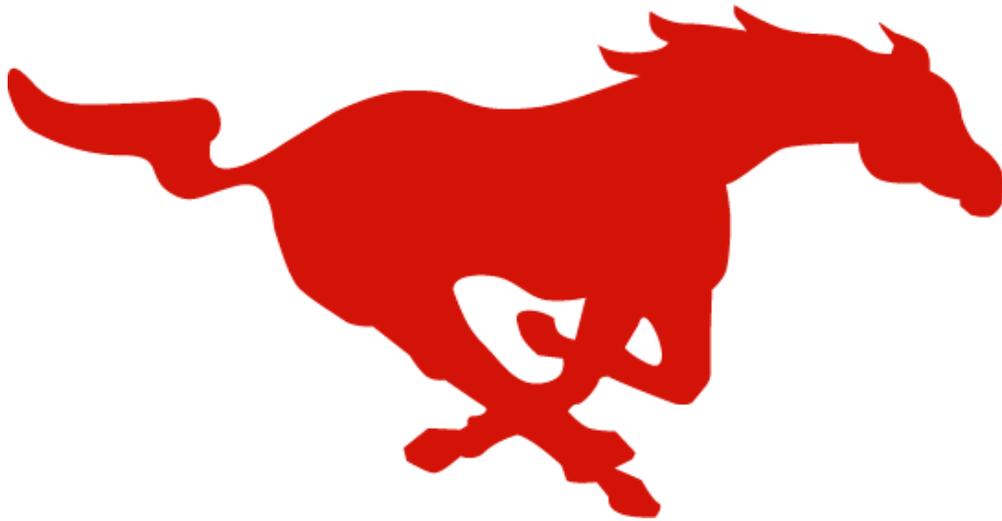District 4163-07

Learning for Leadership Charter School

Reading Well

By Third Grade Plan

Updated June 2017   JS Kundan

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Reading Well by Third Grade Literacy Plan

"Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society." – International Reading Association

WHAT IS THE PURPOSE OF THIS PLAN?

The literacy plan provides an overview of how LLCS staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in on-going study and self-reflection to improve the shared practice of teaching, and involving parents in a joint partnership to actively respond to the needs of our children.

WHAT ARE OUR LITERACY PLAN GOALS?

- ALL students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.

- ALL students who are exceeding grade level reading benchmarks will be supported and challenged in order to make or exceed projected growth.

- ALL stakeholders in the district will be informed of the instructional efforts to ensure ALL our students will be *reading well* by third grade.

HOW WILL WE KNOW IF OUR STUDENTS ARE READING WELL BY THIRD GRADE?

Reading proficiency will be defined as students who score *at or above the grade level RIT score for proficiency,* according to the NWEA MAP assessment in reading, and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in kindergarten through grade 3 by multiple measures of assessment, data driven decision making, and using a research based strategies approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions and be progress monitored until proficiency is attained. Interventions will supplement not supplant core reading instruction.

Fifty percent of students should achieve grade level benchmark via core instruction. Core curriculum is aligned to the 2010 MN K-12 English Language Arts Standards and Curriculum Maps and will be updated annually. The curriculum will be aligned vertically and horizontally by K-12 staff.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

☐ Screening measures such as Northwest Evaluation Association (NWEA) are used to identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students *at or above benchmark* are considered at grade level and generally need only core instruction to achieve reading benchmarks.

NWEA is administered in the fall, winter, and spring to students in kindergarten through grade 12. NWEA is computer based. Both screening measures are designed to quickly and efficiently assess pre-reading and reading skills. These measures are combined with teacher observations and data to determine instructional needs.

☐ Outcome based/summative curriculum assessments are administered to assess students" growth. Test results are used to determine whether students have acquired the skills and strategies to be on-track for grade level success. In addition to the curriculum assessments, grade 3 students will take the Minnesota Comprehensive Assessment (MCAs) in the spring. Students who *meet or exceed* MCA proficiency measures are considered at grade level and are likely to need only core instruction.

☐ Diagnostic assessments results inform instructional planning in order to meet students" individual needs. Assessments may vary and are administered on an as needed basis. Assessment data and classroom observations are analyzed to determine if students need additional support or interventions. Once interventions are implemented, progress monitoring occurs on a weekly or bi-weekly basis. Progress monitoring is used to determine whether students are making sufficient progress in literacy development. A protocol will specify steps to determine the effectiveness of instruction and progress monitoring needs.

☐ Teachers assess students' reading levels at least two times per year to determine the appropriate instructional level. Information is used for guided reading instruction in order to "match" students to developmentally appropriate reading material. Guided reading/running records/ and teacher observation to inform instruction are prescriptive responses to students' needs.

HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

• Teachers will communicate screening, diagnostic, and progress monitoring results for all students during fall, winter, and spring conferences. During the school year, Family Nights with a literacy theme and activities will be planned and implemented. The literacy session will provide parents with strategies to accelerate their child's literacy development in areas where a skill deficit has been identified.

• MCA , NWEA, and other relevant assessment results are discussed with parents and strategies for improvement are given.

• Resources that offer a variety of literature on reading strategies and supplemental education opportunities will be sent out to families.

• Grades are reported four times per year and will indicate the areas of need and whether students are reading at grade level.

• Parents are notified when students participate in supplemental literacy programs. The notification includes the program's purpose and entrance and exit criteria.

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Tiers of Support include:

- Tier 1: Core Support

  All students receive core instruction in Tier 1. Students who are *at or above benchmark* and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

  - Learning for Leadership Charter School also has a rigorous academic school day and full day every day kindergarten.
  - Computers are available in every classroom, and teachers utilize recommended websites and programs to provide additional reading support to students in the classroom.
  - Continual progress monitoring of students with phone calls, conferences, and e-mail communication takes place.

  The core curriculum includes:

  - "Reading Streets", Scotts Foresman, basil curriculum: grades K-6

  - Literacy By Design, Houghton Mifflin Harcourt: 1st grade and 3rd grade

  - Differentiated Instruction & Guided Reading: grades K-4

  - Balanced Literacy: grades K-4

- Tier 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group, and individual instruction. Additional support is provided during a scheduled block, or *response* time. To gauge the effectiveness of specific interventions, staff will progress monitor students using formative assessment measures, as well as student work analysis and NWEA results.

If students score above their projected growth three times, interventions may be continued or discontinued at the discretion of the teacher and parents. However, teachers will continue to progress monitor monthly to ensure that mastery is maintained.

Instructional supports can include:

- Researched based interventions for the targeted skill

- Additional time to reinforce classroom skills

- Title 1 provided as supplemental and additional support during a scheduled block of time during the school day.

☐ Tier 3: Intense Support

Students who are significantly below grade level are supported by interventions and specific programming which often occurs to supplement regularly scheduled classroom instruction in ELA outside of the classroom. Instruction and/or interventions are administered by trained staff three to five times per week. To gauge the effectiveness of specific interventions, staff will progress monitor students using classroom assessment measures and NWEA results. If students score above their target three consecutive times, interventions may be continued or discontinued at the discretion of the teacher, with parent input. However, teachers will continue to progress monitor monthly to ensure that mastery is maintained.

Intervention programming may include:

☐ Reading intervention provided by Reading Corps in grades K-4: for at-risk students that may include small group or one-on-one instruction and/or interventions

☐ Special Education in grades K-4: instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines

☐ Targeted Services in grades K-4: title 1 school literacy program for at-risk students

WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

LLCS English Learners (EL) Department offers content-based EL instructional programs which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners (ELs) acquire English through participation in age-appropriate instruction aligned to district content standards as well as WIDA English Language Development standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency. At the K-5 level, trained general education teachers (EL cluster teachers), EL licensed teachers, and EL support staff are trained in SIOP methods of lesson preparation and instruction, collaborate to teach language through content using district curriculum supported by second language acquisition strategies.

Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for ELs at all levels of proficiency. EL students who are reading below grade level may receive reading interventions and response programming in addition to EL services.

Explanation of 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.

Use of data on level of primary and English language acquisition to match student needs with core and intervention supports	- Screener - W-APT or LAS (TBD) - ACCESS - teacher recommendations - informal observations
Describe processes for allocating resources, training, coaching, and selection of instructional materials to address language acquisition needs of EL and minority students	- Title III Consortium - EL team will recommend to Instructional Team which speakers could address relevant topics related to English language acquisition, specifically for EL students (SIOP training, WIDA, ACCESS administration) to train and coach

	• teachers in EL best practice • EL team will also recommend resources needed to support students at varying levels of English language proficiency
Identify disaggregated data useful for program improvement efforts applied to strengthening core instruction and intervention that accelerate acquisition of oral language and literacy skills of EL and minority students that continue to need additional supports	• Utilize ACCESS and other school-wide assessment scores, focusing on specific domains and literacy skills, to target instruction and intervention placement.
Designate training, coaching, and resources available for all school staff to effectively recognize students' diverse needs	• The EL staff recommends an all staff training concerning newcomer and refugee family experiences and challenges to provide our staff with resources and strategies to best meet the needs of this particular subgroup of students.

