

# Lake Superior School District #381

## Local Literacy Plan

### READING WELL BY THIRD GRADE

#### Revised May 2015

**Bill Crandall, Superintendent, Patricia Driscoll, Principal/Title I Dir.**

#### **Belief Statement from Minnesota Department of Education**

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 the 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. -MDE

Special thanks to the following persons who contributed many hours to the completion of this report:

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Pam	Carlson	1 <sup>st</sup> Grade Teacher, Parent
Patricia	Driscoll	Principal, Title I Director
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Ann	Hastings	4 <sup>th</sup> Grade Teacher, Site Assessment Coor.
Nancy	Lewis	3 <sup>rd</sup> Grade Teacher
Lynn	Nicklay	Special Education Teacher
Mary	Parent	Title I Teacher

Special thanks to the following staff who collaborated with the team to create this literacy plan:

Ann	Carlson	Pre School Teacher
Chris	Langenbrunner	Community Education Director
Kim	Lenski	ECFE Coordinator
Phil	Minkkinen	Superintendent
Caren	Nelson	1 <sup>st</sup> Grade Teacher
Joe	Nicklay	Principal

**The Lake Superior School District approved the 2012 Local Literacy Plan at their Board Meeting on June 18, 2012. The approved Local Literacy Plan will be posted on the District website at [www.isd381.k12.mn.us](http://www.isd381.k12.mn.us).**

## GOALS BASED ON DATA

The following goals or objectives define how reading proficiency will be ensured for ALL students at each grade level kindergarten through grade three.

- All students will read at grade level as measured by the NWEA MAP assessments each spring.
- Kindergarten students will be at or above the mean score of 157.7 in reading as measured by the NWEA MAP assessment each spring.
- First grade students will be at or above the mean score of 176.9 in reading as measured by the NWEA MAP assessment each spring.
- Second grade students will obtain a mean score of 189.6 in reading as measured by the NWEA assessment each spring.
- Third grade students will obtain a mean score of at least 199.2 in reading as measured by the NWEA MAP assessment each spring, and at least 350 on the MCA Reading Scores each spring.

## Student Achievement Results

Disaggregated student achievement results and growth data in grades K-3 indicate that Lake Superior School District students in grades K-3 show a trend of exceeding the national norm on the NWEA Measures of Academic Progress. See chart below.

Below are the RIT scores for Spring and Fall for each grade level from 2009 to 2012.

MATH	S 2009	F 2009	S 2010	F 2010	S 2011	F 2011	S 2012	S NORM
K	168.6	na	164	na	165	146.1	164.1	159.1
1	182.4	165.7	184.8	168.7	185.4	167.4	183.9	179
2	na	173.8	197.8	182.4	197.6	178.1	193.7	191.3
3	na	191	205	194.7	208.5	195.5	207.2	203.1
READING	S 2009	F 2009	S 2010	F 2010	S 2011	F 2011	S 2012	S NORM
K	165.1	na	159.7	na	162.1	148.1	160.6	157.7
1	181.6	163.1	183.2	165.1	183.3	166.2	183.2	176.9
2	191.3	174.3	195.1	180.8	na	176.4	190.6	189.6
3	200.7	190.06	200.09	193.8	203.6	194.4	203.3	199.2

**Current practices and support systems** that demonstrate success include the following:

- PreK teachers have been included in district curriculum trainings.
- Kindergarten current practices and supports have demonstrated success using large and small group instruction, read-alouds, senior volunteers, silent reading, Orton-Gillingham method, leveled readers, Title One, Accelerated Reader Program, and technology tutoring and enrichment resources. Based on the last three years of NWEA testing data, the current kindergarten practices are meeting the needs of the students. Students have scored above the national norm since 2008.
- First grade current practices and supports have demonstrated success using large and small group instruction, a systematic, explicit phonetic core reading program, Orton-Gillingham, leveled readers, Energizers, read-alouds, leveled literacy intervention for at risk children, two sessions for Title students, systematic sight word study, SSR, Accelerated Reader Program, grandparent volunteers, and technology tutoring and enrichment. Based on the last three years of NWEA testing data, the current first grade practices are meeting the needs of the students. The data trend has shown that students have continued to score above the norm since 2008.

- Second grade teachers' current practices and supports have demonstrated success using High Frequency words, small group instruction, leveled readers, SSR, read and response, Energizers, read-alouds, fluency probes, and Odyssey. The data trend has shown that students have continued to score above the norm since 2008.
- Third grade current practices and supports have demonstrated success using small group instruction, leveled readers, literature circles, Silent Reading Time/SSR, and highlighted tracking tools, Energizers, read-a-louds, Odyssey, fluency probes and enrichment. The data trend has shown that students have continued to score above the norm since 2008.
- Current practices and support used by Special Education that have demonstrated success are small group and individual instruction using systemic, explicit phonics, including Orton-Gillingham practices, word sorts, high frequency words, decodable and leveled readers, fluency probes in letter naming/sounds, high frequency words, phrases and passages, core instruction using direct instruction program, explicit comprehension strategy instruction, word wall, Odyssey, journals, decoding using syllabication rules, vocabulary enhancement, Question-Answer-Response, and various forms of technology.

