

Nevis Public School District #308

District Literacy Plan Minnesota Statute 120B.12, 2011

2018-2019



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Achieving quality together.

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INTRODUCTION

In 2011 the State of Minnesota adopted Statute 120B.12. The goal of the statute is to have every child reading at or above grade level no later than the end of 3rd grade. The statute requires that teachers provide comprehensive, scientifically based reading instruction consistent with sections 122A.06 subdivision 4 of state law. This law requires school districts to identify children who are not reading at grade level at the end of kindergarten, grade 1 and grade 2. In addition, the law requires school districts to use reading assessments and provide a summary report to the Commissioner of Education/ Minnesota Department of Education each year.

Nevis Public School has developed and adopted the following literacy plan in order to meet the requirements of the statute. We also believe that this plan is consistent with:

NEVIS DISTRICT'S MISSION STATEMENT

The Nevis School will be an educational system that promotes independent learning as a lifelong process, develops confident & critical thinkers and helps students to maximize their potential to be productive members of their vocation, community and family.

STATEMENT OF GOALS AND OBJECTIVES

1. To evaluate and describe the current Kindergarten – Grade 3 (K-3) literacy programming in Nevis Public School.
2. To describe how we involve parents in literacy development in grades K-3.
3. To describe how staff members are trained and how staff development will be utilized in order to use researched based reading instruction in every classroom.
4. To communicate how our student data will be organized and submitted to the Minnesota Department of Education.
5. The current literacy plan applies to students in grades K-3. We also describe strategies to extend the plan from pre-kindergarten – grade 12.

STATEMENT OF PROCESS TO ASSESS STUDENTS

There are eight (8) skill areas that are assessed in order to gain a complete picture of primary aged student's progress toward becoming proficient readers. They are:

1. Concepts of Print
2. Letter Naming
3. Letter / Sound Correspondence
4. Phonics / Decoding
5. High Frequency Sight Words
6. Vocabulary
7. Oral Reading Fluency
8. Comprehension

TESTS USED TO ASSESS STUDENT READING ABILITY and READING PROGRESS

Nevis Public School assesses our students' reading proficiency in several ways:

SKILL	TEST(S) USED	PURPOSE
Concepts of Print	<ul style="list-style-type: none"> NWEA – MAP Tests Star Reader Reading Eggs 	<ul style="list-style-type: none"> Screening, Assessment and Diagnostics
Letter Naming	<ul style="list-style-type: none"> Informal Reading Assessment Reading Eggs 	
Letter / Sound Correspondence	<ul style="list-style-type: none"> Reading Eggs Teacher Assessment 	
Phonics / Decoding	<ul style="list-style-type: none"> NWEA – MAP Tests Reading Eggs 	
High Frequency Sight Words	<ul style="list-style-type: none"> Dolch Reading Eggs 	
Oral Reading Fluency	<ul style="list-style-type: none"> Mondo Reading Reading A to Z Raz Kids Reading Eggs 	
Vocabulary	<ul style="list-style-type: none"> Reading A to Z Reading Eggs STAR Reading 	
Comprehension	<ul style="list-style-type: none"> NWEA – MAP Tests Reading Eggs STAR Reader Raz Kids Accelerated Reader Teacher Informal Assessments 	

Description of the most commonly used resources and assessments:

1. Kindergarten and 1st grade students in Nevis Public School take the **Northwest Evaluation Association (NWEA)** test in reading skills three times per year; the 2nd grade students take the test two times per year. The NWEA assessments help to identify those students who are in greatest need of reading interventions. It helps teachers make curriculum decisions and helps the teacher monitor student growth over time.
2. **Reading Eggs** is an online reading site that provides leveled reading resources as well as ongoing assessment availability.
3. **Mondo Reading (Mondo Publishing)** provides teachers with leveled reading resources and assessment on an individualized basis for the students in a class.
4. **Dolch** provides leveled sight word reading lists assessment of the most commonly used words for beginning students
5. Students in 1st and 2nd grade take the **Standard Test and Assessment of Reading Test (STAR)** test three times annually, while the 3rd grade students take the STAR test four times. This

assessment provides accurate information about a student's overall reading ability. Raz Kids provides an assessment of the child's current skill level.

6. In order to evaluate a child's current understanding of sight words and reading comprehension, teachers utilize weekly classroom assessments. Teachers are responsible for site word tests, continuous record keeping and daily informal assessments.
7. Nevis Public School uses the **Accelerated Reader** quizzes, informal reading inventories, and quizzes from the District's current basal reading series to monitor a student's reading comprehension throughout the school year.