Family and Community Partnerships

Create and maintain a plan for improving parent and community engagement by: 1. clearly defining communication systems 2. avenues for families and community members to express their needs and concerns 3. to identify clear pathways for families to stay informed of ways they can support their child's literacy development	• Parent will be provided with contact information for teachers and staff and encouraged to contact them with any ideas, questions or concerns.. • Community members are welcomed to contact the school at any times to express their concerns or ask questions. Contact information is available on the school webpage. • Parents will be frequently informed of their child's literacy development as outlined earlier. Strategies will be taught and provided to parents through literacy sessions and newsletters. • A Parent Focus Group will be created for the 2017-2018 school year to encourage parent involvement in the school and in their child's education. – For 1617 SY we asked parents ways we can leverage learning for their children and most of them asked for after school programming.
Partner with community and faith based organizations to provide literacy opportunities for parents and caregivers of youth prior to school entry, after school day, and beyond	• Local libraries • Parent literacy sessions • Youth and Family Mentoring Services
Work to strengthen coordination among schools, pre-kindergarten programs, early literacy programs, family literacy programs, and public libraries and out-of-school time programs that	• Designate a contact person to correspond with other organizations and to share services and resources available to families with parents

provide services to students and/or families	
Connect and collaborate with public libraries and community based organizations that support literacy and are specific to the needs of pre k-grade 3 readers and writers	Some ideas for partnerships: • Reading Buddies Program • YMCA/YWCA • U of M volunteer tutors • Recruit volunteers from community • Minnesota Literacy Council • Apply for Minnesota Reading Corps
Educate and provide information to parents and caregivers on how to effectively interact with their child when using technology to advance literacy outside of school	• Focus of a literacy session will be on using technology to advance literacy. • Web resources for reading support will be shared with families.
Develop a community wide message on the importance of infant, toddler, and preschool language development and its impact on later school success. Identify ways in which community members can get involved	• Kindergarten
Provide opportunities for adults to read and write with learners frequently.	• Family Literacy sessions • Family Nights • Provide access to books that students can borrow or keep to take home and read with parents • Books of Choice provided to students • Homework Logs with parent signature

At the K-12 level, trained general education teachers, EL licensed teachers, and at the K-5 level, EL support staff are trained in SIOP methods of lesson preparation and instruction, collaborate to teach language through content using district curriculum supported by second language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for ELs at all levels of proficiency.

EL students who are reading below grade level may receive reading interventions and response programming in addition to EL services.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school and/or district goals.

- There are 3 full Professional days per school year for teachers. Professional development will focus on district-wide reading and math initiatives and building level needs.

- Teachers meet in PLC Groups weekly to reflect on student progress, review student work, review data, and align instruction to academic standards and learner outcomes.

- Study groups will be offered to all district staff to increase knowledge in the literacy domain.

- Professional development for alignment of standards, curriculum, instruction, data and instruction, and assessment are a priority.

- Administrator(s), instructional coaches and mentor teachers use formal and informal evaluations to identify training needs.

- Instructional team members and the Staff development committee will also review student data to determine professional development goals. All staff working with students will receive training in reading strategies.

HOW ARE LLCS K-3 STUDENTS CURRENTLY PERFORMING?

The charts show student proficiency or growth as measured by MCAs and NWEAs.

Percentage of Grade 3 Students Meeting or Exceeding
MCA III/MTAS Reading Standards

	District Percent Meeting or Exceeding Standards 2016	District Percent Meeting or Exceeding Standards 2017
All	15.8%	13.3%
Asian	*	*
Hispanic	*	*
Black	15.4%	8.3%
White	*	*
LEP	18.2%	*
Special Ed	*	*
FRP	11.1%	8.3%
Male	7.7%	*
Female	*	*

Limited English Proficient (LEP), Free & Reduced Price Lunch (FRP)

*Indicates fewer than 10 students

Percentage of Grade K, 1, 2 & 3 Students Meeting NWEA Reading Growth Projections

	Fall 2016 to Spring 2017
Kindergarten	73%
Grade 1	21%
Grade 2	67%
Grade 3	47%

WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY AND COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?

Spring NWEA-Primary data for grades K-1 and NWEA-Map data for grades 2-3 will be reported annually to the Minnesota Department of Education Commissioner.

Data will include percentage of students proficient in:

- Kindergarten: letter naming fluency, Phonological Awareness, Phonics, and concepts of print

- First Grade: Phonological Awareness, Phonics, and concepts of print

- Second Grade: word recognition, vocabulary, Comprehension Informational, Comprehension: Narrative, Literature

- Third Grade: word recognition, vocabulary, Comprehension Informational, Comprehension: Narrative, Literature

The LLCS Reading Well by Third Grade Literacy Plan will be posted on the LLCS website by July, 2017 Feedback will be sought from stakeholders through response that can be placed on the school web address info@learningforleadership.org :

- Accessibility of information

- Usefulness of documents

- Support for implementing effective strategies at home

WHAT ARE OUR NEXT STEPS?

