

Clarkfield Area Charter School Local Literacy Plan

2012-2013

CLARKFIELD AREA CHARTER SCHOOL

LOCAL LITERACY PLAN

Approved May 21, 2012 by CACS Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

LITERACY PLAN SUMMARY:

Our district is currently using, SRA Imagine It program to teach reading in kindergarten through grade 3. Included in this program are components for read aloud, shared reading, vocabulary study, writing and independent reading. To enhance this curriculum, our district has a guided reading program in which students read in small groups at their instructional level. Daily 5 is implemented in the classrooms. This includes read to self, read to partner, word work, writing, and listening to reading. Our library contains a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners.

All students in grades K-3 are given the NWEA Measures of Academic Progress (MAP) assessment two times throughout the course of the year. The Phonological Awareness Test (PAT) is administered for students in K-2. Using this data, along with results from Fountas and Pinnel Benchmark Assessment, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of Clarkfield Area Charter School is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about CACS literacy program please contact: Julie Dikken at 320-669-1995 or jdikken@clarkfieldareacharter.com.

LITERACY PLAN GOALS AND OBJECTIVES:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

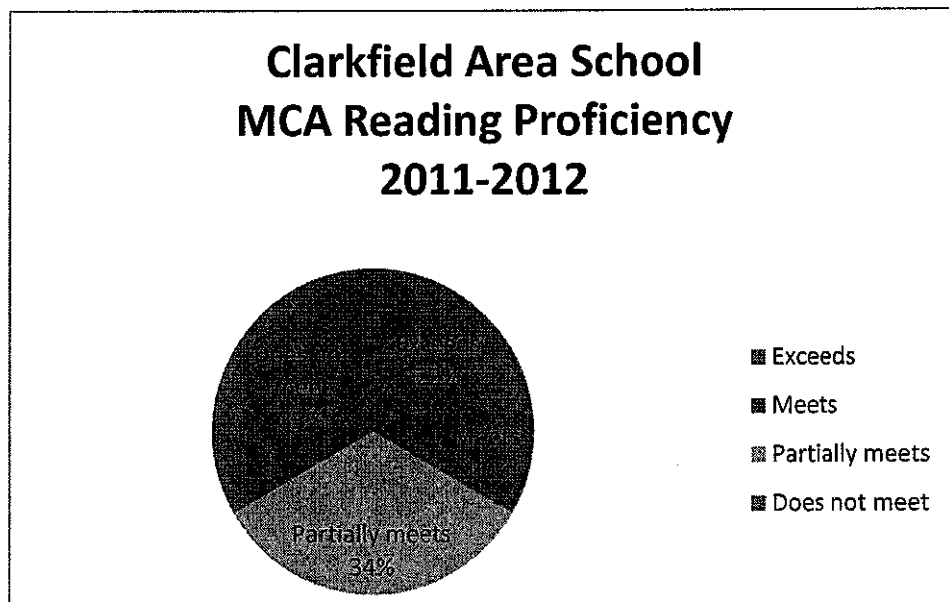
The Literacy Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to achievement gaps. Best practices will be shared.

Students not yet proficient are referred to the Child Study Team. The team plans and implements strategies to provide assistance to help struggling and at risk students achieve grade level proficiency.



PROCESS OF ASSESSMENT:

The Assessment Coordinator will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress (MAP) are used as benchmark assessments. They are adaptive tests used to measure student growth. The 2011 NWEA RIT Scale Norms provide growth and status norms in the following content areas: Reading, Language Usage, Mathematics,. The RIT scores for each grade level in Reading and Language Usage are listed in the following charts:

2011 Reading Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 Language Usage Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	223.7	223.3

