

Nett Lake School District # 0707
Local Literacy Plan

Reading Well by Third Grade

6/30/2016

Steve Thomas

Overview of the Nett Lake School District Local Literacy Plan

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third”. The literacy plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how the Nett Lake School District plans to address each of these requirements for our students in Kindergarten through Third grade.

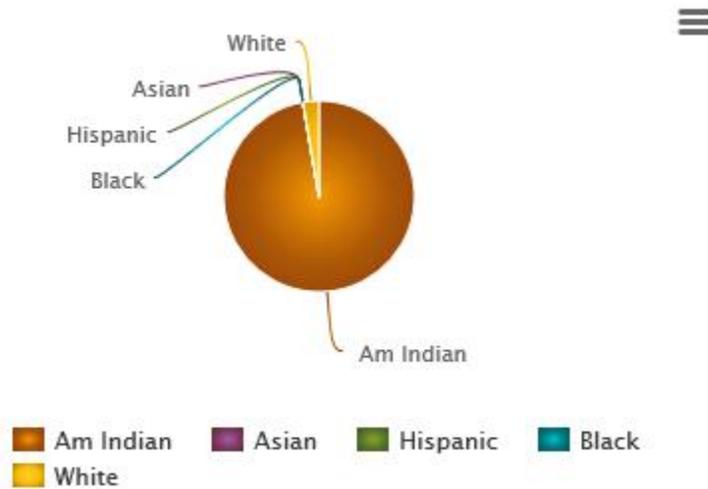
Belief Statement from Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. – MDE

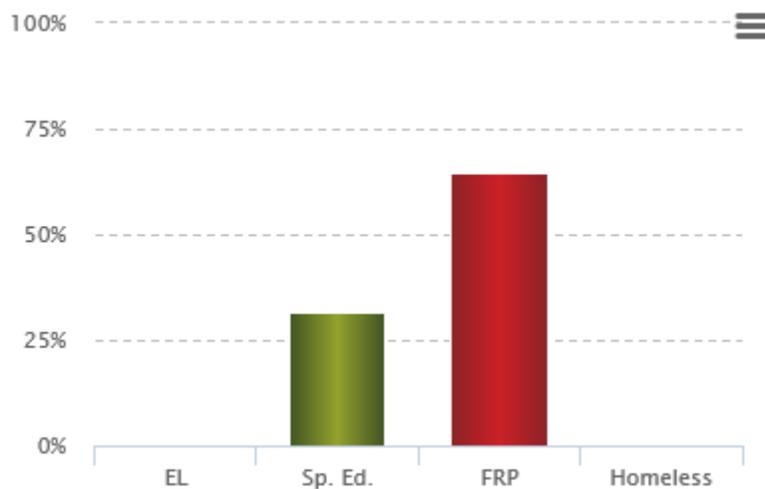
Nett Lake Demographic Data

In the Nett Lake School District, there is one K-6 elementary building, Nett Lake Elementary School. The enrollment for Nett Lake School has varied over the years, ranging from fifty students to about 100. This past year, 2015-2016, the enrollment was 73 students. There is one section per grade level. Nett Lake Elementary has an all-day every day Kindergarten program, an After School program, and a Summer School program.

During the 2015-16 school year, the ethnic breakdown of the student population consisted of 97% Native American.

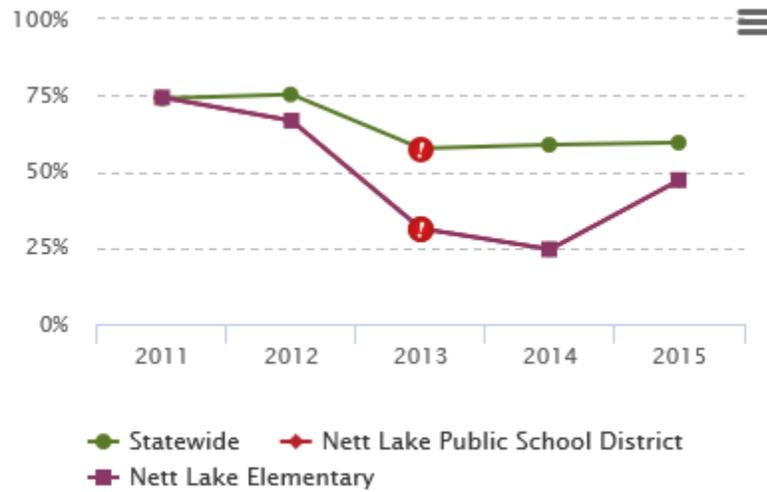


Thirty-one percent of Nett Lake students receive Special Education services, which is twice the state average of 15.1. Slightly over sixty-four percent of Nett Lake students are economically disadvantaged (FRP), which is also nearly twice the state average of 38.0%. Nett Lake does not have a population of English Learners, while the state average is 8.1%.