During the 2017-2018 school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students" needs, to analyze data to make programming decisions, and to determine training for our educators.

- ➢ We will move from a cohesive K-4 to K-6 Reading and Writing Curriculum (Literacy)
- ➢ Interventions through Reading Corps for our K-3 students
- ➢ We will explore grants for After School Intervention Time – Assist students who have a significant gap (more than 10 months) amongst their peers

Phonemic Awareness

Here are websites that have been referred through MDE, *Reading Well by 3rd Grade*, K-12 Literacy Plan.
http://www.readingrockets.org/teaching/reading101/phonemic/

http://faculty.rcoe.appstate.edu/koppenhaverd/s10/5710/q1/PAinstrucAshley.pdf

http://www.sedl.org/pubs/sedl-letter/v14n03/3.html

http://www.ohiorc.org/Literacy_K5/ResourceCollections/Reading/default.aspx?id=13377

http://www.readwritethink.org/professional-development/professional-library/phonemic-awareness-teaching-reading-20977.html

http://www.learner.org/workshops/readingk2/session3/resources.html

www.greatleaps.com

www.kidsa-z.com

Phonics

Websites for Phonic Instruction:
http://www.reading.org/general/AboutIRA/PositionStatements/PhonicsPosition.aspx

https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00113-2008

http://www.eduplace.com/rdg/res/literacy/phonics0.html

http://www.projectpro.com/ICR/Research/Phonics/Summary.htm

Fluency

Fluency Websites, as referred through MDE:

Developing Reading Fluency:
http://www.auburn.edu/~murraba/fluency.html

Articles on Fluency:
http://www.readingrockets.org/article/c59/

Research
http://www2.ed.gov/teachers/how/read/edpicks.jhtml

Fluent	*Level 4*	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
Fluent	*Level 3*	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	*Level 2*	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage
Non-Fluent	*Level 1*	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

Reader's Theater:
http://www.aaronshep.com/rt/RTE.html

SAMPLE Fluency Rubric

Vocabulary

Vocabulary Resources:

Articles on Vocabulary:
http://www.vtaide.com/png/ERIC/Vocab-Comprehension.htm

Vocabulary Instruction
http://www.ldonline.org/article/5759

Teaching Vocabulary
http://www.readingrockets.org/article/9943/

http://www.learningpt.org/pdfs/literacy/vocabulary.pdf

Parent Books

- Smart Parenting, Smarter Kids: Dr. David Walsh
- Raising Bookworms-Getting Kids Reading for Enjoyment and Empowerment: Emma Walton Hamilton

Parent Resources

- Promoting the Love of Reading in your Sons and Daughters
- Podcast-Read to Succeed
- Podcast-Nurture a Love of Reading
- Webinar-Literacy Begins at Home
- MN Parents Know
- US Dept. of Education
- Minnesota Department of Education

Teacher Resources

- Reading Terms
- Learning Unlimited
- Reading Rockets
- OKAPI-Creating Curriculum Based Measures
- Florida Center For Reading Research
- Phonological Awareness
- Read, Write, Think
- Reading Powers
- ROAR Video
- Fountas and Pinnell's Blog
- Easy CBM

Online Resources

As you click through the different pages there are a variety of online resources. The resources contain research on best practices as well as some activities on how to approach the different areas of literacy. Below are links that, currently, do not fully fit into each category.

Motivation:
http://www.readingonline.org/articles/handbook/guthrie/
http://curry.virginia.edu/go/clic/nrrc/gambrell.html
http://www.readingrockets.org/article/43271/
Tips on Motivation
http://www.readingrockets.org/article/43271/

English Language Learners:
http://iteslj.org/Articles/Stott-Schema.html
Book Resources-ELL
http://www.cal.org/acquiringliteracy/publications/index.html#1

Oral Language: (Though this is geared towards preschool-age children, the lack of oral language skills can contribute to a child struggling in reading.)

http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01576.x/full

http://www.sciencedaily.com/releases/2011/08/110818142746.htm

http://news.vanderbilt.edu/2011/08/preschool-language-literacy/

http://www.readingrockets.org/news/42902/

Additional Resources:
What is Scientifically Based Research
http://lincs.ed.gov/publications/pdf/science_research.pdf

Putting Reading First
http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

Parents-*Big Dreams*
http://lincs.ed.gov/publications/pdf/big_dreams.pdf