

District 4144 – 07
Green Isle Community
School
Local Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

Green Isle Community School's goal is to ensure all students in grades Kindergarten through 3rd grade will be proficient readers by the time they have finished 3rd grade. GICS will use data from various testing engines to drive the instruction and curriculum.

- Teachers will use whole class instruction, flexible grouping, and guided reading during the core reading block.
- Teachers will use whole class instruction when using the curriculum Literacy by Design for core reading instruction at each grade level. This includes work on vocabulary, phonics, comprehension, and grammar.
- Teachers will use flexible groupings when using Guided Reading to instruct each individual student at their own reading level. Students will be continually challenged to work toward mastery at that level while pushing toward learning at the next level. For students that are above and beyond grade level, material is provided to extend their levels. For students that are below level, additional word work and comprehension skill learning is given.
- Teachers will use strategies from Lucy Caulkins' Reading Workshop to help lead into deeper discussions about books.
- Beginning in 3rd grade, students will have additional Book Club reading where they work on reading to extend Social Studies curriculum and reading for enjoyment. During this time they will have a monthly Independent Reading Project (IRP) to help them extend their thinking.
- Students working below level will be given additional help from a Title 1 instructor who is specially trained in reading instruction.

Statement(s) 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

The Green Isle Community School Staff believes that it is important to communicate assessment results to students, parents, and the community. Parent-student-teacher conferences are held 4 times a year for Kindergarten students and 3 times a year for 1st – 3rd grades to set goals, review goals and academic progress, and discuss academic and social / emotional growth. The GICS curriculum is aligned to the Minnesota Academic Standards and the report cards which are sent home at the end of every trimester. Students, parents, and teachers also review and discuss the NWEA scores, MCA III scores, and all reading assessment scores at the conferences. Other periodic assessment results are shared through emails, phone calls, and mailings.

Green Isle Community School is accountable to our school board and gives them monthly updates on Guided Reading levels as well as unit reading tests.

- Students in grades K - 3 will be assessed 3 times a year with the DRA (Developmental Reading Assessment) to guide teachers in choosing Guided Reading levels for individualized reading instruction. This will help teachers see growth in their students' fluency and comprehension. Each grade level determines proficiency when a student reaches a pre-determined number for that particular grade.
- Students will take the NWEA MAP computerized test in the fall as a screening assessment. It is given again in the spring to determine growth through the year.
- Students in Grade 3 will take the MCA III test in the spring to assess their 3rd grade reading skills.
- Students in grades K – 3 will be given the AIMS Web test in the fall, winter and spring and will receive individualized reading instruction based on the results if a student is showing deficiencies in any area. They will get extra help from a trained Title 1 teacher and be tested as often as RTI tiers in determining mastery of skills.
- Students will take Literacy by Design unit tests at the end of each unit to ensure they are comprehending what they are reading and learning reading skills within their grade level.
- Students in 2nd – 3rd grade who are reading below grade level will use the Soudy System by Houghton Mifflin or the Baton Spelling and Reading System to give them extra help to master reading skills and phonics.
- Teachers will meet with parents 3 times during the school year to discuss their child's reading progress as determined by the AimsWeb tests.
- Kindergarten - Letter Sounds though AimsWeb
- 1st grade-3rd grade – Reading Curriculum Based Measure (CBM) through AimsWeb.

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

Green Isle Community School has chosen the Literacy By Design as our core curriculum which aligns with grade-level content standards in Minnesota. We use the DRA test to further assess each students' individual reading level. This helps us to match students to books appropriate for their individual reading level and to give them further instruction at a level they understand and where they can be successful. We also use the AIMS Web test to assess all students and determine which students are struggling with reading so we can give them further support in the individual skills they need extra support with. GICS uses information from the AIMS Web test to guide their RTI program. Students who are identified as needing interventions will work with a Reading Corps. staff member according to their need as determined by RTI tiers.

Teachers hold conferences in September to set goals with parents for the school year. Teachers and parents go over data from NWEA tests from the previous Spring to help them set goals for the year. They also discuss DRA test results given in September to help determine individual reading plans. In November teachers meet again with students and parents at the end of the first trimester to discuss each student's progress up to that point. Teachers share data from the October NWEA tests, Literacy By Design unit tests, and Guided Reading Instructional Levels. In March teachers hold conferences with parents and share the Winter DRA results as well as Literacy By Design unit tests. They review the goals set in September and make a reading plan to finish the last few months of school. They discuss interventions they are working on with students who are below grade level in reading.

