



**Green Isle Community School #4144-07**  
**Local Literacy Plan**  
**2020-2021**

**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 3<sup>rd</sup> grade will be proficient readers by the time they have finished 3<sup>rd</sup> 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 activities will be given.
- Beginning in 3<sup>rd</sup> 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 an interventionist on site.

**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 three times each school year 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 each semester. 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 student achievement.

- 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, winter, and spring to determine growth throughout the academic year.
- Students in Grade 3 will take the MCA III test in the spring to assess their 3<sup>rd</sup> grade reading 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.

**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 their true ability level. Our onsite interventionist will focus on students that are below grade level and write individual

learning plans for these students to ensure we are giving these students the tools and supports they need to be successful.

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 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.

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 para specialist or interventionist
- Individualized Learning Plans will be written for students performing below grade level. These plans will be written based on discussions held in a conference with the classroom teacher, GICS interventionist, the student, and the parent(s)/ guardian(s).
- 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.

**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 webinar on how to administer DRA tests.
- Collaborate with other teachers how they are implementing their Literacy By Design curriculum.
- Discuss support strategies with the interventionist.
- 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.
- Training on using NWEA information to guide instruction.

**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.

- Intervention Teacher (RTI Specialist or GICS paraprofessional)

Source: Barton Reading and Spelling System, outside resources appropriate for specific student needs

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

Services Provided: Daily 20 minute sessions

Communication: Bi-weekly updates for progress of skills between teacher and interventionist

- Classroom Accommodations

Source: Phonics, Word Work, Fluency from Literacy By Design, visual supports, etc.

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

Services Provided: Throughout daily classroom activities

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 Minnesota Department of Education. The interventionist will monitor progress of these students and provide 15 minutes of EL support throughout each day.

**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
- Literacy By Design Unit Tests – monthly (per unit/theme)
- NWEA (MAP) – 3 times / year
- Teacher Observations – daily