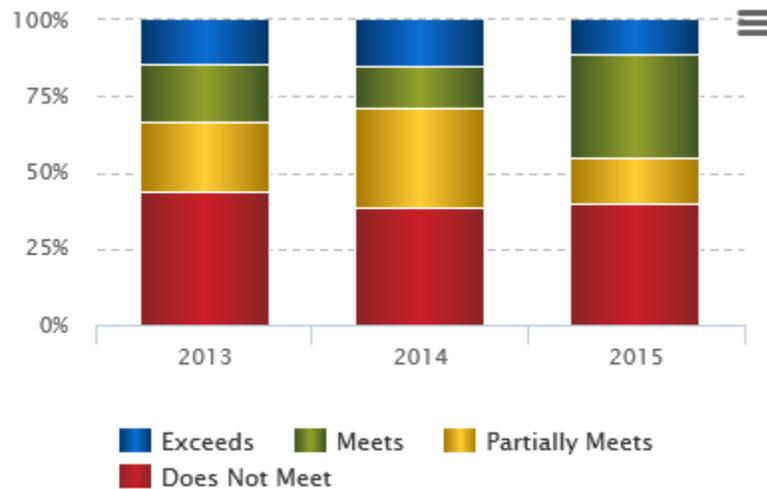


Special Ed and FRP Data for Nett Lake

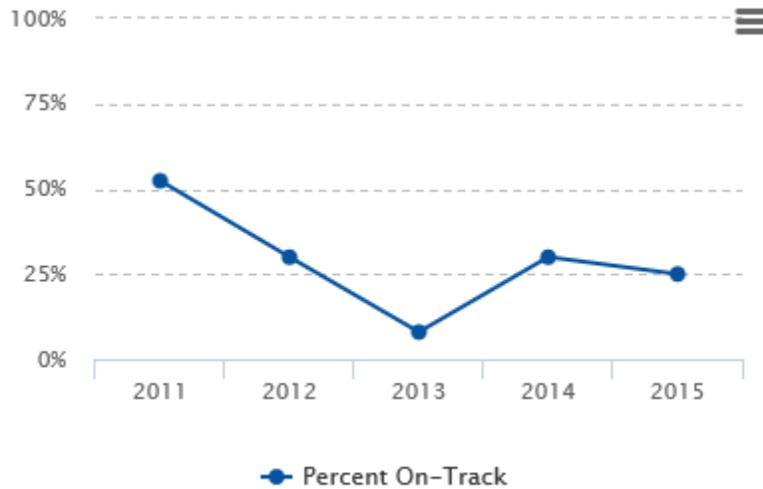
When compared to the statewide average, student scores in the Nett Lake School District have dropped below the state averages in Reading. The 2012, 2013 and 2014 results showed a drop in “Proficient” students. We are encouraged by the substantial increases in all scores, particularly Reading scores, in the 2015 MCA results. Those results are shown in the following graph:



The results are also shown in this additional graph:



The following graph shows the percent of students who are “On Track” to succeed. Nett Lake shows a decreased number of students over the period who are “On Track” to succeed, even though our MCA scores showed a substantial increase in 2015. We must continue to work with our new Reading Curriculum to improve upon literacy proficiencies.



AIMSweb Reading Data

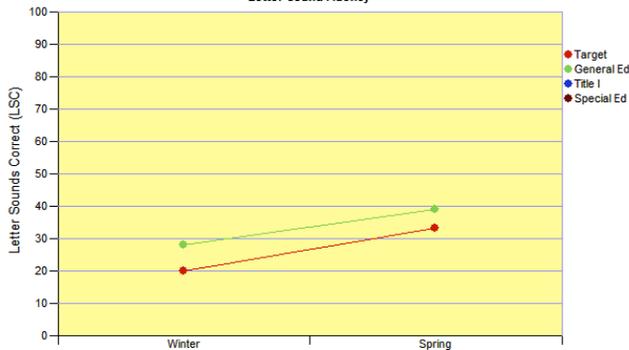
The following series of graphs demonstrate the growth of students in the listed grade over the course of the year by identified services (i.e., General Education and Special Education). In order for our Title I and Special education population to make “Catch-Up Growth”, they will need to exceed the target rate of growth.

