

## Reading Committee Report

The reading committee met four times to discuss reading in grades K-5. The committee listened to concerns and issues with the current program, Lead 21. Through this discussion it became apparent there were concerns with Lead 21, primarily at grades K-2, while the program had good support at grades 3-5. The belief of the group was that all grade levels were supplementing the reading program to some degree or another while attempting to address the Kansas Reading Standards. Due to the discussion of the standards, the need to supplement the current program, and the fact all grade levels are actively working on their reading standards, the following recommendations are being made.

District Resource – Lead 21 will remain the district resource for reading. Grade levels may utilize other resources in teaching the standards. When using different resources, the grade level must be working on the same standard and all activities used to teach the standards need to be recorded in Build Your Own Curriculum to archive these strategies and practices.

Kansas Reading Standards – The Kansas Reading Standards will drive the instruction of reading in the district. Grade levels may address these standards in ways they feel will be the most effective in meeting student success, as long as it is done in a team setting.

Data Collection – Data collection must be standardized in the district. All grade levels will use AIMSweb and Lexia Reading to measure student improvement and growth. AIMS web will measure both reading and math, while Lexia Reading will focus on student growth along with other components of reading as we learn more about the program. A committee of grade level instructors will be established to develop the reports needed to be used to measure student improvement and growth by all grade levels.

The basic understanding of the group was that the accountability of the reading program was that of the previous grade level and for them to be accountable to the next grade level transition meetings needed to occur to discuss what the following grade noticed as deficiencies where the previous grade level could address these deficiencies the following year. To that end, it was recommended that grade levels meet with one another to transition students for the following year at the end of each school year.