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: Fountas and Pinnell, PAT, curriculum based pre- and post-tests, intervention based pre- and post-tests, and individual reading inventories.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A & B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3		3		
Grade 1	4	C	4	PrePrimer 2	
	5		6		
	6	D	8	Preprimer 3	
	7				
	8				
	9				
	10	E	10	Primer	
	11				
	12	F	12		
	13				
	14				
	15				
Grade 2	16	G	14	Grade 1	200-299
	17				
	18	H	16		
	19				
Grade 2	20	J & K	20	Grade 2	300-399
	21	L & M	28		400-499
Grade 3	22	N	30	Grade 3	500-599
	23		34		
	24	O & P	38		
Grade 4	26	Q / R / S	40	Grade 4	700-799
Grade 5	28	T / U / V	44	Grade 5	800-899
Grade 6	30	W / X / Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Based on these diagnostic assessments; Fountas and Pinnell, PAT, curriculum based pre- and

and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Following the assessment, parents will receive a letter informing them of the results of the assessment, and supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit about their child's educational needs and ask any questions they may have. A list of potential supports that the parent can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

PARENT COMMUNICATION AND INVOLVEMENT:

The district has developed a parent communication letter that will communicate the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Students, who are not meeting benchmark targets as indicated by the previously described assessment process, will be diagnosed for specific skill deficits using one or more of the following assessments, Fountas and Pinnell, PAT, curriculum based pre- and post-tests, intervention based pre- and post-tests, and individual reading inventories. Based on these diagnostic assessments, interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

The purpose of providing additional time on task, through these intensive interventions, is to effectively accelerate student achievement to match grade level expectations.

Parent Communication plan

1. At the beginning of the school year there will be an explanation of instructional practices and the multi-level systems of support implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. Assessment results will be provided to parents.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
4. Additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive quarterly progress reports.

6. All parents will receive information at least two times a year with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

www.starfall.com

www.sesamestreet.org

www.funbrain.com

www.pbskids.org

www.abcya.com

www.disney.com

www.nickelodion.com

www.primarygames.com

www.knowledgeadventure.com

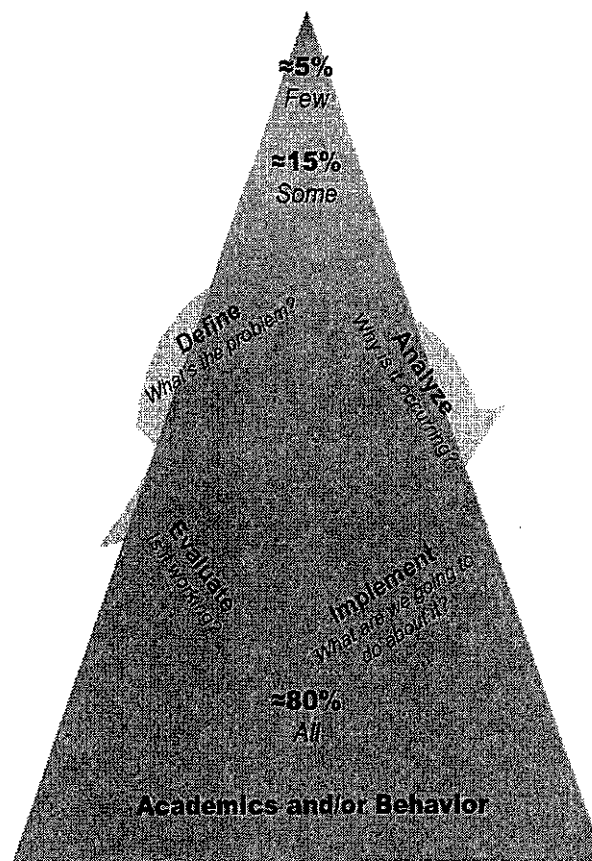
www.readingrockets.org

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the Title I staff and classroom teacher.

