

District 4226, Bdote Learning Center Local Literacy Plan

Note: Our students are in full Ojibwe or Dakota immersion in grades K-2. Third grade marks the introduction of reading and writing in English for one hour per day. Research backs that our students will likely have lower English literacy skills for grades K-2 and beyond. In grade 3, the first year with English language instruction, they should grow more than one grade level and that should continue. However, research shows that the lag in reading scores will progress until middle school.

During the 2018-2019 school year Bdote Learning Center received a grant from the Minnesota Indian Affairs Council, funded by the MN state government, to develop a reading assessment for grades K-8. Bdote Learning Center teachers and staff worked under the leadership of Project Director Liz Cates and 22 other schools with at least some immersion to develop oral fluency assessments and comprehension assessment. Assessments were developed and piloted at multiple sites throughout the Midwest with norms determined based on the number of years the student had been in Ojibwe or Dakota immersion. Norms were established during the piloting process.

1. Statements of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 5

The overall goal of the Bdote Literacy Plan is that all students will perform at a 3rd grade level (4th year of immersion) in Ojibwe and Dakota reading by spring of their 4th year in immersion.

Bdote Learning Center is committed to using student achievement results and growth data of all kindergarten through fifth grade students. Teaching and learning will have a strong focus on building a solid foundation of literacy skills in kindergarten through fifth grade to assure students are prepared for their future opportunities including college and career readiness.

Reading ability is measured by fluency and words per minute read aloud on monthly reading assessments as well as the FAST assessments given three times per year for grades 3-8.

Core literacy instruction is provided in the classroom through Benchmark Literacy in grades 3-8. An immersion curriculum developed through the Administration for Native Americans is the curriculum base for grades K-2. Small guided reading groups provide opportunities to meet the needs of those students not making the benchmark.

In addition to core instruction for all, students not meeting the benchmarks are provided with additional intervention opportunities outside the classroom including Intercession Reading Activities and pull out reading provided by our Reading Coach, community partners, and volunteers.

An annual analysis and review of core instruction will be completed to determine the effectiveness of current practices being taught to fidelity for all students, but specifically for those not making adequate growth towards meeting grade level objectives.

2. Statement of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

All entering kindergarten students take the FAST assessment to determine where their skills are at. Grades 3-8 take the FAST assessment three times per year (fall, winter, and spring) with most classes taking it five times per year. The data from these assessments allow us to differentiate instruction within the classroom to meet the needs of each student. Proficiency on the NWEA MAP assessments is determined by NWEA given their national data. These scores will also be shared and discussed with parents of our students at our twice yearly Parent Teacher Conferences. If parents do not attend conferences, the results will be mailed home.

3. Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through Grade 3.

Parents are invited into the school for gatherings at least once each quarter. At these gatherings there is always a reading component where teachers and other professionals model

how to get kids reading at home. The importance of reading in English at home is stressed because it is often the only exposure our students get to reading in English until they are at the 3rd grade level. Information on how our instruction and instructional supports are aligned with grade-level content standards is one topic at the monthly parent committee meeting. We also have a resource list for parents on free out of school reading programs.

4. Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress

Our interventions center around immersion techniques. Multiple studies have found that immersion schools will lag behind other schools in reading scores for the early elementary years, however, by middle school students catch up or surpass reading scores of non-immersion schools. Language Immersion will be our primary reading intervention. In the languages (Ojibwe and Dakota), teachers will work with students in guided reading and writing. If a teacher is concerned about progress and the assessment data also reveals a concern, the teacher can refer the student to the Reading Coach. The Reading Coach works with students individually or in small groups for 40 hours over three months using the STARS Reading system. If this does not make adequate progress, other steps are taken.

Families are informed of student progress twice yearly at our conferences and from our detailed report cards that are based on the Minnesota Graduation Standards.

ADSIS programming is also available for students with lagging reading levels. At weekly ADSIS meetings teachers and other staff bring up students that may be a fit for the program based on assessments. Services are provided daily to students by the Reading Coach.

5. Describe how elementary teachers will participate in, and benefit from professional development on Scientifically-Based Reading Instruction.

In a report published in 2000 by the National Reading Panel, Scientifically-Based Reading Instruction is defined as “programs or collection of practices must include at a minimum, effective, balanced instruction in all five areas of reading. Comprehensive, scientifically- based

reading instruction also includes and integrates instructional strategies for continuously assessing, evaluation, and communicating student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.”

All teachers participate in PLCs that meet each Thursdays from 4-5 and Outside Professional Development.

- Professional Learning Communities (PLC) A focused study group of teachers looking at learning objectives to enhance understanding of specific areas of curriculum. All teachers have 60 minutes per week devoted to their PLC.
- Outside Professional Development ○ A variety of best practice opportunities arise for teachers to attend professional learning courses throughout the year that are directly related to student achievement.

6. Describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

For reading instruction we use a translated version of Benchmark Literacy in grades K-2 (in Ojibwe and Dakota) and in English for grades 3 to 5. Benchmark Education participated in a rigorous scientifically based research study during the 2011-13 school years designed to determine the effects of introducing its Benchmark Literacy program with On-Site Professional Development in Grades K-6 classrooms. The study was conducted in the Fairfax County (VA) Public Schools by Main Street Academix, an independent, university-based research company. Main Street Academix designed the study, helped match the experimental and control schools, oversaw administration of pretests and posttests, made Fidelity of Implementation visits/interviews, and compiled the results. Results showed substantial gains in the % of students "At/Above Proficient" on the VA State Reading Test, as well as dramatically increased DRA reading-level growth for students using Benchmark Education materials compared to control students using other literacy programs.

Bdote has three different levels of support:

Intervention Supports	<p>After diagnostic assessment data is reviewed and analyzed, students are selected based on literacy needs for additional supports in and out of the classroom.</p> <p>Tier 1: Core instructional and classroom interventions</p> <p>Tier 2: Intensive individual or small group reading instruction for a three-month period.</p> <p>Tier 3: Continued individual or small group reading instruction, additional assessments.</p>
Tier I	<p>Whole group instruction with the classroom teacher. Interactive read-alouds, shared reading, writing, mini lessons, iRead on the computer, storytelling.</p> <p>Small group instruction with the classroom teacher: Guided reading and writing groups, spelling and sight words</p>
Tier II	<p>One-on-one or small group intensive reading instruction for 40 hours over a three month span.</p>
Tier III	<p>Continued individual or small group reading instruction. Additional assessments are requested at this point if the student is not making adequate progress.</p>

7. Explain how 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.

Bdote Learning Center staff has had training in the area of understanding the language and linguistic needs of our urban population. The majority of our students are Native American, though we have a decent sized population of students who are not. Our staff reflects the population of students we work with and we speak thirteen languages. During PLC time, teachers discuss data and look at student work to better plan classroom practices to increase student performance. Further training and support will be provided as needed utilizing regional specialists.

8. Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of the local literacy plan on district webpage for all students in Kindergarten through Grade 3.