

District 4
McGregor School

Local Literacy Plan: Read Well By Third Grade

Drafted April 2012



Aligned Curriculum, Instruction, and Assessment

ISD 4 has developed a local K-3 Literacy Plan to ensure that district students will be reading well by the end of third grade.

Student achievement results and growth data in grades K-3 shows that our school population is making adequate progress. In the subgroups of *Free and Reduced Lunch* and *Special Education* students continue to be in need of supplemental reading instruction.

Instruction	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Core Instruction	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin
Time Spent	60 minutes	60 minutes	60 minutes	60 minutes
Assessments	* Orton * DIBELS *SME	* Orton * STAR * SME	* STAR * SME	* STAR * SME
Interventions and Supplemental Instructions	* Small group instruction * Title I * Special Education	* Small group instruction * Title I * Special Education	* Small group instruction * Title I * Special Education * Americorps	* Small group instruction * Title I * Special Education * Americorps

Title I, Special Education programs, and small group instruction are used to supplement instruction to increase reading achievement. Students identified as not yet proficient participate in core reading instruction for one hour each day and up to 30 minutes of daily small group intervention.

Assessment process

All students are given a screening assessment three times a year: fall, winter and spring. Kindergarten screening includes letter recognition and letter sounds. 1st through 3rd grade screening includes STAR reading at grade level.

Kindergarten through third grade use grade leveled reading fluency passages to determine the students' instructional needs. Kindergarten through 3rd grades, also use the data from Orton, SME, and STAR testing to drive instruction and determine the arrangement of small groups.

Students not performing at grade level are continually monitored. Students not at grade level receive extra reading instruction in small groups. These groups are flexible and may be rearranged according to student progress.

Reading instruction

All students participate in core reading instruction. In addition, they are grouped according to their instructional level for small group reinforcement, where they receive intervention services from Title I and Special Education geared to their specific needs. As students grow in their reading proficiency, according to assessment results, they may be placed in other small groups that correspond to their instructional level.

Data Driven Decision Making

Data

Results of screening through STAR and weekly monitoring by the core classroom instructor and small group instructor will determine if a student is making adequate progress, as well as if the student should be moved to a different small group. Students must have a 40% proficiency or higher to be considered at grade level.

All staff will be able to access MCA results, and will be notified regularly of test results and progress made.

Multi-Tiered Levels of Support

All students participate in 60 minutes of core reading instruction. Students identified as not meeting proficiency are given an additional 30-60 minutes of reading practice, which includes ongoing monitoring of progress. Small groups are flexible and can change according to student progress.

Continuum of Core Instruction

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Key Literacy Areas	<ul style="list-style-type: none"> * Letter name recognition * Letter sound recognition/Fluency * Sight word recognition 	<ul style="list-style-type: none"> * Letter sound recognition * Sight word recognition * Reading fluency *Comprehension 	<ul style="list-style-type: none"> * Sight word recognition * Reading fluency * Comprehension * Vocabulary 	<ul style="list-style-type: none"> * Reading fluency * Comprehension * Vocabulary
Intervention Supports	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education

In the 2012-13 school year, we will continue working on aligning our core instruction to grade level standards and benchmarks. (*Click the link below* to see grade level benchmarks).

http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary

Job-Embedded Professional Development

Staff training

Staff members attend training specific to reading instruction and reading interventions aimed at accelerating literacy development.

Student performance data provided by AIMSweb, MCA test scores, and STAR reading drives our prioritization and selection of professional development strategies.

Scientifically Based Reading Instruction

Data collected from AIMSweb, STAR reading, and MCA scores is used to design and plan future staff development opportunities. Quarterly discussions on data analysis suggest areas to focus on for training.

Family & Community Partnership

Assessments

Information on an individual student's reading proficiency will be shared with the student's parents during parent-teacher conferences.

Informing parents

McGregor staff will share resources and tools with parents to support literacy practices at home. The McGregor school website will include educational links on reading and language arts that parents, caregivers, and/or community members can access and use at home with their children. Handouts listing these resources will also be available in the office. Title One also publishes a quarterly newsletter informing parents of the ongoing events of literacy development.

Parent Involvement

Opportunities to involve parents in helping to accelerate reading growth will be available during the school year. Title One offers quarterly PIE (Parents Involved in Education) meetings to inform parents on a variety of literacy topics. These offerings will be advertised on the school website as well as fliers and posters in public areas.

Feedback

Parents are offered the opportunity to share feedback at conferences and participate in online surveys. Parents are also encouraged to communicate regularly with school staff, and as concerns arise.