



# **Green Isle Community School #4144-07**

## **Local Literacy Plan**

### **2023-2024**

## **Statement of Objective**

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

## **Goals**

- Teachers will use whole class instruction, flexible grouping, and guided reading during the core reading block.
- Teachers will use whole class instruction while using the curriculum Literacy by Design for core reading instruction at each grade level. Literacy by Design includes instruction on vocabulary, phonics, comprehension, and grammar.
- Teachers will use guided reading groups to instruct at each student's specific reading level. Students will be continually challenged to work towards mastery at that level while being introduced to the next level. For students that are beyond grade level, material will be provided to further challenge the student. For students that are below grade level, additional word work, fluency, and comprehension instruction will be provided.
- Beginning in 3rd grade, students will participate in book clubs including higher level books where they will focus on reading books to learn more about different subjects (i.e. social studies, science).
- All GICS students reading above grade level will be challenged on an individual level to ensure continual growth.
- All members of our school community will be informed of our Local Literacy Plan to ensure all students are reading well by third grade.
- Assessments will be reviewed monthly by teachers and the curriculum director to ensure all individualized reading plans are appropriate for continual growth.

## **Assessment**

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 each year for Kindergarten students and 3 times a year for students in 1st-3rd grade. These conference times are used to set goals, review goals and academic progress, and discuss ongoing social and emotional growth. The GICS curriculum is aligned to the Minnesota State Standards as well as the report cards that are discussed with students and parents each semester. At the conferences, students, parents, and teachers also discuss the results of the NWEA, MCA III (if applicable), and DRA assessments. For students reading below grade level, parents will be involved with creating their individualized learning plan to maximize potential reading growth.

- Students in grades K-3 will be assessed 2 times a year with the DRA (Developmental Reading Assessment) to guide teachers in choosing appropriate Guided Reading levels for individualized reading instruction. This testing helps teachers view growth in their

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students' fluency and comprehension. Each grade level determines proficiency when a student reaches a predetermined number for that particular grade level. This assessment is completed one-on-one, mid-fall and mid-spring each year.

- GICS will use the NWEA Measures of Academic Progress computerized test each fall (September) as an initial screening assessment. This assessment will be administered again in the winter (January) and spring (April) to monitor progress. Using data from this assessment will guide our teachers in closing learning gaps within their classroom.
- Students in grade 3 will take the MCA III test in the spring to assess their 3rd grade reading skills.
- Students will be assessed throughout the year using the Literacy by Design unit assessments. These assessments will guide teacher instruction and allow adjustments to instructional strategies and delivery methods on a unit-by-unit basis.
- K-1 students are assessed continually using locally developed assessments for:
  - Letter Name Fluency - Assessment allows teachers to determine the student's fluency level in identifying letters on a page.
  - Student's ability to identify upper and lowercase letters when arranged in a random order
  - Student's ability to identify each letter sound when presented in a random order
  - Initial Sounds Fluency - measures early phonemic awareness of beginning sounds.
  - Rhyming - Measures the ability to choose two words that rhyme when only shown pictures.
  - Segmentation - Determines the ability to break apart words into individual sounds.

### **Parent Involvement**

GICS teachers will hold conferences in September to set goals with parents for the school year. Teachers and parents will go over data from previous NWEA and DRA scores to help create individualized reading plans. In November, parents, teachers and students will reconnect at a conference to discuss the progress that has been made up to that point. They will also use this conference to re-evaluate and adjust goals as necessary. In May, parents, teachers, and students will meet a final time to review progress and adjust reading plans to finish out the last few months of school, and encourage learning/practice throughout the summer. At this time, there will be additional data to discuss from the Literacy by Design unit assessments, fall to spring NWEA results, and fall to spring DRA results.

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### **Interventions/ Instructional Supports**

All students at GICS will receive differentiated reading instruction based on their individual reading plans. Green Isle Community School will provide various interventions and instructional support to students not reading at or above grade levels in grades Kindergarten through 3rd grade. These will include but are not limited to:

- Daily instruction in a small group setting (no more than 3 students)
- Parents will be informed of student progress at conferences throughout the school year (September, November, and May)
- Parents will also be communicated with through phone calls, emails, letters, and through information that goes home with the student daily.
- Along with DRA assessments, teachers will perform daily observations of reading to ensure that all students are in the Guided Reading groups that will enable the most growth.
- Students' guided reading groups will be flexible to allow for movement throughout each trimester.
- Students that are below reading level will be provided with daily RTI services (10-20 minutes per day).

### **Professional Development**

Elementary teachers at Green Isle Community School will benefit from professional development opportunities in various ways which may include but are not limited to:

- Attending a workshop on administering DRA tests
- Professional Learning Communities (K-6 teachers) will meet weekly for 1 hour intervals to discuss planning and implementation of Literacy by Design curriculum
- Peer observations during reading time
- Response to Intervention training
- Weekly, quarterly, and annual observations completed by the curriculum specialist
- Set goals for delivery of reading instruction with the curriculum specialist
- Bring in a NWEA expert to assist staff in reading data and identify gaps in instruction.  
Use NWEA data to drive types of training and resources for staff to attend

### **Curriculum and Instruction**

Our curriculum materials align to the Minnesota State Standards and grade levels are designed to build upon each other year after year. Our Elementary teachers are educated in implementing best practices reading instruction when it comes to balanced instruction delivery. Instruction will be delivered in the whole class, large groups, small groups, partners, and individual arrangements.

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- **Literacy by Design** is a program that includes the areas of vocabulary, fluency, comprehension, and grammar. The curriculum features 1-2 week “themes” that allow lessons to relate to other areas of learning.
- **NWEA Measures of Academic Progress (MAP)** measures the growth of students over time regardless of on, above, or below grade level performance. It allows GICS to evaluate instructional strategies and provide meaningful professional development opportunities.
- **Developmental Reading Assessment (DRA)** measures all levels of reading based on word count per minute, reading accuracy, reading comprehension, and writing (grades 3 and up). This tool is used to determine students’ reading levels and detect areas appropriate for intervention.
- **Response to Intervention (RTI)**

Source: Phonics, Word Work, and Fluency from Literacy By Design

Learner Data: for students that are significantly below grade level (<50% mastery)

Services Provided: Daily 20 minute sessions

Communication: Bi- weekly monitoring of progress to parents, teacher, and curriculum specialist

### **Support for English Language Learners**

Green Isle Community School will work individually with students of various linguistic needs through our Guided Reading program. We will identify students with EL needs through the proper assessments through the Minnesota Department of Education. Teachers will individualize instruction to EL students through the use of whole group, small group, and individual best practices in reading instruction.

### **Annual Reporting of K-3 Local Literacy Plan**

Green Isle Community School will report data relating to the Local Literacy Plan annually on the school website. The report will include achievement level data gathered from the following sources:

- Developmental Reading Assessment (fall, spring)
- NWEA Measure of Academic Progress (fall, winter, spring)
- Minnesota Comprehensive Assessment (spring)

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