



Schoolcraft Learning Community

PO Box 1685 * Bemidji, MN 56619 * www.schoolcraft.org * learn@schoolcraft.org

School District 4058, Schoolcraft Learning Community

Local Literacy Plan

(Kindergarten through 3rd Grade)

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

Schoolcraft Learning Community uses the highly effective Daily 5 core instruction reading model, which is aligned to the 2010 English/Language Arts (ELA) Academic Standards, serves as the structure for our reading curriculum. We utilize the CAFE board (comprehension, accuracy, fluency, phonemic awareness, and expanded vocabulary) to teach strategies and standards. We develop and implement reading interventions when needed. Our Title 1 program offers support to students who are not meeting grade level proficiency and have not qualified for special education. Students have met proficiency when they meet grade level expectations for the assessment administered. We work to ensure proficiency by using a multi-tiered leveled support system that increases with student need. The goal of this Literacy Policy is to: ensure that through the Daily 5 core instruction, Title 1 support, Special Education support, classroom teacher commitment, and appropriate interventions, Schoolcraft's students will read well by 3rd grade.

2. 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.

Schoolcraft uses DRA2 or Developmental Reading Assessment 2 as a standardized test assessing accuracy, phrasing and fluency, and comprehension. The test is administered by our title 1 teacher every spring for all K-3 students. Expected independent level for Kindergarten is level 3, 1st grade is level 16; 2nd grade is level 28; and 3rd grade is level 38. DRA results are communicated to all appropriate classroom teachers and to our administration. Proficiency is reported to parents through parent teacher conferences two times yearly. MAP (Measures of Academic Progress) is administered by school district administrators for 2nd and 3rd grades in fall and spring. Proficiency is determined when second graders reach a spring score of 189.2

and third graders reach a score of 199.2. Results are reported to parents through fall conferences and in spring report cards. MCA (Minnesota Comprehensive Assessment) tests are administered by school district administrators to 3rd grade in spring. Proficiency is determined by a score of 350. Proficiency is reported to parents by mail each summer. Locally developed Kindergarten Skills Assessments for all prekindergarten students are administered by our title one teacher in the spring prior to starting school. Kindergarten and first grade students are assessed every fall, winter, and spring until skills are mastered. Proficiency is determined when students master all skills, proficiency is reported to parents during conferences. This data is used to create a fully developed perspective of the whole child and identify the level and type of support needed.

3. Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

Our parents are informed of literacy expectations and resources which may include: Title 1 website with Dolch sight words, DRA results and information given to parents at conferences, Title 1 reading articles in the school newsletter, Books-in-Bags are sent home for Kindergarten-Grade 3 to support summer literacy, Home Reading Logs in K-3, K-1 parent information for reading strategies, electronic resources including RAZ Kids and A-Z Books, Tumble Books, Teacher/Classroom websites; Title 1 K-3 Family Fun Night for Reading and Math.

4. Explain for a public audience what interventions 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, how services will be provided, and how parents will be informed of student progress.

Students who are not meeting proficiency in reading will receive one or more of the following interventions: more individual or small group practice/instruction within the classroom, title one referral, child study team referral, special education. These interventions are determined by formal and informal assessment results. The interventions will include support with Minnesota State Standards including: accuracy, phrasing and fluency, comprehension, phonemic awareness, and vocabulary/knowledge. Services are provided by classroom teachers within the Daily 5 reading model, through title one support out of the classroom in a quiet environment, through special education support. Parents are informed through conferences, report cards, and one to one communication when needed. Special education services are provided in the resource room or the regular education environment for those students who qualify, parents will be informed of progress at least twice a year in writing. The frequency and duration of the interventions will be determined by the student's needs in order to meet proficiency.

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

Monthly Kindergarten through 3rd grade teacher meetings are scheduled as a means for collaboration across grade levels and subjects/disciplines to ensure communication regarding

research based best practices to support students who do not meet proficiency. In addition, grade level teachers participate in weekly meetings to ensure consistent communication. Within these meetings teachers teach and share new knowledge of strategies that meet the needs of diverse learners and those in need of additional support. Professional trade books are available for all K-3 classroom teachers that promote professional development to maintain current knowledge of best practices in literacy instruction.

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

The K-3 teachers have researched and implemented Daily 5/CAFE techniques that includes the core instruction and interventions and the corresponding research-based information for all students. The Daily 5/CAFE framework is aligned to the MN standards by including comprehension, accuracy, fluency, phonemic awareness and expand vocabulary/knowledge. These standards outline the trajectory of learning while providing consistent clearly outlined literacy goals across all K-3 grades. Based on teacher observations, classroom data, DRA2, MCA, and MAP testing results, our staff will research and choose professional development opportunities that focus on areas of greatest need. In addition, special education also uses specific assessment results from standardized intellectual and achievement testing to determine educational needs for those students who qualify.

7. 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 (English Language) students.

The district will provide training opportunities, staff sharing times, and reference materials such as Differentiated Learning, Daily 5/CAFE website membership, and Words Their Way texts to support diverse learners.

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

Numerical data from the spring Developmental Reading Assessment results for kindergarten, 1st grade, 2nd grade and 3rd grade will be submitted to the Commissioner annually.

Policy Authors: (May 2014) Gen Hayle, Sara Godding, Carla Patch, and AnnaMae Sovick.
(Policy authors may be contacted for questions or comments.)

To be revised and updated annually.

References:

The Daily Five by Gail Boushey and Joan Moser

The Cafe by Gail Boushey and Joan Moser

Catching Readers Grade K-3 by Barbara M. Taylor

Words Their Way by Donald R. Bear, Marcia Nivernizzi, Shane Templeton, and Francine Johnston

Minnesota Academic Standards, English Language Arts K-12 2010

available at Minnesota Department of Education website.

Approved by Schoolcraft Learning Community School Board

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