All students are tested with AIMS Web in the Fall to see if they are on level in reading or if they need interventions. Depending on the need determined by RTI tiers on AIMS Web testing results, students who need interventions get help from a Reading Corps staff member and are tested according to the RTI tiers for mastery of the skill they are working on. When a student has shown mastery of a skill they are tested out of that skill for interventions.

The Literacy By Design curriculum has a website for parents to use to help them review skills worked on at school. The Guided Reading program also allows students to read stories they are working on in class to their parents.

Explain for a public audience what interventions and instructional supports 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

Green Isle Community School will provide various interventions and instructional supports to students not reading at or above grade levels in Kindergarten through Grade 3. These will include but are not limited to:

- Daily instruction and help from a Title 1 para specialist.
- After being assessed by the AIMS Web test and identified as needing extra help, RTI interventions will be given as determined by the RTI tier schedule to determine if students have mastered the needed objectives.
- Students who are identified as needing extra help from the Literacy By Design curriculum unit tests will be given extra help from the Reading Corps paraprofessional.
- Students who are identified as below grade level in Guided Reading as determined by the DRA test and Literacy By Design Assessments will be given extra help from the Reading Corps paraprofessional as well as the classroom teacher.
- Parents will be informed of student progress at goal planning conferences, trimester conferences, at the beginning and end of each school year with NWEA data, and 3 times per year as tests are given. Parents will also be communicated with through phone calls, emails, letters sent home, and through information that goes home with the child daily.
- Along with DRA assessments given 3 times per year, teachers' daily observations of reading will help determine student fluency and ability level in Guided Reading. Teachers will decide when a student is ready to go on to a new level in Guided Reading.
- Souday System by Orton Gillingham will be given to students who are struggling with basic phonics in grades 2 – 3.

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

Elementary teachers at Green Isle Community School will benefit from professional development in various ways which may include:

- Attending a workshop or watch a video on how to administer DRA tests.
- Discuss with other teachers how they are implementing their Literacy By Design curriculum.
- Do Peer Observations during Reading time.
- Attend RTI training.
- Discuss RTI intervention strategies with school psychologist.
- Discuss strategies they are using 2 times a month with mentor / mentee coaches.
- Attend a reading related workshop during the year.
- As a staff, read a book together about teaching reading and discuss ideas and strategies which can be implemented. Continue to have discussions related to what was read.
- As a staff, watch a DVD about teaching reading and have discussions related to the implementation of strategies given on the DVD. Continue to have team meetings about strategies from the DVD that teachers have tried that work or that they are struggling with.
- Bring outside resources into the school to provide reading trainings.
- Bring in NWEA expert to help staff read data and find gaps in instruction. Use NWEA data to drive types of trainings and resources staff needs and workshops staff might attend.

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

Green Isle Community School has chosen to use the scientifically based reading instruction, Literacy By Design, to teach its core reading instruction at each grade level. We also use Guided Reading to meet each student's individual needs and help them learn at their own reading level and pace. The DRA has a video guide to teach teachers how to give the assessment and how to give guided reading instruction. The school psychologist will administer the AIMS Web test to all K – 3rd grade students and will aid in setting up the RTI tier needs for each student who is below grade level.

- Intervention Teacher (RTI Specialist or GICS paraprofessional)

Source: Orton Gillingham Souday System, other activities as determined by RTI and school psychologist

Learner Data: For students that are significantly below (<50% mastery)

Services Provided: Daily 20 minute sessions

Communication: Bi-weekly updates for progress of skills

- Intervention Reading Session (RTI Specialist)

Source: Phonics, Word Work, and Fluency from Literacy By Design, Orton Gillingham, and school psychologist

Learner Data: For students that are below mastery (<80%)

Services Provided: Daily 10 minute sessions

Communication: Monthly Progress reported by teacher through homework folders, phone conversations, and emails.

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.

Green Isle Community School will work individually with students of various linguistic needs through their Guided Reading program. They will identify students with EL needs through the proper assessments through the MN Dept of Ed. Teachers have small class sizes and will be able to individualize for any students with linguistic needs.

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

Green Isle Community School will post its literacy test names and data for each grade level annually on the school website. GICS uses these tests to determine where students are proficient and where they may be needing interventions. Teachers at GICS are continually assessing students' reading abilities through various means and using the data they collect to drive the daily instruction for each student.

- DRA (Developmental Reading Assessment) – 3 times / year
- AIMS Web Testing - according to RTI schedule
- Literacy By Design Unit Tests - monthly
- NWEA (MAP) – 2 times / year
- Teacher Observations – daily
- Trimester tests – 3 times / year