIS permission form. The process includes the following:
 - A meeting is held at the beginning of the school year for parents of Title I students to outline the Title I program, how students are identified, and how the program is funded. Individual meetings are held as needed to discuss individual data and intervention plans.
 - Assessment results are provided to parents through a variety of methods: parent/teacher conferences, mailings, and personal communication.
 - Notification to parents of students needing supplemental instruction is provided by the district, informing of services received by students. Contact by the parent to the student’s classroom teacher and/or reading intervention teacher is encouraged.
 - Periodic progress information is provided to parents of students receiving intervention services at conferences and as requested.
 - Communication is provided at least three times per year to parents with suggestions of how to help strengthen their children’s literacy skills based on diagnostic assessment results.

CORE READING CURRICULUM:

The literacy curriculum for Hastings Public Schools is comprised of ELA Standards and accompanying Benchmarks. The process of developing curriculum begins with unpacking the Standards and Benchmarks at grade level, aligning the standards vertically, and then crafting learning targets around the Standards for students. Consideration is given to the weight of the standard, the timeframe necessary to thoroughly deliver instruction around the standard, the scaffolding and background building necessary for learning (and learning targets), and the readiness or skill level of the learners. As plans for instruction and assessment are developed, resources are then selected as a tool to aid instruction. The district utilizes a variety of research-based resources, including *Making Meaning*, *Being a Writer*, *Words Their Way*, *Scholastic* readers and magazines, and a variety of authentic texts and articles. Vibrant classroom libraries have been built with a variety of text levels and genres. Relevant technology is used as well to engage students in meaningful learning activities. A minimum of 90 minutes is incorporated in schedules for literacy instruction with daily crossover in content areas such as Social Studies and Science. Hastings Public Schools has adopted a balanced approach to literacy for all students incorporating both the Pillars of Literacy and important components of instruction as outlined below

The five pillars of literacy identified by the National Reading Panel provide a foundation for reading instruction in District 200.

1. **Phonemic Awareness:** The ability to hear and produce the separate sounds in a word and blend those sounds into words is the work involved in phonemic awareness. (Letters are not yet attached to sounds.)
2. **Phonics/Word Study:** Instruction involves teaching word recognition based on the relationship between letters or combinations of letters and the sounds they represent.
3. **Fluency:** Smooth, expressive, accurate reading at an appropriate rate defines fluency. Fluency is an important link to comprehension.
4. **Vocabulary:** Understanding the meaning of words is the work of vocabulary. Typically students understand more words orally than in print. Acquisition of vocabulary is integral to comprehension.
5. **Comprehension:** The most complex pillar of reading is comprehension which simply stated is understanding what is read. Comprehending involves the use of a variety of strategies and moves beyond recall of information to more complex skills, such as inferring an author’s intent and tone and understanding characters.

In ISD #200, the pillars of reading are woven with integral components of instruction for a balanced approach to literacy development. Components and objectives for each component are described below.

Read Aloud	The teacher (or other reader) models reading behaviors, exposes learners to a variety of text and genres, offers opportunities around speaking and listening, and instills a love of and enjoyment in reading.
Reader’s Workshop	Reader’s Workshop includes the introduction, practice, and assessment of a variety of reading skills and strategies using authentic text and a gradual release of responsibility. The teacher introduces skills and models explicitly in a brief mini-lesson, meets with flexible guided reading and skills groups, provides opportunities for cooperative student groups to work together, and allows time for students to read independently to demonstrate development of learning goals while conferencing with students to assess their development and inform future instruction and groupings.
Writer’s Workshop	Writer’s workshop also uses the gradual release of responsibility model (I do, We do together, You do together, and You do independently) to develop writing skills with a scaffolded approach to help learners apply processes and gather confidence in writing across a variety of genres.
Word Study	Word study encompasses the progression from phonemic awareness to phonics to decoding and spelling. As learners develop, word study progresses to include an understanding of syllabication and affixes and more complex structures.
Shared Reading	Shared reading is an interactive experience where learners share books or other text with support and guidance. Readers practice skills, including fluency and expression.

PROFESSIONAL DEVELOPMENT:

ISD #200 – Hastings Public Schools has developed a three-year plan for improving literacy skills of learners by improving the instructional practices of educators. Dr. Bonnie Houck has been engaged as a consultant for the district. Literacy Classroom Visits (LCVs) have been implemented to gather data which informs where to start and how the

district is progressing. All staff development release time for elementary staff has been dedicated to literacy improvement. Professional development is driven by LCVs and surveys conducted with staff together with a review of student achievement. As with any good instruction, professional development for staff is presented with a gradual release of responsibility. Six literacy coaches are on staff, two at each elementary building, one primary and one intermediate. In addition to the instruction being provided to all elementary staff, Dr. Houck is also providing professional development for coaches with the intention that they will be available to staff as they have questions and needs and will visit classrooms regularly and provide immediate feedback using the district's coaching framework.