Kindergarten Growth 2013-14

First Grade Growth 2013-14

FILTER:
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Target Sets: AIMSweb Defaults
Correlation Point: Service Code

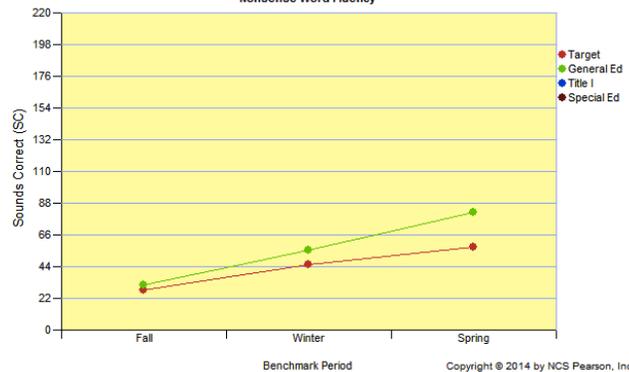
Average Score by Service Code
 Nett Lake - Nett Lake Elementary
 Grade K : 2012-2013 School Year
 Letter Sound Fluency



	Winter	Spring	Growth Rate
Target	20.0	33.0	0.7 LSC/week
General Ed	27.8	38.8	0.6 LSC/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A

FILTER:
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Target Sets: AIMSweb Defaults
Correlation Point: Service Code

Average Score by Service Code
 Nett Lake - Nett Lake Elementary
 Grade 1 : 2013-2014 School Year
 Nonsense Word Fluency



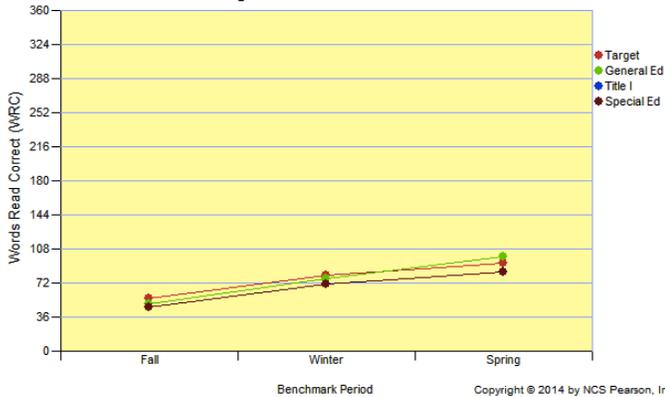
	Fall	Winter	Spring	Growth Rate
Target	27.0	45.0	57.0	0.8 SC/week
General Ed	30.7	54.9	81.0	1.4 SC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A	N/A

Second Grade Growth 2013-14

Third Grade Growth 2013-14

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 Display: Current Year
 Target Sets: AIMSweb Defaults
 Correlation Point: Service Code

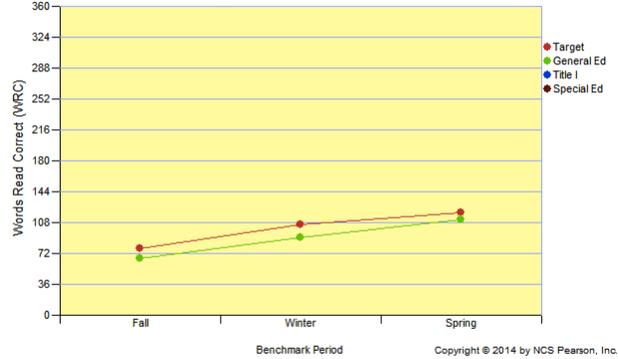
Average Score by Service Code
 Nett Lake - Nett Lake Elementary
 Grade 2 : 2013-2014 School Year
 Reading - Curriculum Based Measurement



	Fall	Winter	Spring	Growth Rate
Target	55.0	80.0	92.0	1.0 WRC/week
General Ed	49.7	76.4	99.4	1.4 WRC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	46.3	70.0	83.0	1.0 WRC/week

