



Hastings Public Schools

ISD #200

Local Literacy Plan- READ WELL by Third Grade

2022-2023

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. More information can be found within Hastings Public Schools World’s Best Workforce Plan.

SUMMARY

Hastings Public Schools maintains an intentional focus on improving literacy instruction and ensuring all students have a solid foundation of literacy skills. Our focus begins with early childhood education programming and continues through grade twelve. 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 collaborative work between our District Literacy Leadership Team, District English Language Arts Committee, District Intervention Team, School Improvement Teams, Teaching and Learning Department, administration, and Pre-Kindergarten/Kindergarten collaboration. For the past few years, Hastings Public Schools has partnered with Nancy Remmert of Remmert Educational Consulting to design, implement and support Pre Kindergarten through grade 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 49.4% in 2022 to 56% in 2023.

- The District Leadership Team, 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.
- The District English Language Arts Committee, composed of District administrators, PreK – 12 reading 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 District ELA Committee are liaisons between the district and their site.
- A PreKindergarten/Kindergarten 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 PreKindergarten/Kindergarten Collaboration, composed of Teaching and Learning staff, Tilden preschool teachers, and district kindergarten teachers, collaborate 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 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.
- A District Staff Literacy Planning 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** (grades 2-4) 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.
 - **earlyReading** (grades K-1) is a staff-administered assessment designed to gauge emergent readers' phonological and phonemic awareness along with their knowledge of letter sounds. This assessment changes in what is measured throughout the year as emergent readers move toward proficiency and their expected skill levels increase.
- **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.

- 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 150 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.

Interactive Read Aloud	The teacher exposes learners to a variety of text and genres, offers opportunities around speaking and listening, and instills a love of and enjoyment in reading. The teacher utilizes explicit think aloud strategies tied to state standards to model for students how they should be thinking while 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.
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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 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 conferring. 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 and earlyReading 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, 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 monitored by Multi-tiered Systems of Support teams.

Kindergarten:		
Skill Area	Intervention Resource	Progress Monitoring (as needed)
Letter Naming	Incremental Rehearsal	FASTBridge LN Screening and Local Assessment
Phonemic Awareness	Elkonin Boxes	Local Assessment PAST
Letter Sounds	Incremental Rehearsal Techniques Sonday System	FASTBridge LS Screening and Local Assessment
Rhyming	Heggerty Phonemic Awareness Lessons	Local Screening
Initial Sound Identification	Heggerty Phonemic Awareness Lessons	FASTBridge LN and LS Screening, PAST

Ending Sound Identification	Elkonin Boxes Heggerty Phonemic Awareness Lessons	Local Assessment PAST FASTBridge LS Screening
Word Segmenting	Elkonin Boxes	FASTBridge WS Screening PAST
Blending	Elkonin Boxes	Local Assessment PAST
Word Fluency	Incremental Rehearsal	FASTBridge 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>Heggerty</i> Phonemic Awareness Lessons	Local Assessment PAST
Letter Sounds	Incremental Rehearsal	<i>FASTBridge LS</i> Screening and Local Assessment
Rhyming	<i>Heggerty</i> Phonemic Awareness Lessons	Local Assessment PAST
Phonics – Initial and Ending Sounds	<i>Elkonin Boxes</i>	FASTBridge NW (Nonsense Words) QPS
Phonics – Blending CVC (Consonant, Vowel, Consonant)	<i>Elkonin Boxes</i>	FASTBridge NW (Nonsense Words) QPS
Word Fluency	Incremental Rehearsal	<i>FASTBridge WF</i> Screening and Local Assessment
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal	FASTBridge R-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 R-CBM (Curriculum-based Measure)
Phonics	<i>Elkonin Boxes</i> <i>Sonday System</i>	FASTBridge R-CBM (Curriculum-based Measure) QPS
High Frequency Words	Incremental Rehearsal Elkonin Boxes	FASTBridge R-CBM (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension LLI (Leveled Literacy Intervention)	Local Assessment

		FASTBridge R-CBM (Curriculum-based Measure)
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Grades 3 and 4:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal	FASTBridgeR- CBM (Curriculum-based Measure)
Phonics	<i>Elkonin Boxes</i> <i>Sonday System</i>	FASTBridge R-CBM (Curriculum-based Measure) QPS
High Frequency Words	Incremental Rehearsal Elkonin Boxes	FASTBridge R-CBM (Curriculum-based Measure)
Comprehension	Repeated Reading with Comprehension LLI (Leveled Literacy Intervention)	Local Assessment FASTBridge R-CBM (Curriculum-based Measure)

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.

Additionally, Hastings Public Schools adheres to Minnesota Department of Education's (MDE) screening recommendations for identifying students with characteristics of dyslexia. Students who are below grade level are administered the Hastings Dyslexia Screener.