During the 2018-19 school year, professional development focused on the following instructional practices as they relate to literacy:

- Implementing best practices with respect to Classroom Environment
 - Classroom library and student self-selection procedures
 - Rituals and routines
 - Anchor charts
 - Development of reading stamina
 - Interactive word walls
- Using the Gradual Release of Responsibility model
- Unpacking Standards
 - Horizontal and vertical alignment
 - Planning instruction of standards over the course of a year
 - Scaffolding standards instruction
- Building Learning Targets
 - Analyzing verbs to incorporate rigor
 - Establishing success criteria
- Planning for Instruction from introduction through assessment
 - Cooperative team planning
 - Incorporation of the Plan-Do-Reflect model
 - Review of student work

Future topics for PD include independent reading and individual conferring with students, grouping flexibly with purpose around guided reading and skills instruction/remediation, and developing assessment and using data. The elements of professional development are intentionally interlaced with grade-level PLCs where staff incorporate their learning using district staff development practices, such as the Plan-Do-Reflect model, and staff meetings where the larger group participates in activities and discussion to implement, practice, and sustain learning and participate in vertical alignment.

INTERVENTION:

The MTSS (Multiple-tier Systems of Support) framework for Hastings Public Schools employs a tiered response to intervention. Various screening and progress monitoring tools are used in conjunction with our locally designed HKAT (Hastings Kindergarten Assessment Tool administered during the summer before Kindergarten) and anecdotal reports from staff to determine students who are not making adequate progress in their literacy development and should be considered for additional support.

Reading Intervention – Tier 1:

Tier 1 Intervention occurs within the classroom for all students. Teachers meet flexibly with students individually and in small groups using grade-level text and differentiated leveled texts to accomplish instruction to meet the unique needs of their learners. Additionally, Individualized Daily Reading (IDR) is employed as an opportunity for students to practice targeted goals and for teachers to assess students' skill acquisition through conferencing. WIN (daily designated *What I Need* time) is utilized for additional reading instruction and intervention.

Reading Intervention – Tier 2:

In Tier 2, intervention is provided to supplement core instruction. Additional assessments are administered to students who are at risk of not reading at grade level and to subsequently inform intervention plans. Title I and ADSIS Intervention staff meet regularly to plan instruction, study progress monitoring data, evaluate programming, determine avenues for coordinating work with general education staff, and develop tools and plans for communication with parents. The chart below shares resources that are used with students in need of additional intervention. Students are identified for Title I or ADSIS using a local kindergarten readiness assessment (HKAT), spring and fall BAS scores, teacher observations and recommendations, prior participation in intervention, current NWEA (MAP) Reading scores, and/or High Frequency Word assessment. Students are exited from services as progress monitoring benchmarks are met.

Reading Intervention – Tier 3:

Students needing support beyond the second tier receive additional instructional time, may be taught using an alternative curriculum resource, and may receive services from Special Education staff.

Dyslexia and Convergence Insufficiency:

In the course of identifying needs of struggling readers, the provision of intervention for children with Dyslexia or Convergence Insufficiency are addressed in the same way as all students displaying persistent reading difficulties. Tier 1 differentiates core instruction at the classroom level according to students’ needs. Tier 2 instruction is delivered to students who qualify for additional assistance through Title I, ADSIS, and/or Minnesota Reading Corps (MRC). Students who qualify for Tier 3 consideration receive additional and/or different instruction and may receive Special Education service. ISD #200 works with families to accommodate students with diagnoses from licensed medical care specialists.

The following chart identifies resources used by Title I and ADSIS staff to assess and identify needs for Tier 2 support, to provide strategies and instruction, and to monitor student progress. Scores and charting are maintained in the local SIS (Student Information System). Kindergarten students who show some signs of risk but may not yet qualify for Title I support and might likely quickly recover after some additional short-term support attend Kindergarten Boot Camp. This program often assists students in successfully reaching developmental norms. Students in grades 1 through 3 who don’t initially qualify for direct Title I or ADSIS service are kept on a “watch” list by classroom and intervention teachers and may qualify at a later date.

