



Hastings Public Schools

ISD #200

Local Literacy Plan- READ WELL by Third Grade 2021-2022

This Literacy Plan is designed to provide an overview of how our dedicated teachers and staff work to provide students with appropriate, research-based instruction.

BACKGROUND INFORMATION ON MN LITERACY INITIATIVE

Minnesota Statute 120B.12

“A school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. A local literacy plan must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district website.” (District Local Literacy Webpage)

Objectives

- Inform all stakeholders of the district’s efforts to ensure quality instruction at all instructional levels for K-3 students.
- Students will be reading well by third grade or before.
- Students who are exceeding grade level standards will receive instruction that continues to progress their learning.
- Students who have not met standards will receive support to reach standards.

World’s Best Workforce

World’s Best Workforce (WBWF) is Minnesota Department of Education’s continuous improvement initiative. MDE has created expectations that each school district set yearly goals and define plans in the following five areas: Kindergarten Readiness, Reading Well by 3rd Grade, Closing the Achievement Gap, Graduation Rates, and College & Career Readiness. Please review the Hastings Public Schools World’s Best Workforce Plan for more information.

SUMMARY

Hastings Public Schools maintains an intentional focus on improving literacy instruction and ensuring all students have a solid foundation of literacy skills in order to ensure success not only during their PreK-12 academic tenure but through their post-secondary education and career. The *Read Well by Third Grade (RWBTG) Plan* is developed and reviewed by a representative committee of district administrators, educators and parents throughout the year. Statute requirements, our local strategic plan and District and Site Literacy Goals are overarching pieces which drive the revision and use of the Local Literacy Plan.

The Local Literacy Plan is a culmination of conversations and professional development over several years and several committees. The Local Literacy Plan is developed through the work of the District Leadership Team, District ELA Committee (PK-12), Pre K Leadership Team and a Pre-K/K Collaboration. For the past year, Hastings Public Schools has partnered with Nancy R Emmert of R Emmert Educational Consulting to design, implement and support K-4 Literacy.

SECTION 1: PRE K-3 LITERACY GOALS AND COMMITTEES

District English/Language Arts

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.

District Literacy Goal

Hastings Public Schools was 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 53.6% in 2021 to 56% in 2022.

- **Building and District Leadership Teams**, composed of administrators and staff representatives from all sites, convenes several times during the school year. Literacy data is reviewed and comparisons are drawn both internally and with districts similar to Hastings. District goals are established, shared, and further developed at the site level. PLC's (Professional Learning Communities) from the preschool level, each elementary level, and social workers and psychologists develop goals focused on literacy.
- **A Literacy Committee**, composed of administrators, reading, elementary and English/Language Arts teachers, and intervention teachers, meet throughout the year for the purpose of continuous improvement. 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. Topics for review and improvement include core literacy instruction, differentiated small group instruction, intervention and remediation instruction, and professional learning needs. Members of the committee are liaisons between the district and their site.
- **A PreK Leadership Team**, composed of District Teaching and Learning staff, Community Education staff, and representatives from nonpublic, center-based, and home-based preschools, meet monthly to evaluate the needs and priorities for professional development for Hastings area providers, families, and the community.
- **A PreK/K Collaboration**, composed of Teaching and Learning staff, Tilden preschool teachers, and district kindergarten teachers, meet quarterly to provide clarification and artifacts helpful to child care providers and families. Examples include the development of a Kindergarten Readiness Checklist and the district Kindergarten Readiness webpage. 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 newsletters highlighting strategies for providers and parents. In addition, Community Ed advertises professional learning for community and staff which can be CEU supported. The district-sponsored preschool program, Little Raiders at 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 the local library.

- 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.

SECTION 2: ASSESSMENTS

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 of both formal and informal assessments are utilized by classroom teachers in order to know their students as readers, monitor and sustain progress, and inform future instruction (see District Testing and Assessment Webpage).

Screening Measures

- **FastBridge™** uses both criterion-referenced and norm-referenced data.
 - **aReading** (gr K-4) is a computer adaptive measure of broad reading ability individualized for each student and given three times per year to students grades 1-4, and twice a year to kindergarten students. It provides a useful estimate of broad reading achievement from kindergarten through twelfth grade. The question and response format used in aReading is substantially similar to many state-wide, standardized assessments. Browser-based software adapts and individualizes the assessment for each child so it essentially functions at the child's developmental and skill level.
- **Fountas & Pinnell Benchmark Assessment System (BAS)** is used K-4 to determine student's independent and instructional reading levels. It is given three times per year. Teachers observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions connecting assessment to instruction.
- **Hastings Kindergarten Readiness Checklist (HKAT)** is given to PreK students once as a screener for kindergarten readiness.
- **Phonological Awareness Skills Test (PAST) and Quick Phonics Screener (QPS)** is administered at the beginning of the year and end of the year to assess students' progression along the phonological awareness and phonics continuums.

