Win-E-Mac #2609

“Kids Come First”

Reading Well by Third Grade Literacy Plan
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“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”
- Dr. Seuss, “I Can Read With My Eyes Shut!”

WHAT IS THE PURPOSE OF THIS PLAN?

The literacy plan provides an overview of how Win-E-Mac 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. Parents will be informed of their child’s reading level and a parent/school compact will be created to formulate a plan to raise the student’s reading level.

• ALL students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth. Parents will be informed of their child’s reading level and parents will be provided with suggestions to enhance their child’s reading level and to find age appropriate reading for their level.

• 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 benchmark according to the assessment done periodically throughout the school year using DRA (Developmental Reading Assessments), NWEA, STAR reading, running records, and teacher observations. Utilizing multiple
measures of assessment, data driven decision making, and a school and home based support systems to 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.

Eighty percent of students should achieve grade level benchmark via core instruction. Core curriculum is aligned to the 2010 English Language Arts Standards and Curriculum Maps are updated annually. The core curriculum was aligned by K-12 staff 2 years ago.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

- Screening measures such as Developmental Reading Assessments (DRA) and Northwest Evaluation Association (NWEA) will be 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.

- DRA is administered 3-4 times a year to determine the reading level of each student and to place the student in the correct guided reading group. NWEA is computer based and given in the fall, winter and spring to students in grades K-6. 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 student’s 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 student’s 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.

- Teachers assess student’s 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 instruction is a prescriptive response to students’ needs.
Win-E-Mac Grade Level Reading Guide

<table>
<thead>
<tr>
<th>Reading Stage</th>
<th>Grade</th>
<th>Goal DRA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>K</td>
<td>A Guided Reading Level</td>
</tr>
<tr>
<td>Emergent/Early</td>
<td>1</td>
<td>14 DRA Level/ H</td>
</tr>
<tr>
<td>Early/Fluent</td>
<td>2</td>
<td>28 DRA Level/M</td>
</tr>
<tr>
<td>Fluent</td>
<td>3</td>
<td>34 DRA Level/O</td>
</tr>
</tbody>
</table>

**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 and spring conferences. During conferences, teachers will invite parents to become involved in helping to grow their child’s literacy level. The conference will provide parents with strategies to accelerate their child’s literacy development in areas where a skill deficit has been identified.

- 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 pull-out 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.
Levels of Support include:

Level 1: Core Support

All students receive core instruction in Level 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 Level 2 and/or Level 3.

The core curriculum includes:

- Houghton/Mifflin Basal Reading Instruction
- Differentiated Instruction & Guided Reading: grades K-6
- Balanced Literacy: grades K-6

Level 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group, and individual instruction. Additional Title I support is given to these students through the use of paraprofessionals and/or the Literacy teacher.

Level 3: Intense Support

Students who are significantly below grade level are supported by interventions and specific programming which often occurs 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 the measures used at each grade level. If students score above their target three to five consecutive times with at least one data point above the next benchmark goal, interventions may be discontinued. However, teachers will continue to progress monitor monthly to ensure that mastery is maintained.

Intervention programming may include:

- Special Education in grades K-6: 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 1-6: a before or after school literacy program for at-risk students
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 seven professional development days per school year for teachers. Professional development focuses on district-wide initiatives and building level needs.

- Teachers meet in Professional Learning Communities (PLCs) to reflect on student progress, review student work, review data, and align instruction to academic standards and learner outcomes.

- Professional development for alignment of standards, curriculum, instruction, and assessment occurs on a six year cycle.

- Administrators use formal and informal evaluations to identify training needs.

- Staff development committees review teacher requests aligned to the goals of the district and building to allocate funds for teachers to receive additional training.

HOW ARE WIN-E-MAC STUDENTS CURRENTLY PERFORMING?

PERCENTAGE OF STUDENTS AT OR ABOVE GRADE LEVEL FOR READING

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Measure</th>
<th>% At or Above Grade Level Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Instant Words</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Guided Reading Books</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>DRA, STAR, NWEA, Instant Words, Guided Reading</td>
<td>76%</td>
</tr>
<tr>
<td>2</td>
<td>DRA, STAR, NWEA, Running Records,</td>
<td>73%</td>
</tr>
<tr>
<td>3</td>
<td>DRA, STAR, and NWEA</td>
<td>73%</td>
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