In the area of convergence insufficiency (CI), MDE states, “vision screenings for school use are not available for diagnosing CI” and advises, “A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting CI” (MDE CI Fact Sheet).

SECTION 6: PROFESSIONAL DEVELOPMENT

Professional Development for All Teachers

Hastings Public Schools is committed to the goal of creating a 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 2022-2023 professional development plan consisted of reinforcing three key areas that we have been focusing on for the last three years: whole group interactive read alouds, phonemic awareness and phonics, and small group guided reading instruction.

1. **Interactive Read Alouds:** During our whole group reading instruction, teachers read vocabulary-rich trade books to students, modeling the thinking that needs to be done in order to practice the state standards. Teachers use think aloud strategies to engage students and talk them through the way that a reader approaches a text. Our interactive read aloud lessons are paired with skill-based mini-lessons that explicitly teach the lesson’s focus standard. This whole group instruction time lasts around 20 minutes each day.
2. **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.
3. **Small Group 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 Elementary Literacy Leadership Team met throughout the school year to learn together, reflect on data, determine needs of the teachers and students, and plan for professional development. A literacy coach models and supports job-embedded professional development through the instructional gradual release modes of whole group mini lessons and small group instruction. The goal of this process is to further develop and refine the literacy instructional skills of staff.

SECTION 7: SUMMARY OF ASSESSMENT DATA

FastBridge earlyReading Proficiency Performance

2022-2023 District Data	Fastbridge earlyReading Data (students at or above target score)		
	Fall	Winter	Spring
	Proficient/Total Number of Students	Proficient/Total Number of Students	Proficient/Total Number of Students
Kindergarten			
District Total	Not Assessed	140/262 53%	131/267 49%
John F. Kennedy Elementary	Not Assessed	50/88 57%	36/92 39%
Christa McAuliffe Elementary	Not Assessed	35/88 40%	45/90 50%
Pinecrest Elementary	Not Assessed	55/86 64%	50/85 59%
Grade 1			
District Total	Not Assessed	140/249 56%	144/266 54%
John F. Kennedy Elementary	Not Assessed	43/86 50%	46/86 54%
Christa McAuliffe Elementary	Not Assessed	52/92 57%	52/96 54%
Pinecrest Elementary	Not Assessed	45/71 63%	46/84 55%

FastBridge Adaptive Reading (*a-Reading*) Proficiency Performance

2022-2023 District Data	Fastbridge a-Reading Data (students at or above target score)		
	Fall	Winter	Spring
	Proficient/Total Number of Students	Proficient/Total Number of Students	Proficient/Total Number of Students
Grade 2			
District Total	156/276 57%	149/273 55%	145/276 53%
John F. Kennedy Elementary	54/85 64%	54/85 64%	51/85 60%
Christa McAuliffe Elementary	42/88 48%	43/86 50%	46/88 53%

Pinecrest Elementary	60/103 58%	52/102 51%	48/103 47%
Grade 3			
District Total	169/269 63%	172/274 63%	170/273 62%
John F. Kennedy Elementary	60/91 66%	62/94 66%	60/93 64%
Christa McAuliffe Elementary	59/97 61%	63/98 65%	64/100 64%
Pinecrest Elementary	50/81 62%	47/82 58%	46/80 58%
Grade 4			
District Total	174/263 66%	144/265 54%	147/263 56%
John F. Kennedy Elementary	68/91 74%	62/91 68%	62/91 68%
Christa McAuliffe Elementary	48/83 58%	42/82 52%	43/80 54%
Pinecrest Elementary	58/89 65%	40/92 44%	42/92 46%

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 Percentage of Proficient Students (Instructional Level)			
	Grade Level	Fall	Winter	Spring
		Students Proficient		
Kindergarten			Level C	Level D
District Total		NA	54%	77%
John F. Kennedy Elementary		NA	61%	79%
Christa McAuliffe Elementary		NA	53%	72%
Pinecrest Elementary		NA	46%	81%
Grade 1		Level E	Level H	Level J
District Total		54%	60%	68%
John F. Kennedy Elementary		51%	59%	67%
Christa McAuliffe Elementary		61%	56%	63%

Pinecrest Elementary	46%	65%	74%
Grade 2	Level K	Level L	Level M
District Total	52%	68%	83%
John F. Kennedy Elementary	54%	70%	76%
Christa McAuliffe Elementary	44%	62%	82%
Pinecrest Elementary	58%	71%	91%
Grade 3	Level N	Level O	Level P
District Total	59%	72%	75%
John F. Kennedy Elementary	58%	68%	78%
Christa McAuliffe Elementary	60%	72%	71%
Pinecrest Elementary	60%	76%	77%
Grade 4	Level Q	Level R	Level S
District Total	58%	67%	66%
John F. Kennedy Elementary	57%	67%	69%
Christa McAuliffe Elementary	58%	68%	68%
Pinecrest Elementary	59%	66%	60%