Diagnostic Measures

- Hastings High Frequency Word Lists (K-4)
- FastBridge™ early literacy measures (K-2)
- FastBridge™ Reading Curriculum Based Oral Reading Fluency (1-4)
- Hastings Dyslexia Screener

Progress Monitoring Measures

- FastBridge™ early literacy measures (K-2)
- FastBridge™ Reading Curriculum Based Oral Reading Fluency (1-4)

SECTION 3: PARENT NOTIFICATION AND ENGAGEMENT

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. (NOT DONE DUE TO COVID)
- 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 available twice per year. The schedule of these events rotates to provide equally spaced formal communication.
- An Elementary Reporting standing 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 (see District Elementary Report Card Website).
- A Curriculum Advisory Committee meets quarterly 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.
 - 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.

SECTION 4: LITERACY INSTRUCTION IN THE CORE CLASSROOM

The literacy curriculum for Hastings Public Schools consists of ELA Standards and Benchmarks and resources to support literacy development. The process of developing curriculum begins with unpacking the Standards and Benchmarks at grade level, aligning the benchmarks vertically, and then crafting learning targets for students. Consideration is given to the weight of the benchmark, the timeframe necessary to thoroughly deliver instruction around the benchmark, scaffolding and background knowledge necessary for learning the target, and the readiness or skill level of the learners. As plans for instruction and assessment are developed, resources are selected as a tool to aid instruction. The district utilizes a variety of research-based resources, including *Making Meaning*, *Being a Writer*, *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 science-based literacy 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.

SECTION 5: LITERACY INTERVENTION

The MTSS (Multiple-Tiered 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 (*What I Need* time) is daily 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 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 Fastbridge a-Reading scores, and/or High Frequency Word assessment. Students are exited from services as progress monitoring benchmarks are met.

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 FastBridge, Google, and Performance Matters. 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 (as needed)
Letter Naming	Incremental Rehearsal	<i>FASTBridge LN</i> Screening and Local Assessment
Phonemic Awareness	Elkonin Boxes <i>Read Well</i> program	Local Assessment PAST
Letter Sounds	Incremental Rehearsal Techniques	<i>FASTBridge LS</i> Screening and Local Assessment
Rhyming	<i>Heggerty</i> Phonemic Awareness Lessons <i>Sonday System</i>	Local Screening
Initial Sound Identification	<i>Phonemic Awareness in Young Children</i>	<i>FASTBridge LN</i> and <i>LS</i> Screening
Ending Sound Identification	Elkonin Boxes <i>Stepping Stones</i>	Local Assessment

	<i>Phonemic Awareness in Young Children Sunday System</i>	
Word Segmenting	Elkonin Boxes	FASTBridge WS Screening
Blending	Minnesota Reading Corps (MRC) Word Blending <i>Sunday System</i>	Local Assessment
Word Fluency	Incremental Rehearsal	<i>FASTBridge</i> WF Screening and Local Assessment

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

Grade 2:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal Duet Reading Repeated Reading	FASTBridge R-CBM (Curriculum-based Measure)
Slow Reading of Connected Text	Repeated Reading Reader’s Theater <i>Road to Reading</i>	FASTBridge R-CBM (Curriculum-based Measure)

Accuracy	Repeated Reading Duet Reading Stop and Go Pencil Tap <i>Road to Reading</i>	FASTBridge R-CBM (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension LLI (Leveled Literacy Intervention) Reading A-Z	Local Assessment

Grades 3 and 4:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal Duet Reading Repeated Reading	FASTBridgeR- CBM (Curriculum-based Measure)
Slow Reading of Connected Text	Repeated Reading Reader’s Theater FastStart Strategy <i>Road to Reading</i>	FASTBridge R-CBM (Curriculum-based Measure)
Accuracy	Repeated Reading Duet Reading Pencil Tap <i>Road to Reading</i>	FASTBridge R-CBM (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension LLI (Leveled Literacy Intervention) Reading A-Z	DIBELS-DAZE (Multiple Choice Cloze Task)

Multiple Language Learners:

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

Multiple Language Learner (MLL) teachers in Hastings use effective strategies for vocabulary instruction, in building background knowledge, and in using scientifically based reading instructional strategies. MLL 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 MLL 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 MLL learners. In addition to individual and small group instruction MLL teachers provide for their students, they frequently work cooperatively in general education classrooms. MLL teachers are an invaluable resource for staff, helping build important foundational practices.

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 and ADSIS. 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.