Kindergarten:		
Skill Area	Intervention Resource	Progress Monitoring
Letter Naming	Incremental Rehearsal <i>Road to the Code</i>	<i>FASTBridge</i> Screening and Local Assessment
Phonemic Awareness	Elkonin Boxes <i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Read Well</i> program	Local Assessment
Letter Sounds	Incremental Rehearsal <i>Road to the Code</i> <i>Stepping Stones</i> <i>Sonday System</i>	<i>FASTBridge</i> Screening and Local Assessment
Rhyming	<i>Road to the Code</i> <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i> <i>Sonday System</i>	Local Screening
Initial Sound Identification	<i>Phonemic Awareness in Young Children</i>	<i>FASTBridge</i> Screening

Ending Sound Identification	Elkonin Boxes <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i> <i>Sonday System</i>	Local Assessment
Word Segmenting	Elkonin Boxes <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	FASTBridge Screening
Blending	Minnesota Reading Corps (MRC) Word Blending <i>Sonday System</i>	Local Assessment
Word Fluency	Incremental Rehearsal Cover, Copy, Compare	FASTBridge Screening and Local Assessment

Grade 1:		
Skill Area	Intervention Resource	Progress Monitoring
Letter Naming	Incremental Rehearsal <i>Road to the Code</i>	FASTBridge Screening and Local Assessment
Phonemic Awareness	Elkonin Boxes <i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Read Well</i> program	Local Assessment
Letter Sounds	Incremental Rehearsal <i>Road to the Code</i> <i>Stepping Stones</i> <i>Sonday System</i>	FASTBridge Screening and Local Assessment
Rhyming	<i>Road to the Code</i> <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i> <i>Sonday System</i>	Local Assessment
Phonics – Initial and Ending Sounds	<i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Read Well</i> program <i>Making Words, Grade 1</i> <i>Sonday System</i>	FASTBridge NW (Nonsense Words)
Phonics – Blending CVC (Consonant, Vowel, Consonant)	<i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Making Words, Grade 1</i> <i>Sonday System</i>	FASTBridge NW (Nonsense Words)
Word Fluency	Incremental Rehearsal Cover, Copy, Compare	FASTBridge Screening and Local Assessment
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal Duet Reading	FASTBridge CBM Screening (Curriculum-based Measure)
Comprehension	LLI (Leveled Literacy Intervention) Strategy Book Clubs	Local Assessment

Grade 2:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal Duet Reading Repeated Reading	FASTBridge CBM Screening (Curriculum-based Measure)
Slow Reading of Connected Text	Repeated Reading Reader’s Theater FastStart Strategy Newscaster (MRC)	FASTBridge CBM Screening (Curriculum-based Measure)
Accuracy	Repeated Reading Duet Reading (MRC) Stop and Go (MRC) Pencil Tap (MRC)	FASTBridge CBM Screening (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension (MRC) LLI (Leveled Literacy Intervention)	Local Assessment

Grade 3:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal Duet Reading Repeated Reading	FASTBridge CBM Screening (Curriculum-based Measure)
Slow Reading of Connected Text	Repeated Reading Reader’s Theater FastStart Strategy Newscaster (MRC)	FASTBridge CBM Screening (Curriculum-based Measure)
Accuracy	Repeated Reading Duet Reading (MRC) Stop and Go (MRC) Pencil Tap (MRC)	FASTBridge CBM Screening (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension (MRC) LLI (Leveled Literacy Intervention) Book Clubs	DIBELS-DAZE (Multiple Choice Cloze Task)

EL Learners:

Teachers in Hastings Public Schools have been trained to use effective strategies to deliver reading instruction, as well as build background knowledge for EL (English Language) students. Throughout literacy reviews and continuous improvement cycles, resources for all students (EL students included) are aligned with the Minnesota ELA Standards.

English Language Learner (ELL) teachers in Hastings use effective strategies for vocabulary instruction, in building background knowledge, and in using scientifically based reading instructional strategies. ELL teachers are responsible for teaching academic language for science, math, social studies, and language arts, as prescribed by WIDA (World-class Instructional Design and Assessment, a design for implementing high standards and equitable educational opportunities for English language learners). Hastings ELL licensed teachers work with ISD #200 staff in an effort to help them better understand the language and linguistic needs and implement best practices surrounding instruction for EL learners. In addition to individual and small group instruction ELL teachers provide for their students, they frequently work cooperatively in general education classrooms. ELL teachers are an invaluable resource for staff, helping build important foundational practices.

Assessment and Data:

Several measures of data are collected throughout the year to monitor the reading proficiency of Hastings students. In addition to the assessments reported to MDE, a variety both formative and summative assessments are utilized by classroom teachers in order to know their students as readers, monitor and sustain progress, and inform future instruction.