FILTER:
 Display: Current Year
 Target Sets: AIMSweb Defaults
 Correlation Point: Service Code

Average Score by Service Code
 Nett Lake - Nett Lake Elementary
 Grade 3 : 2013-2014 School Year
 Reading - Curriculum Based Measurement



	Fall	Winter	Spring	Growth Rate
Target	77.0	105.0	119.0	1.2 WRC/week
General Ed	66.2	90.1	110.8	1.2 WRC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A	N/A

Analysis of Core Literacy Instruction

Nett Lake School uses the recently developed program developed by the Center for the Collaborative Classroom. It is called Making Meaning and is geared specifically for K-6. It also includes the curricula Being a Reader and Being a Writer.

Among other beliefs, the CCC - and our staff - believe the following:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Research confirms that the vocabulary children learn in casual conversation with friends and family or from watching television and DVDs is incidental and not enough to communicate effectively and achieve academically. The Making Meaning Vocabulary program offers direct instruction in specific words and word-learning strategies that help students develop an authentic, personal enthusiasm about language and a rich and varied vocabulary that enhances their reading and writing. Vocabulary lessons were developed with classroom teachers who piloted the lessons and gave regular and extensive feedback to ensure that the program addresses the needs of all students and is easy to implement. Our Staff at Nett Lake have committed to follow the strategies of CCC, and we are continuing to improve our own expertise and development of the program.

Research-based Practices

The Vocabulary program uses proven instructional practices that help students build their vocabularies by:

- Providing explicit instruction in a set of carefully chosen, high-utility words
- Beginning instruction by introducing a word in context
- Providing a student-friendly definition of the word with examples
- Inviting students to engage actively with the word in meaningful ways
- Having students provide the word with compelling, interactive activities
- Providing multiple exposures to the word over an extended period of time
- Teaching strategies that students can use to learn words independently

Research Overview

- In rigorous evaluation studies, the Center for the Collaborative Classroom curricula, now used by Nett Lake School, have been shown to improve students' academic achievement, strengthen their pro-social inclinations and skills, and reduce their involvement in problem behaviors. Accordingly, these programs have been recognized as exemplary by, among others, the U.S. Department of Education, U.S. Department of Justice, U.S. Center for Substance Abuse Prevention, Character Education Partnership, and the National Association of Elementary School Principals. To date, the CCC programs have been adopted in a highly diverse range of over 4,000 schools and 5,000 after-school sites nationally, including Title I schools serving low-income and minority youth, thereby demonstrating their feasibility and efficacy.
- Formative evaluation is key to the creation of all of the CCC programs. Initially, these programs are developed with extensive feedback from panels of teachers who pilot program lessons in their own classrooms. The lessons are revised based on feedback and on classroom observations by CCC program developers. The revised lessons are then field-tested by entire faculties in a diverse set of schools, and are again revised before final publication. Our Nett Lake After School programs are developed using a similar process.
- Through questionnaires, surveys, interviews, and/or focus groups, the Center for the Collaborative Classroom conducts ongoing evaluations of their staff development offerings and selected program implementation efforts. They also collaborate with third-party evaluators to conduct comprehensive outcome evaluations of their programs that assess the programs' effects on students' academic achievement and social/ethical growth. These evaluations have

shown that when well implemented, the CCC programs have powerful positive effects on students, including strengthening their motivation to learn, promoting their academic achievement, and fostering their growth as caring and principled human beings.

With these research results, and more, Nett Lake School is confident we will continue to improve our reading proficiencies, and make it more likely that our students will, in fact, Read Well by Third Grade.

Assessment Program of Reading Proficiency

Nett Lake students are screened three times per year (Fall, Winter, and Spring) using AIMSweb. They are also assessed in the Fall for a baseline and at the end of 1st, 2nd, 3rd, and 4th quarter. This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. All students are progress-monitored monthly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction, as needed, to maximize growth towards grade level expectations.

Students are considered and recommended to our After School Academic Support program if they are struggling or falling behind academically. The Academic Support program occurs for an hour after school, every day, Monday thru Thursday. All students are able to attend, and those are especially encouraged to attend who are performing below grade level. We also have a Summer School program to reinforce academic thinking throughout the year. The Summer School program is offered for five weeks, Tuesday thru Thursday, from 8:00AM-12:30PM, and is partially funded by "Targeted Services". Again, the goal is to raise the proficiencies of our students, keep academic thinking reinforced, and all students are invited, especially encouraged to attend are those whose reading and math abilities are lower than grade level expectations.