SECTION 6: PROFESSIONAL DEVELOPMENT

Professional Development for All Teachers

Hastings Public Schools is committed to the goal of creating a three year, professional learning plan to foster a Common Learning Culture across elementary grade levels and schools by writing, teaching and assessing standards-aligned learning targets supported by scaffolded instruction across the Gradual Release of Responsibility. Using literacy integration as the foundation and lens for this goal, leadership designed and implemented a Professional Learning Plan. Our 2021-2022 professional development plan consisted of two big literacy pushes: phonemic awareness and phonics instruction as well as guided reading instruction.

- 1. Phonemic Awareness and Phonics:** Knowing what we have learned about the Science of Reading research that has been conducted over the past 10-15 years, we know that phonological awareness plays a critical role in a student's reading development. Hastings Public Schools committed two of our staff development days this year to these topics. Having spent time with a trainer working through what phonemic awareness is and how to best teach it to our students, we have developed a structured system that has been implemented throughout the year. Our teachers are using Elkonin Boxes to instruct our students in phonemic awareness, and then adapting that teaching into phonics instruction as students show they are ready for it. We now spend 5-10 minutes at the beginning of our small group instructional time focusing on phonics and phonemic awareness skills.
- 2. Guided Reading:** After having received instruction in teaching phonemic awareness and phonics skills to our students, our professional development shifted to learning the best practices in guided reading instruction. After receiving this training, our teachers shifted their practice when doing guided reading instruction. Rather than teaching the whole group lesson again in each small group, teachers now use their guided reading time for students to *practice* the skills that they learned in their whole group instruction. Teachers will introduce the book or article that students will be reading, and then the majority of the time in their small group, students are reading the story and receiving coaching from the teacher on the specific skills they have been working on. This allows for the teacher to provide immediate feedback to students, as well as informally assess them on a near daily basis on their progress towards the grade level standards.

Literacy Leaders

The Literacy Leadership Team met across the school year to learn together, reflect on data and the needs of the teachers and students, and plan for professional development experiences. Peer modeling, through video examples developed by Literacy Coaches, expanded and challenged growth in the expertise, providing focused discussions about the implementation of professional development through the instructional gradual release modes of whole group mini lessons and conferring with our Literacy Coaches. The goal of this process is to inspire classroom teachers and specialists to develop videos to share their expertise, elevating the professionalism of the entire staff.

SECTION 7: SUMMARY OF ASSESSMENT DATA

FastBridge Adaptive Reading (*a-Reading*) Target Scaled Scores*

* Target scores represent "passing." Any score lower can be interpreted as having "some risk."

2021-22 Norms	Fastbridge a-Reading Benchmark Target Scores		
Grade	Fall	Winter	Spring
Kindergarten	NA	417	437
Grade 1	435	455	468
Grade 2	469	481	490
Grade 3	490	498	503
Grade 4	502	509	513

2021-2022 District Data	Fastbridge a-Reading Data (students at or above target score)		
Grade	Fall Proficient/Total Number of Students*	Winter Proficient/Total Number of Students*	Spring Proficient/Total Number of Students*
Kindergarten			
District Total	Not Assessed	148/258 57.3%	132/265 49.8%
John F. Kennedy Elementary	Not Assessed	45/86 52.3%	29/85 34%
Christa McAuliffe Elementary	Not Assessed	44/90 48.9%	43/94 45.7%
Pinecrest Elementary	Not Assessed	43/84 51.2%	48/83 57.8%
Grade 1			
District Total	150/275 54.5%	111/268 41.4%	124/275 45.1%
John F. Kennedy Elementary	37/81 45.7%	47/81 58.0%	45/84 53.6%
Christa McAuliffe Elementary	37/88 42.0%	28/84 33.3%	34/83 41.0%
Pinecrest Elementary	64/101 63.4%	49/103 47.6%	50/106 47.2%
Grade 2			
District Total	161/280 57.5%	141/274 51.5%	159/278 57.2%
John F. Kennedy Elementary	59/94 62.8%	49/91 53.8%	57/91 62.6%
Christa McAuliffe Elementary	52/99 52.5%	45/98 45.9%	59/100 59.0
Pinecrest Elementary	48/87 55.2%	45/86 52.3%	41/88 46.6%
Grade 3			
District Total	164/257 63.8%	146/259 56.4%	150/260 57.7%
John F. Kennedy Elementary	64/86 74.4%	53/86 61.6%	58/89 65.2%
Christa McAuliffe Elementary	45/86 52.3%	46/86 53.5%	43/84 51.2%

Pinecrest Elementary	53/85 62.4%	45/86 52.3%	47/87 54.0%
Grade 4			
District Total	206/297 69.4%	171/298 57.4%	175/302 57.9%
John F. Kennedy Elementary	30/86 34.9%	47/85 55.3%	46/86 53.5%
Christa McAuliffe Elementary	87/111 78.4%	79/112 70.5%	77/113 68.1%
Pinecrest Elementary	60/99 60.6%	43/100 43.0%	50/102 49.0%

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.

