

Kenyon-Wanamingo Elementary
ISD #2172
LOCAL LITERACY PLAN 2023-24

The mission of Kenyon Wanamingo Schools is to create a caring partnership among students, family, and community to maximize each learner’s academic, physical, and social development.

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides that basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. MN Statute 120B.

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I. GENERAL INFORMATION

Kenyon- Wanamingo District Information	
District Name	Kenyon- Wanamingo
District Number	ISD 2172
Superintendent	Beth Giese
Site Address	225 3rd Ave, Wnanmingo, MN 55983
Principal	Beth Giese
Contact Number	507-789-7000
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Kenyon- Wanamingo Literacy Team	
Team Member	Position
Beth Giese	PK- 4 Principal
Jake Wieme	Instructional Coach. Dean of Students
Staphanie Ennis	ADSIS Teacher
Terra Haugen	Preschool Teacher
Val Ashland	3rd GradeTeacher
Jan Strand	PLC Facilitator Lead
Dr. Weston Johnson	Foundational Reading Intervention Instructor

II. INSTRUCTION, IDENTIFICATION AND REPORTING

All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the elements prescribed under MS section 120B.12. All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

Kenyon Wanamingo Schools have a strong commitment to reading excellence that empowers all students to learn at high levels. The following are key components of ensuring students are reading proficiently in Grades Kindergarten through Grade 3

Kenyon Wanamingo Elementary School uses balanced literacy instruction that aligns with the Common Core English Language Standards. Core curriculum is delivered in a balanced literacy format through the newly adopted Journeys Reading curriculum during the fall of 2018

Additional Key Instructional Notes:

- A. Journey's was chosen by reading teachers in grades Kindergarten-Grade Six. Journeys was chosen as a comprehensive program that provides an evidence based instructional system aligned with ESSA standards and uses results-driven instruction to scaffold and differentiate instruction to meet all students' needs.
- B. Additional components of our balanced literacy format include:
 - o Alternate Delivery of Specialized Instructional Services (ADSIS) matches struggling readers to meaningful interventions through the use of the PRESS Intervention Skills Hierarchy and Implementation Process.

Programming includes the use of Read Naturally, GATES, Sonday and Let's Play Learn curriculum for Kindergarten students.

- C. Optimal Learning Model that uses the gradual release model of instruction. Comprehension strategies are taught through whole group mini lessons, practiced with support during guided reading lessons and independently practiced during independent reading and reading rotations.
- D. Title 1 support is provided in the Intervention room and in classrooms to students not meeting grade level benchmarks.
- E. A newly hired Minnesota Reading Corps tutor will use research based, data driven interventions to tutor students in reading. The tutor will work one-on-one or in a small group with students three times each week for twenty minutes each session. o Leveled-book collections allow for instructional differentiation and student self-selection.
- F. Fluency work such as readers-theater, repeated readings, reading with expression, sight word work and oral reading.
- G. Interactive Read Aloud and Think Aloud strategies including the Linda Hoyt Interactive Read Aloud resource.
- H. Daily Book-in-a-Bag practice. At-school support is given to students who do not have reading support at home.
- I. Computers and Chromebooks are present at each grade level as a tool to help enhance instruction and engage students in differentiated learning activities.
- J. Goal setting as a student/teacher/parent team is employed and each student has an individual reading goal for the year. Progress is tracked and communicated at Parent/Teacher conferences and at Reading Celebration Assemblies.
- K. Sonday, Let's Play Learn and Sonday System 1 are used to support students in Grades Kindergarten-Grade 4 in need of multi-sensory reading instruction.

- L. System 44 and Read 180 programs are used to support 3rd and 4th grade students not meeting grade level benchmarks in reading.

Kenyon Wanamingo Schools believe in accelerating the performance of all students to improve literacy skills.

- A. All licensed staff members meet regularly within Professional Learning Communities (PLCs) to analyze student data, identify needs and develop strategies to ensure students are reading at or above grade level proficiency levels.

K-W schools partner with parents and community members to work with individual students to increase literacy skills.

