

# **Badger School District #676 Literacy Plan Grades K-3**

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 life long learner.

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

- Assessments
- Interventions
- Parent notification and involvement
- Curriculum and Instruction
- 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.

## **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.

## **Parent Notification and Involvement**

Parent notification/involvement occurs through conferences in the fall and spring. Electronic gradebooks that are accessible via the internet 24 hours a day / 7 days a week. Report cards are sent home on a quarterly basis. A community “open house” occurs annually.

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. Parents are also encouraged to contact the Badger School at any time with individual questions or concerns.

### **Curriculum and Instruction.**

The Badger School District utilizes the MacMillan/McGraw-Hill Treasures Curriculum as our core curriculum in classrooms. This has been aligned with Minnesota State Literacy Standards. This curriculum is chosen based on the needs of the student.

### **Professional Development**

Badger School District believes that staff development activities should be provided to develop and promote growth of teacher knowledge and skills to foster continuous improvement. Staff development activities may include but are not limited to the following:

- Workshops
- Professional Learning Communities
- In-Service Days
- Peer Review
- Observations