Data used to determine whether they receive services includes the screening data and classroom observational data. Students are not considered meeting grade level expectations if they are scoring below the 25th percentile in any of the assessment tools. These students will be considered for small-group Tier II interventions during the regular school day provided by Title I on top of the regular classroom instruction already being provided. These targeted students receive even more intense one-on-one interventions. Students who qualify for special education services will receive their targeted interventions through their IEPs.

Type of Assessment	Grade	Assessment Used	Parent Communication
Screening Assessment	K	Fall: Pre-literacy Assessment (locally developed); Letter Naming Fluency Winter/Spring: Letter Naming Fluency, Letter Sound Fluency	1) Notify parents of identification for extra help through Title I by October 1st 2) Screening results discussed at end of quarter conferences 3) Spring results mailed home with report cards
	1	Fall: Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Reading Fluency, Phonemic Segmentation Fluency, Reading Fluency, Scholastic Reading Inventory, Phonemic Segmentation Fluency	
	2	Fall, Winter, Spring: Reading Fluency, Scholastic Reading Inventory, Dolch Word List	
	3-5	Fall, Winter, Spring: Reading Fluency, Scholastic Reading Inventory Spring: MCA-II	
Diagnostic Assessment	K	Locally developed Standards Based Intervention Plan, Leveled Literacy Intervention Assessments	1) All data is shared at fall and spring conferences
	1	Leveled Literacy Intervention Assessments	
	2	Scholastic Reading Inventory, Leveled Literacy Intervention Assessments	
	3	Scholastic Reading Inventory, Leveled Literacy Intervention Assessments	
Progress-Monitoring Assessment	K	Letter Naming Fluency, Letter Sound Fluency, Phonemes Segmentation Fluency	1) Information is sent home at least once per month 2) Information is shared at fall and spring conferences 3) Information is shared at the end of each quarter with the report card.
	1	Letter Naming Fluency, Letter Sound Fluency, Phonemes Segmentation Fluency, Reading Fluency	
	2	Reading Fluency, Leveled Literacy Intervention	
	3	Reading Fluency, Leveled Literacy Intervention	

Fall Assessments

Kindergarten: The classroom teacher will schedule a time for the incoming kindergartener to be assessed using the Early Literacy screening tool in conjunction with the classroom-scheduled conference. The Title I teacher and the paraprofessionals will conduct the screening.

First through 6th grade Students: All students in grades 1-6 will be screened during the first week of school by teachers and paraprofessionals in Special Education or Title I.

Formal Parent Notification of Students NOT Meeting Grade Level Expectations

Communication with families is an ongoing process. It starts the first time a family steps in to the school at Back to School Open House and continues throughout the year. After kids are screened in the fall and the winter, we also meet with families at end of the quarter conferences. Parents are provided graphs that show the academic growth of their child through the course of their elementary years. Accompanying the results is a letter that explains the purpose of the screening assessments that parents can refer to.

A Response to Intervention (RtI) plan may consist of a team including building administrator, special education, Title One, and classroom teachers who will meet each spring to generate a list of students who are not at grade level. The parents of these students would be sent a formal letter, signed by the building administrator that explains the student’s status. Families would receive these letters in the mail with the student’s final report card and testing results from the spring assessment window. Students falling into this situation will be encouraged to attend academic support afterschool, and summer school for 15 days during June and July for continued practice in literacy skills.

Interventions and Instructional Supports

If a student is identified as not reading at or above grade level during the previous school year, they will automatically qualify for support. Students will also qualify for support if they fall below the 25th percentile on the fall assessments as outlined previously. Academic support is through LLI, as well as Academic Support in our After School and Summer School programs to boost proficiencies.

The table below illustrates what support services are available at each of the grade levels and their corresponding interventions and data collected. The data collected may be shared with parents at conferences, at IEP meetings, and periodically throughout the year in mailings.