- A. Flexible grouping is utilized to support all levels of readers, including enrichment and extension for students already demonstrating proficiency on grade level benchmarks.
- B. K-W schools partner with community libraries to support literacy during the summer months. K-W Elementary coordinates with pre-kindergarten programs to align practices and develop a comprehensive literacy plan.
- C. Knight Time Targeted Services offer winter and summer programming to students.
- D. K-W schools hire and retain high quality teachers and staff members who believe all students can learn at high levels.

III. Assessment

The assessment grid below outlines KWES’s process to assess student levels of reading proficiency and is communicated with parents via the district website. The results of the assessments are reported quarterly and are part of the World’s Best Workforce report to the community in the fall of each year.

Assessment	Grades	Use of the Results
ESGI Educational Software for Guiding Instruction	K-1	Grade level Assessment/Screeners - Diagnostic Assessment (Administered

		four times per year or as needed) - Progress Monitoring (Based on individual need)
Press and Sunday	K-4	Diagnostic Framework
FASTBridge early reading: K-Concepts of Print, Onset Sounds, Letter Names, Letter Sounds 1 st grade-Word Segmenting, Nonsense Words, Sight Words, Sentence Reading, 1 st grade – CBM Reading	K-1	Universal Screener (Administered three times per year) -Diagnostic Assessment (Administered three times per year or as needed) -Progress Monitoring (Administered weekly once students have been identified as needing extra support)
FASTBridge CBM - reading and aReading	2-5	Universal Screener (Administered three times per year) -Progress Monitoring (Administered weekly once students have been identified as needing extra support)
MCA (Minnesota Comprehensive Assessments) MTAS	Reading Grades 3-4 Math Grades 3-4	Look for growth, content areas that are strong/weak, make adjustments in curriculum and instruction. Access for ELLs K-12
Access for ELA's	K-12	Determine growth in ELLs and their continuation of services.

FASTBridge Assessments are used to determine grade level proficiency for students. The data is collected during three or four benchmarking windows throughout the year and spring data is used to determine proficiency rates for each grade level using normed cut scores determined by FASTBridge. Classroom data from summative and

formative assessments are also used in grade-level PLCs to identify specific skills and/or standards in which students need additional work.

Dyslexia and Convergence Insufficiency Disorder Screening: All students take the above assessments. To screen for dyslexia and convergence insufficiency disorder, the results from the assessments are reviewed and analyzed. Students not meeting grade level benchmarks may be referred for special assessment when appropriate.

Sonday is used in both the intervention room and the Special Education Resource Room this year. It presents learning through multi-sensory instruction. This option allows resource teachers to adapt instruction to meet the needs of struggling readers. Our data indicates the multi-sensory approach works better for students with specific reading difficulty than what we used in past years.

Assessments from the adopted curriculum Journeys are also used to determine grade level proficiency. FASTBridge, MCAs and ACCESS will continue to be administered in the appropriate grade levels. National norms are used to identify students needing extra support, those that are working at grade level and those needing additional acceleration. PLCs meet weekly to analyze student data and determine next steps in helping all students reach their reading potential. In addition, other tools for assessment include teacher observation, individual student conferences, Study Island assessment of standards and unit assessments from the Journeys curriculum.

Assessment results are shared with parents at Parent-Teacher conferences, on report cards and on an ongoing basis for students receiving additional support.

Assessment results of the Minnesota Comprehensive Assessments (MCAs) are sent to parents each fall. Parents of English Language Learners receive the results of the ACCESS test at the same time. FASTBridge assessments and progress monitoring results are shared with parents during all reporting periods.

IV. PARENT NOTIFICATION AND INVOLVEMENT LITERACY DEVELOPMENT

KW Elementary involves parents in accelerating literacy development for all students in grades K-4. The opportunities for parents to be notified of their student's progress and be involved in their literacy development include:

- A. Get Acquainted Conferences between parent/teacher/student prior to the first day of school.