### **Assessment**

The NWEA is a computer adaptive test with measures of academic progress providing interim benchmarks of student growth, or a universal screen for early learners. The NWEA is a nationally normed assessment, comparing student's achievement with other students' achievement across the nation. NWEA helps pinpoint by goal and level, where students are ready to advance and where they need help.

- The NWEA will be administered at a minimum of fall and winter for grades K-8.
- Students will achieve at or above the mean score.
- Results will be shared with parents at Parent/Teacher conferences in the fall and sent home in the spring.
- Academic progress is communicated with parents through midquarter reports and quarterly report cards.

A **variety of assessments** are used to inform and differentiate instruction. Assessments include formative, progress monitoring, and summative.

- Kindergarten assessments will include a comprehensive Kindergarten Assessment Booklet administered quarterly, informal teacher observations, and an informal reading inventory in addition to NWEA testing.
- First Grade will use quarterly fluency checks, informal teacher observations, unit assessments, and informal reading assessments. Reading proficiency is 90% accuracy with 50 wpm in the fall, 60 wpm in winter and 70 wpm in spring.
- Second grade will use quarterly fluency checks, comprehension assessments, unit assessments, and informal teacher observation to measure grade-level proficiency. Reading proficiency is 90% accuracy with 70 wpm in the fall, 85 wpm in winter and 100 wpm in spring.
- Third grade will use quarterly fluency checks, comprehension assessments, unit assessments, and informal teacher observation to measure grade-level proficiency. Reading proficiency is 90% accuracy with 100 wpm in the fall, 115 wpm in winter and 130 wpm in spring.

### **Support for Staff**

The current curriculum map, online instructional activities and assessments, informal reading inventory, leveled literacy instruction, and teacher observation are used to support staff in matching student needs with instructional practices that have the greatest impact.

- Following fall, winter and spring reporting recommendations are made for Title I support.
- Teachers implement classroom interventions and differentiate instruction as needed daily.

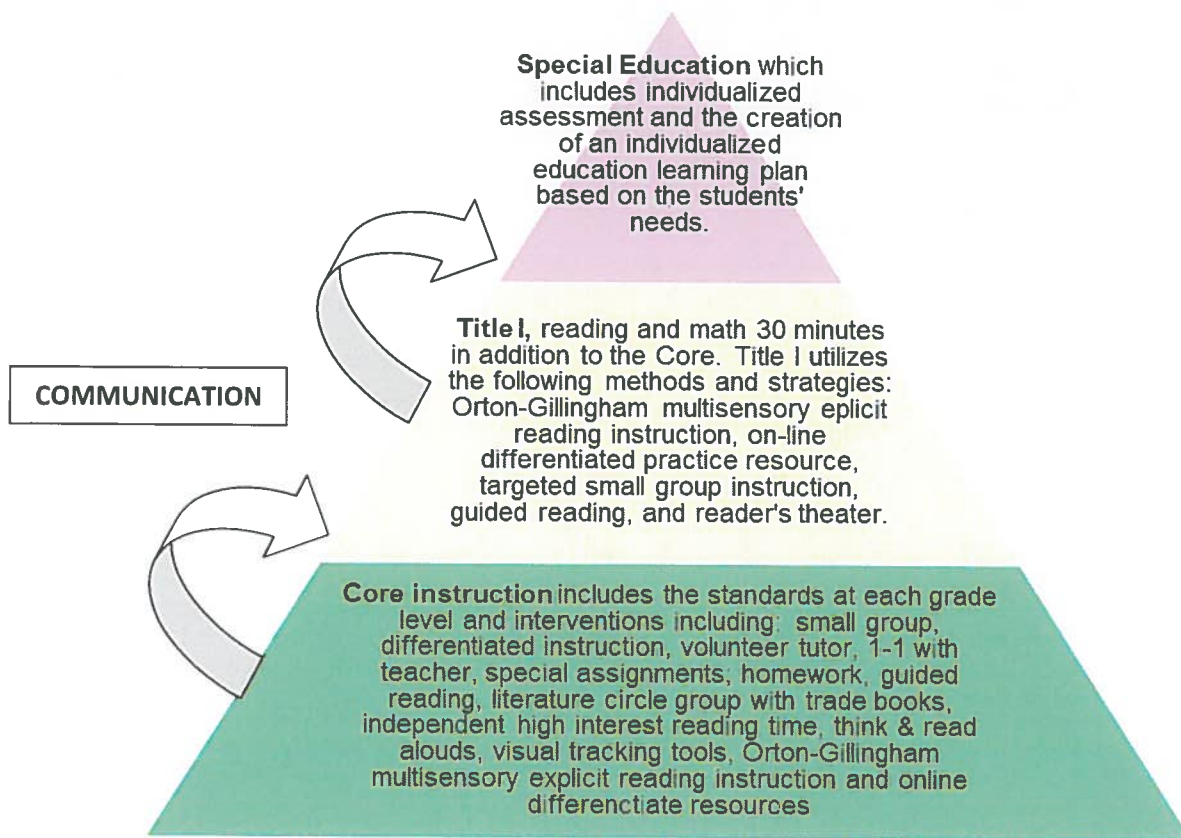
**Collaboration** with parents and community to understand data and provide support includes:

- NWEA graphs and readouts will be given to parents at fall and spring reporting periods.
- MCA results are mailed out to parents in the spring
- Grade K-3 quarterly report cards and Kindergarten Assessment Booklet , midquarter reports, Good News for Good Schools newsletter, parent teacher conferences twice a year, annual IEP meetings and quarterly progress reporting, biannual Title One Parent Meetings and Annual Advisory Board Meeting, and weekly newsletters are used to communicate data and report student progress.
- Kindergarten Round Up and "All Aboard for Kindergarten" events provide information for parents of students entering kindergarten.
- Parents have access to online supplemental instruction.
- Parents are asked to supervise homework and sign indicating completion.
- Leveled books, sight word lists, and spelling words are sent home with students to provide additional practice.
- PreK-ECFE classes, ECFE lending library, quarterly mailings, Learning Opportunities through Stories (LOTS - summer reading program), Imagination Library, Information Nights for incoming kindergartners and their families share pre-reading strategies that can happen at home.

### **Intervention**

Entrance and exit criteria for students needing instructional interventions include:

- In grades K-6 Reporting Period Data, below 65%: Not Meeting Grade Level Expectations on the report card.
- Students scoring at 35% or below on NWEA qualify for Title I services in grades second through fifth.
- Students exit the program when their NWEA score is above 40%.
- Quarterly administered Kindergarten Test Booklet is used as an entrance and exit for Kindergarten students.
- In addition, first grade students scoring below 90% (accuracy) on quarterly first grade fluency tests, or below 65% on comprehension tests, qualify for instructional interventions.
- The Child Study Team meets bimonthly to review student data and teacher concerns in order to make recommendations.



### Professional Development

- Elementary teachers will participate in professional development on scientifically-based reading instruction:
- PreK staff is involved in staff development offerings.
- Professional Learning Communities, formed by interest/needs within or across grade levels, meet 2 hours each month to research and implement best practices.
- District Committees are formed with staff from each building and each grade level in order to collaborate on effective instructional methods based on performance data.
- A total of 54 hours of staff development is provided per school year.
- We are currently using the 2008 Language Arts standards aligned to our curriculum. We are in the process of aligning the 2010 Language Arts standards to our curriculum.
- Online professional development resources are available to all staff.
- A "Professional Library" is available to staff with resources for learning.
- NWEA data is analyzed to guide the direction of Professional Learning Communities.

**Training and support** will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students when needed.

- Currently our district has no diverse population, but in the past when needed, we have created a program of support including hiring a para who speaks the student(s) native language. We have had two Haitian students whose native language was French and 14 years ago we had a Russian speaking student.
- Resources are allocated according to the needs for training, coaching and materials.

# Fall Conference Sheet and Self-Assessment

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Student \_\_\_\_\_ Date \_\_\_\_\_

## Math

My last spring MAP RIT score in Math was \_\_\_\_\_.

My fall MAP RIT score in Math is \_\_\_\_\_.

My 1<sup>st</sup> quarter grade in Math is \_\_\_\_\_.

### *How I would rate myself:*

- |                              |   |
|------------------------------|---|
| 1. Paying attention in class | excellent / good / okay / need to improve |
| 2. Effort on homework        | excellent / good / okay / need to improve |
| 3. Effort on tests           | excellent / good / okay / need to improve |
| 4. Class participation       | excellent / good / okay / need to improve |
| 5. Behavior                  | excellent / good / okay / need to improve |

## Reading

My last spring MAP RIT score in Reading was \_\_\_\_\_.

My fall MAP RIT score in Reading is \_\_\_\_\_.

My 1st quarter grade in Reading is \_\_\_\_\_.

### *How I would rate myself:*

- |                              |   |
|------------------------------|---|
| 1. Paying attention in class | excellent / good / okay / need to improve |
| 2. Effort on homework        | excellent / good / okay / need to improve |
| 3. Effort on tests           | excellent / good / okay / need to improve |
| 4. Class participation       | excellent / good / okay / need to improve |
| 5. Behavior                  | excellent / good / okay / need to improve |