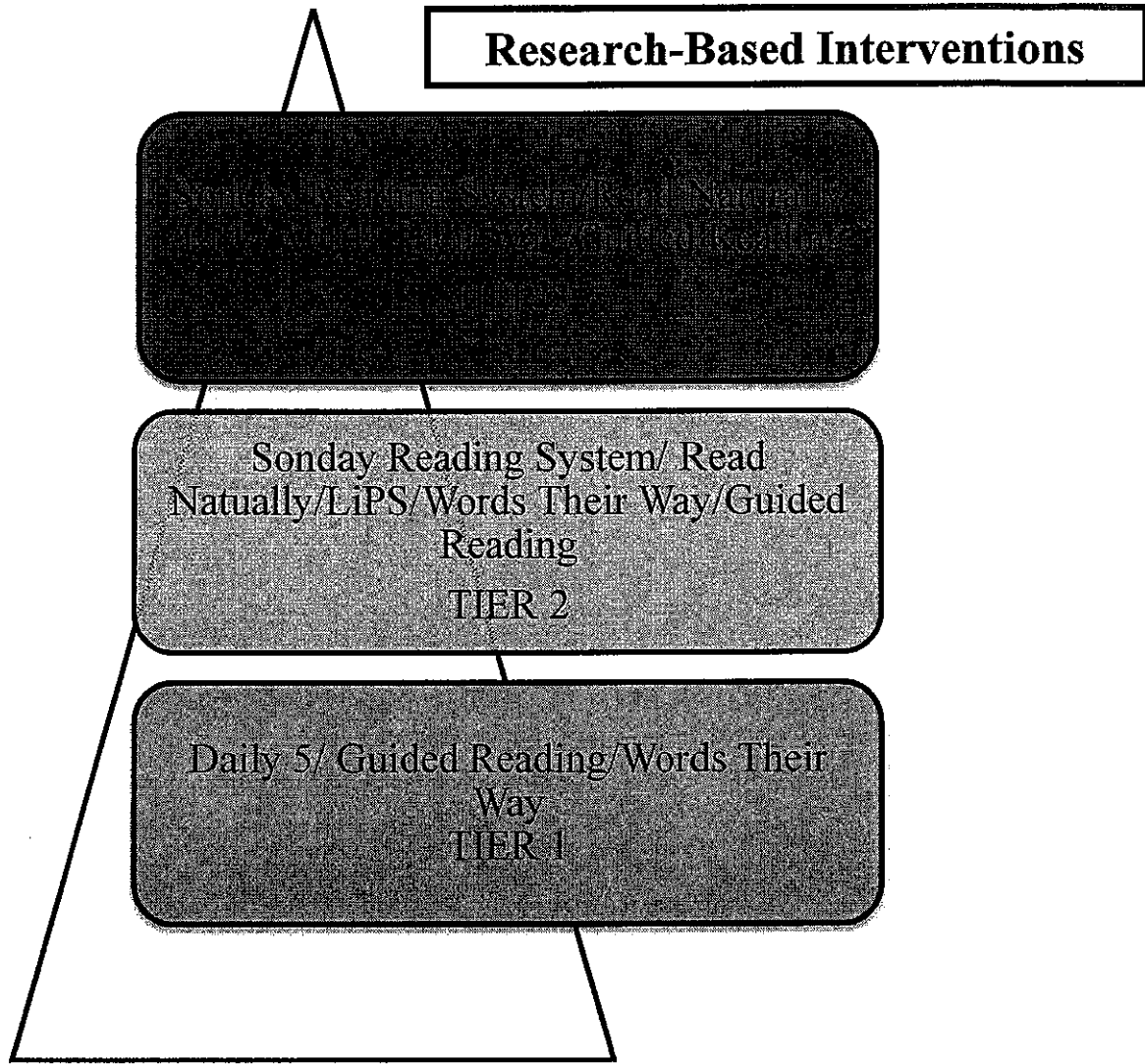
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students

among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

SCIENTIFICALLY-BASED READING INSTRUCTION:

The scientifically-based reading curriculum CACS uses is SRA Imagine It, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.



Based on student performance data, CACS has determined increasing reading comprehension will be the Reading/Literacy Professional Development focus for the 2012-2013 school year.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Outside Resources/Consultants
- Literacy Team
- Mentoring

CACS is implementing Q-Comp which provides ongoing professional development to PLC members. PLC meetings are held weekly for 50 minutes. The focus is increasing reading comprehension by researching strategies, using graphic organizers, and studying student work. CACS highly encourages staff members to attend workshops and conferences to provide ongoing professional development. Funds are allocated to cover expenses.

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the staff, which will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS

This district has 0 English Learners and 5 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

STAKEHOLDER FEEDBACK:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?