B. Individual goal setting for reading and math for each student during Parent-Teacher conferences. Progress is tracked and reported to parents during each reporting period. Success is also celebrated at reading celebration assemblies which are open to parents and where progress toward reading goals is recognized .

C. Scheduled Parent-Teacher Conferences in the Fall and Spring.

D. Literacy events open to parents and community members throughout the year

- Dr. Seuss Breakfast or “Read Like a Knight” recognition assemblies
- “I Love to Read” month activities
- Bingo in “Mingo Family Event”
- Kindergarten-Ready Parent Meeting and Kindergarten Parent Orientation
- Volunteer and guest readers in classrooms
- Weekly newsletters from each classroom/grade level - emailed or sent home with students • Emails and phone calls to update parents on student progress and performance
- Monthly newsletters from the Principal shared via Infinite Campus email alerts
- Nightly Book-in-a-Bag with reading log
- Semester report cards to communicate student progress
- Book-It Program as a way to encourage and reward reading at home with a parent or independently
- Book Fairs during both Fall and Spring Parent-Teacher Conferences
- Title I Parent Compact Agreement

V. INTERVENTIONS

K-W Elementary employs a tiered approach to student achievement. Tier I, core instruction is provided by the classroom teacher in the regular classroom through the district-wide adoption of Journeys. Tier II instruction delivers research based interventions to students with identified deficiencies in reading. Tier III instruction is intensely focused, individualized instruction tailored to meet IEP (Individualized Educational Plan) goals and objectives.

Our timely, valid and reliable assessment framework is a critical element of our Multi Tiered Systems of Support (MTSS). Our framework allows us to collect information to

make educational decisions that meet student needs. Within our assessment framework, there are four main objectives:

- A. Identify students at risk for not meeting grade-level standards and needing additional educational supports • Monitor student progress to determine if progress is being made toward grade-level standards
- B. Collect information in order to plan instruction
- C. Assess effectiveness of supports at each Tier of instruction.

Tier 1 Instruction, core curriculum – the general education classroom where students are provided quality instruction aligned to the 2012 Common Core Language Arts Standards. Core instruction is delivered through the use of Houghton Mifflin Harcourt’s Journeys curriculum. It was adopted to provide a continuous, vertically aligned structure to reading instruction in grades K-6.

Tier II Instruction, small group, targeted instruction, supplements the core literacy instruction. For students at risk of not reaching grade level benchmarks:

ADSIS teacher services and Title I intervention specialists offer support during What I Need (WIN) time to every grade level in both reading and math. During the scheduled grade level WIN time, teachers flexibly group students to instruct each student at their “just right” ability level, including extension and acceleration. Interventions offered by the ADSIS teacher and Intervention specialists include Sonday, Read Naturally, interactive writing and sight word practice. Decisions about what intervention to match with student need are based upon the PRESS Intervention Skills Hierarchy and Implementation Process and through program-specific evaluations.

Tier III Instruction, serves 5%-10% of student population whose unique needs cannot be adequately addressed in Tier 1 and 2:

Students who fall well below grade level and are not showing growth and success through Tier 1 and Tier 2 interventions may be referred to the Child Study Team for a special education evaluation or are provided Special Education Programming. Special Education programming involves individualized instruction on specific literacy skills. Sonday, Read 180 and System 44 are research based interventions that are utilized with targeted special education students.

VI PROFESSIONAL DEVELOPMENT

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

Professional staff development activities are built into monthly PLC Facilitator Trainings. The PLC facilitators take this learning back to their grade level PLCs so all staff receive the same information and training. PLC Facilitators also serve to recommend and advise site-specific professional development. As needs arise during the monthly meetings, Principals serve as the liaison to site and district Staff Development teams to plan for future training and differentiate offerings at the Elementary, Middle School and High School levels. Administration also teams with the district-wide Staff Development Committee to develop district staff development goals and align them with the district strategic plan. Mentor activities target teacher specific needs for new teachers. Mentor teachers are selected and interviewed by the Q-Comp leadership committee.

Timeline for the Read Act:

** Hoping to get all teachers trained by 2025