

ISD 2908 Reading Well by Third Grade Literacy Plan

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every student reading at or above grade level no later than the end of third grade. 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 Web site.”

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.

The following addresses the requirements of MN Statute 120B.12 and is the basis for our local literacy plan:

PART 1 : Statement of Goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

Ultimate Goal: All students in Brandon-Evansville Elementary will meet or exceed proficiency in reading demonstrated on the 3rd grade MCA Reading Test.

All students who are not reading at grade level will receive research based instruction to attain reading benchmarks at each grade level.

All students who are above grade level benchmarks will be challenged to attain projected growth throughout each year.

PART 2: Statements of process to assess students’ level or reading proficiency including screening assessments for Grades K-3. Tests define

grade level and/or students' growth within a year and throughout consecutive years. MCA test results indicate if a student has met or exceeds standards.

General Summary IDS 2908 Summative Assessment Timeline

| Assessment Screening | Frequency | Grade | Proficiency | Parent Communication(When/How) |
|-----------------------------|------------------|--------------|--|---|
| DIBELS | F-W-S | K-3 | Benchmark | Fall -P/T Fall conferences. Winter – Spring Data Mailed |
| NWEA | F-W-S | K | F-W-S | Parent Conferences |
| NWEA | F-W-S | 1-3 | Individual RIT score indicates growth | Letter to Parent in Spring Fall Conferences Winter- Spring Data Mailed |
| MCA's | Spring | 3 | Meet/Exceed Standard | Summer Mailing and Fall Conferences |

PART 3: Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade K-3.

Communication for all parents includes, but is not limited to:

1. Student Planner – Parents sign planner daily in grades K-3. They are informed of daily activities, assignments to complete, and are able to respond with notes on a daily basis as needed.
2. School Based Web Sight, E-Mail, telephone, newsletters
3. Report Cards and Progress Reports
4. Parent Teacher Conferences

Parents are informed when students receive Tier II and Tier III instruction through interventions.

- Information is shared including test data, needs assessment, and specific interventions targeting needs of students.
- Parent sign a permission form and parent compact when a student is included in an intervention program.
- Communication of progress of goals is reported in paper form or phone conversation at minimum quarterly.
- Survey and data collected throughout the year from parent surveys inform teachers of supplemental ideas on ways to assist students to attain high standards.

PART 4: Interventions for Students Not Reading at Grade Level.

Interventions modeled throughout this document are defined as follows:

Tiers are defined by percentile on State or District Tests.

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|--|--|--|--|
| Tier I Core Instruction in MN Standards | All Students 41st-85th Percentile | Supplemental Differentiation instruction in core academics | Intervention Classroom teacher |
| Tier II | 20th-40th Percentile | Direct Instruction in addition to core instruction. | Intervention Additional small group setting |
| Tier III | Below 19th Percentile | Sustained direct instruction in small groups in addition to core instruction. | Intervention Additional small group setting |

TEIR I represents the core instructional program in classroom curriculum aligned to Minnesota Academic Standards. Differentiated instruction means that teachers give students various ways of acquiring, expressing and being engaged in learning. Briefly, teachers use a variety of teaching methods such as demonstration, lecture, smart board presentation, use of technology, etc. Students' express their learning in alternative ways such as written, oral, graphic, reports. Students are engaged and motivated in different styles of working together such as cooperative learning, individual topics, relating learning to the real life community involvement.

TEIR II instruction provides additional instruction to the children needing help in targeted skill areas. This Tier Intervention requires an additional half hour instruction. Targeted skill areas are identified with screening and diagnostic tests. Teaching consists of research-based explicit instruction within a small group of 2-5 students. Student's progress is monitored and information evident in their growth informs the continuation of the intervention.

TEIR III provides the most intense intervention approach for children. It builds onto Tier II and provides more individual instruction. The intervention consists of research based explicit instruction that can be delivered to a small group of three or less. The intervention is designed to accelerate struggling readers' learning of reading skill in the following areas: (phonemic awareness, phonics, fluency, vocabulary, and text

comprehension.) A researched based systematic sequential format is used for teaching reading.

Instructional decisions for students who receive interventions are made from a collaboration of staff members based on multiple screenings sources. Interventions are 6-15 weeks long with progress monitoring weekly or bi-monthly. Interventions begin with a baseline score and a goal or target score to attain. A Response to Intervention (RtI) protocol specifies steps to determine the effectiveness of instruction. Students are involved in an intervention specific to the goal to attain benchmark status which is grade level performance.

Brandon-Evansville Elementary Grade Level Goals

Kindergarten Proficiency Goal

By the end of the year, Kindergarten students who are at Grade Level Proficiency will read 20 sight words, demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant letter, read a Level B Leveled Literacy book at 90% accuracy, pass classroom Unit tests with 70%, and receive Benchmark Status on DIBELS assessment.

First Grade Proficiency Goal:

By the end of the year, First Grade Students who are at Grade Level Proficiency will read 100 sight words, read a Level I Leveled Literacy book at 90% accuracy, pass classroom Unit tests with 70%, and receive Benchmark Status on DIBELS assessment.

Second Grade Proficiency Goal:

By the end of the year, Second Grade students who are at Grade Level Proficiency will read 46 second grade sight words, read a Level M Leveled Literacy book at 90% accuracy pass classroom Unit tests with 70%, receive Benchmark Status on DIBELS assessment, and a RIT score of 182 or above on the NWEA MAP Reading Test.

Third Grade Proficiency Goal:

By the end of the year, Third Grade students who are at Grade Level Proficiency will meet or exceed standards in the MCA Reading Test.

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

We are fortunate to be a Q-Comp District, so our teachers have designated Professional Learning Communities (PLC) time built into our weekly schedule. Our teachers have 240 minutes of PLC time monthly which allows teachers and specialists to collaborate across grades, subjects, and disciplines to promote development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports. All 2908 teachers are required to develop a Professional Goals Plan, which consistently tied to student performance goals based on assessment data. These goals are considered in the planning of PLC time activities. Data Analysis is a topic of PLC meetings. As the District implements the new teacher evaluation process, our district will be using student data along with individual teacher goal data to assess and evaluate teacher performance. Thirty-five percent of a teacher's annual evaluation must be based on student achievement data.

Additionally, we have Staff Development days built into our calendar which allows teachers and specialists to collaborate across buildings to work on competent use of literacy practices and instructional strategies supportive to the PLC work done throughout the year. Reading Specialists have been employed by the district to provide staff development training for our teachers in effective reading strategies.

PART 6: Describe how scientifically based reading instruction is implemented throughout elementary grades.

Comprehensive, scientifically-based reading instruction is consistently implemented for all students through the following:, as well as through Title I and Special Education services for qualifying students.

PART 7: Explain how training and support will be provided so all district elementary teacher can effectively recognize students' diverse needs in cross-cultural setting and serve the oral language and linguistic needs of EL students.

Presently we don't have any EL students.

PART 8: Post assessment methods and data submitted to Commissioner annually including objectives of assessment program, names of test, grade levels of administration as part of local literacy plan on district webpage for all student Kindergarten through Grade 3.

Assessment data data for grades K-3 will be reported annually to the Minnesota Department of Education Commissioner.

Northwest Evaluation Association (NWEA) provides the school with tests of Measures of Academic Progress (MAP). For more information on resources for parents, download the *Parent Toolkit* at www.nwea.org>>Partner Support.

The Minnesota Department of Education website has information for parents about programs, testing results and requirements, and resources. For more information visit <http://education.state.mn.us> Click on Just for Parents topic heading for this information.