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
Grade 1		E	H	J
Grade 2		K	L	M
Grade 3		N	O	P
Grade 4		Q	R	S

Benchmark Assessment System (BAS)	Time of Year and Number of Proficient Students (Instructional Level)			
	Grade Level	Fall	Winter	Spring
		Students Proficient		
Kindergarten			Level C	Level D
District Total		NA	121/261 46.4%	184/255 72.2%
John F. Kennedy Elementary		NA	46/84 54.8%	51/77 66.2%
Christa McAuliffe Elementary		NA	36/91 39.6%	71/92 77.2%
Pinecrest Elementary		NA	31/85 36.5%	60/84 71.4%
Grade 1		Level E	Level H	Level J
District Total		115/266 43.2%	127/257 49.4%	176/271 64.9%
John F. Kennedy Elementary		32/81 39.5%	27/79 34.2%	52/83 62.7%
Christa McAuliffe Elementary		35/87 40.2%	39/83 47.0%	47/84 56.0%
Pinecrest Elementary		46/97 47.4%	60/95 63.2%	76/103 73.8%
Grade 2		Level K	Level L	Level M

District Total	140/276 50.7%	179/269 66.5%	209/271 77.1%
John F. Kennedy Elementary	47/92 51.1%	56/93 60.2%	64/93 68.8%
Christa McAuliffe Elementary	50/100 50.0%	61/91 67.0%	81/98 82.7%
Pinecrest Elementary	41/85 48.2%	61/86 70.9%	62/81 76.5%
Grade 3	Level N	Level O	Level P
District Total	143/237 60.3%	165/244 67.6%	178/258 69.0%
John F. Kennedy Elementary	40/68 58.8%	53/77 68.8%	61/89 68.5%
Christa McAuliffe Elementary	51/84 60.7%	56/83 67.5%	59/83 71.1%
Pinecrest Elementary	50/84 59.5%	54/83 65.1%	56/85 65.9%
Grade 4	Level Q	Level R	Level S
District Total	171/289 59.2%	191/293 65.2%	193/291 66.3%
John F. Kennedy Elementary	45/82 54.9%	43/85 50.6%	41/86 47.7%
Christa McAuliffe Elementary	76/108 70.4%	83/111 74.8%	83/104 79.8%
Pinecrest Elementary	48/99 48.5%	63/97 64.9%	67/101 66.3%



Hastings Teaching and Learning
DYSLEXIA SCREENER



Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Use this checklist as a tool to help determine a student’s individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data. Please use the Make a Copy feature and create a digital copy for each student that is screened.

Student Name:		Student ID:	
Date of Screening:		Student Grade:	
		Student Age:	

Phonemic Awareness (grades PreK - 4)	YES	NO
1. Mishears letters or sounds.		
2. Difficulty with rhyming.		
3. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.		
Decoding (grades 1-4)	YES	NO
4. Complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.		
5. Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt), skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly).		
6. Decodes a word on one page but not on next; one day it is there, next it is not.		
7. Relies on contextual clues to read, guesses at words based on the first few letters.		
8. Accuracy of decoding improves but rate remains persistently lower than the benchmark.		
Encoding (grades 1-4)	YES	NO
9. Difficulty reproducing letter forms (not a motor coordination problem).		
10. Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex.		



Hastings Teaching and Learning
DYSLEXIA SCREENER



11. Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress.		
12. Error analysis shows: Not all sounds are represented within a word.		
13. Error analysis shows: Misspellings of words are inconsistent within the same document.		
14. Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly.		
Orthographic Memory and Recall (grades 1-4)	YES	NO
15. Difficulty following 2-3 step directions. Needs directions repeated or written down.		
16. Difficulty naming classmates weeks and months into the school year.		
17. Difficulty calling up the right word despite describing its meaning.		
18. Descriptions indicate she/he knows it one moment but not the next.		
19. Difficulty simultaneously decoding and retrieving word meanings.		
20. Poor recall of sound-symbol associations.		
Family History (grades PreK-4)	YES	NO
21. Shows a lack of interest in reading simple books or talking about books.		
22. Reports or comments that close family or relatives struggled with learning to read or in school.		
23. Records indicate student repeated pre-school or an earlier grade. Parents say that student was recommended to repeat a grade.		
24. Parent has sent the student to summer school, interventions, or clinic for additional tutoring.		