Grade Level	Support Program	Interventions (Tier II and III)	Data Collected
Kindergarten	Title One: <ul style="list-style-type: none"> • Small-group instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction • Minnesota Reading Corp 	Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions Special Education: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions	Title One and Special Education: Progress monitor students on a regular basis using the Early Literacy Measures (letter naming fluency, letter sound fluency, phonemic segmentation) Special Education: Criterion-referenced data
First Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction 	Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions Special Education:	Title One and Special Ed: Progress monitor students on the early literacy measures and fluency, criterion-referenced data

	<ul style="list-style-type: none"> • One-on-one instruction • Minnesota Reading Corp 	<p>Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions</p>	
Second Grade	<p>Title One:</p> <ul style="list-style-type: none"> • Small-group instruction <p>Special Education:</p> <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction • Minnesota Reading Corp 	<p>Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions</p> <p>Special Education: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions</p>	<p>Title One and Special Ed: Progress monitoring in fluency, criterion-referenced data</p>
Third Grade	<p>Title One:</p> <ul style="list-style-type: none"> • Small-group instruction <p>Special Education:</p> <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction • Minnesota Reading Corp 	<p>Title One: Leveled Literacy Intervention, standards-based skill activities</p> <p>Special Education: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions</p>	<p>Title One and Special Ed: Progress monitoring in fluency, criterion-referenced data</p>

Professional Development

Teachers are required to meet weekly in PLC's (Professional Learning Communities) with the Northern Sky cohorts that work with all our teachers due to our school's priority status. Approximately half of our PLC meetings are to discuss various reading interventions and instructional approaches to teaching. These days are devoted to reviewing data, setting goals, discussing instructional effectiveness, implementation, writing common assessments, and reviewing curriculum and state standards. This is an opportunity for the teachers to collaborate and discuss literacy practices with each other and with the Northern Sky cohorts. Data discussion and reviews are conducted in September after the fall assessment window. With our team of cohorts and our superintendent-principal, we additionally allow our teachers to meet to look at student progress-monitoring data, interventions being used, and adjustments to be made to the student plans.

Teachers are provided professional development opportunities throughout the year on our new Making Meaning curriculum. This includes approximately 5-7 teacher workshop days with the Making Meaning Staff, either on-site or regionally. The focus of these days will be data review, and looking at ways to meet students' needs, improve instruction, and goal setting.

Comprehension Strategies

The Making Meaning program explicitly teaches comprehension strategies—introducing them in the grades where they are developmentally appropriate. Following are definitions of the strategies taught and examples of how they are incorporated in Making Meaning across the grades.

Retelling

Readers use retelling to identify and remember key information in a text. They focus on the important ideas or sequences of events as a way of identifying what they need to know or recall. In the Making Meaning kindergarten program, the students informally retell stories, using characters and plot to organize their thinking.

Using Schema/Making Connections

Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In Making Meaning grade 1, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.

Visualizing

Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In Making Meaning grade 2, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.

Wondering/Questioning

Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. In Making Meaning grade 5, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.

Making Inferences

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts. In Making Meaning grade 4, the students make inferences to think more deeply about both narrative and expository texts.

Determining Important Ideas

Determining the important ideas in texts helps readers identify information that is essential to know and remember. In Making Meaning grade 3, the students identify which ideas in texts are important to understand and remember and then they support their thinking with evidence from the texts.

Understanding Text Structure

Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. Understanding that stories have common elements, such as setting, characters, and plot, provides a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to contemplate and remember the information. In Making Meaning grade 5, the students use story elements to help them think about what they have read.

Summarizing

Good readers identify and bring together the essential ideas of a text as a way of understanding what they have read and communicating it to others. In Making Meaning grade 2, the students informally identify important ideas and use them to summarize. Students identify important ideas in a text and use them to develop oral and written summaries.

Synthesizing

Synthesizing is a complex process that requires readers to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. In Making Meaning grade 4, the students informally synthesize to form opinions and make judgments about texts.

Issues to be addressed

The Superintendent-Principal at Nett Lake will be seeking additional activities, interventions, and modalities to encourage the Teachers in meeting the needs of students who are in Tier 2 or Tier 3 qualification. This will be done through coordinating a system from which teachers can better work with our academic intervention staff to support student deficiencies.

The Superintendent-Principal and Northern Sky Cohorts will continue to provide professional development training in various areas (academically and behaviorally) for teaching staff to utilize in the classroom, as well as our teachers continuing to become proficient in the use of our new literacy curricula and math platforms.