NWEA Measures of Academic Progress (MAP) were used as benchmark assessments during the 2018-19 school year. FASTBridge, A Reading, was piloted during this school year as well and will be adopted for the 2019-20 school year. These are adaptive and sequential tests used to measure student growth. The 2015 NWEA Rausch Unit (RIT) Scale Norms provide growth and status norms in the area of Reading. The RIT scores for each grade level are listed in the chart below. NWEA Measures of Academic Progress (MAP) at or above the mean score suggest proficiency on Minnesota Comprehensive Assessments.

2015 Reading Status Norms (RIT Values)	Time of Year		
	Grade	Beginning-of-Year Mean	Middle-of-Year Mean
Kindergarten	141.0	151.3	158.1
Grade 1	160.7	171.5	177.5
Grade 2	174.7	184.2	188.7
Grade 3	188.3	195.6	198.6

2018 NWEA (MAP) Reading Assessment	Beginning-of-the-Year, 2018	Middle-of-the-Year, 2019	End-of-the-Year, 2019
Grade	Proficient/Total Number of Students*	Proficient/Total Number of Students*	Proficient/Total Number of Students*
Grade 2 – John F. Kennedy Elementary	41/107 38%	Not Assessed	53/113 46.9%
Grade 2 – Christa McAuliffe Elementary	49/90 54.4%	Not Assessed	42/83 50.6%
Grade 2 – Pinecrest Elementary	45/94 47.9%	Not Assessed	48/94 51.1%
Grade 3 – John F. Kennedy Elementary	52/93 55.9%	52/93 55.9%	Not Assessed
Grade 3 – Christa McAuliffe Elementary	51/90 56.7%	50/88 56.8%	Not Assessed
Grade 3 – Pinecrest Elementary	55/95 57.9%	53/95 55.8%	Not Assessed

All students in kindergarten through grade three are assessed using the Fountas and Pinnell (F & P) Benchmark Assessment System (BAS). The chart below outlines the F & P instructional reading levels necessary to meet expectations for each grade level during different intervals in the school year. Data for each grade level (K-3) is provided in the chart which follows defined expectations.

Benchmark Assessment System (BAS)	Time of Year with Expectation for Instructional Reading Level		
Grade Level	Fall	Winter	Spring
Kindergarten	Not Assessed	Level C	Level D/E
Grade 1	D/E	H	J/K
Grade 2	J/K	L	M/N
Grade 3	M/N	O	P/Q

Benchmark Assessment System (BAS)	Time of Year and Number of Proficient Students				
Grade Level	Fall		Winter	Spring	
	Students Proficient				
			Level C	Level D and Above	Level E and Above
Kindergarten – Christa McAuliffe Elementary	Not Assessed		45/90 50%	68/95 71.6%	40/95 42.1%
Kindergarten – John F. Kennedy Elementary	Not Assessed		57/83 68.7%	71/84 84.5%	54/84 64.3%
Kindergarten – Pinecrest Elementary	Not Assessed		48/88 54.5%	68/87 78.2%	40/87 46%
	Level D and Above	Level E and Above	Level H	Level J and Above	Level K and Above
Grade 1 - Christa McAuliffe Elementary	76/106 71.7%	49/106 46.2%	87/111 78.4%	82/107 76.6%	71/107 66.4%
Grade 1 - John F. Kennedy Elementary	59/77 76.6%	44/77 57.1%	40/79 50.6%	55/84 65.5%	32/84 38.1%
Grade 1 - Pinecrest Elementary	68/104 65.4%	50/104 48.1%	54/104 51.9%	72/108 66.7%	60/108 55.6%
	Level J and Above	Level K and Above	Level L	Level M and Above	Level N and Above
Grade 2 - Christa McAuliffe Elementary	65/91 71.4%	51/91 56%	67/87 77%	74/90 82.2%	70/90 77.8%
Grade 2 - John F. Kennedy Elementary	69/110 62.7%	51/110 46.4%	73/109 67%	77/113 68.1%	65/113 57.5%
Grade 2 - Pinecrest Elementary	56/92 60.9%	46/92 50%	62/95 65.3%	78/96 81.3%	59/96 61.5%
	Level M and Above	Level N and Above	Level O	Level P and Above	Level Q and Above
Grade 3 - Christa McAuliffe Elementary	64/93 68.8%	53/93 57%	64/90 71.1%	63/90 70%	56/90 62.2%
Grade 3 - John F. Kennedy Elementary	67/94 71.3%	57/94 60.6%	67/95 70.5%	61/96 63.5%	51/96 53.1%
Grade 3 - Pinecrest Elementary	68/95 71.6%	56/95 58.9%	65/95 68.4%	69/96 71.9%	59/96 61.5%