PARENT NOTIFICATION AND INVOLVEMENT

Nevis Public School involves parents in their children's literacy experiences in many ways:

1. Nevis Public School is a Title I school. In accordance with our School Wide Plan that has been approved by the Minnesota Department of Education, we have established opportunities for parents to be involved with literacy instruction in our school. Title I requirements for literacy interventions are adhered to.
2. The reading resource teacher (K – 3) provides parent notification and opportunity for parent workshops during the year. Involving parents in helping their children learn to read and practice at home and throughout the summer is a key part of his reading program. Parents are aided with resources, books and iPads (during the summer) as key parts of their involvement with their children. A Title I website, updated monthly, provides parental information regarding how they can help their child, as well as, activities for students to participate in to encourage further exploration into reading skills.
3. Our summer reading program allows every elementary student the ability to take home up to five reading books for the summer.
4. Starting in 4th grade, through the use of the Synergy Student Data Management software, parents have the ability to access their child's school records on an as needed or when needed basis.
5. All elementary students have daily access to the school media center. Students check their book selections out of the library to read in class or at home.
6. Every elementary class has a scheduled media center lesson with our media specialist.
7. We conduct parent-teacher conferences twice a year, or individually as required in order to keep parents involved in their children's literacy development. Parents are given suggestions on how they can assist in the literacy development of their child. Nevis Public School encourages extra parent discussions with classroom teachers, support staff and administration.
8. A current recommendation is for parents to receive annually a letter issued by the school notifying them if their children are not meeting Minnesota State requirements for reading/literacy. This letter will contain:
 - a. Their child's NWEA scores (K-2),
 - b. a statement of achievement on classroom assessments,
 - c. the child's current reading level,
 - d. a list of possible school interventions designed to assist their child the next school year, and

- e. strategies the family can begin at home that will help their child improve their reading skills.

PROFICIENCY

All students will make one year's growth in their reading ability throughout the elementary school years.

INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

There are many interventions available to students who fall behind in literacy in Nevis Public School. These include:

1. Interventions:
 - a. Teachers communicate with parents and send reading materials home.
 - b. Teachers provide reading material that matches the student's demonstrated ability both in school and for home use.
 - c. Additional reading practice is done in class, either individually or in small groups.
 - d. At times educational assistants are able to provide help to students who need help.
 - e. A reading specialist is available to identified students for intensive individual and small groups.
 - f. Special Education services are provided for the neediest children, after their identification and assessment.
2. All teachers have reading groups as a part of the regular school day. Teachers work with students all year as a part of their classroom routine. Differentiation and interventions occur as needs arise.
3. Sustained Silent Reading is implemented within many of our K-12 classrooms.
4. In September, literacy groups will be developed to further the reading ability of identified students. Parents will be notified of the recommendation by teachers before their child attends this program.
5. Title I services – this program is available to children who meet the qualifications. Parental permission must be obtained for participation in Title I services. Title I participation has liquid boundaries with students entering and exiting as determined by their individual progress.
6. Special Education services – these students must demonstrate poor academic progress and must go through a special education assessment to determine criteria for eligibility.

Tiered Interventions

Tier 1 – The classroom teacher is responsible for reading instruction for all students in the classroom. This includes basic instruction, guided practice and individual practice. When the classroom teacher identifies a student who is struggling with a concept, immediate interventions take place within the classroom setting. This can include re-teaching, additional guided practice and individual time with the teacher, or additional methods or strategies to promote student progress. These types of interventions are adequate for the majority of the students. The overall goal for Tier 1 students is to achieve a full year's growth in reading ability each year.

Tier 2 – This tier tends to be critical for students who are struggling in the reading area in order to become proficient readers and get them back on track to reach the 'Read Well by Third Grade' mandate. A full time reading teacher works with small groups of students (K – 3) on a daily basis. Specific student needs are identified and interventions are implemented to decrease the gap for

those students who are below grade level. To accomplish this, we have established the following goals:

1. Students will gain a full year of reading growth as determined by the appropriate reading assessments.
2. Students will reach grade level in reading ability and be returned to the classroom for all future reading instruction.

Tier 3 – this is the Special Education program and is open to children who have severe and persistent gaps in their reading ability. Entry into this program is limited by State and Federal criteria. Once a student has been identified, an Individual Education Plan (IEP) is put into place and progress is monitored closely. The IEP is updated as student needs dictate changes to their plan.

PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION

All elementary teachers in Nevis Public School will participate in training to learn and/or renew previously learned knowledge. This training will relate to the previously mentioned areas of literacy:

1. Concepts of Print
2. Letter Naming
3. Letter Sound
4. Phonics / Decoding
5. High Frequency Sight Words
6. Vocabulary
7. Oral Reading Fluency
8. Comprehension

The Nevis Staff Development plan calls for focusing on a minimum of one of these topics on an annual basis.

Other sessions of staff development may be arranged by the District's Staff Development Committee on a periodic schedule throughout the school year.

CURRICULUM AND INSTRUCTION SYSTEM

How Reading Instruction is implemented in Nevis Public School

1. Valid screening measures are used to find children at risk of falling behind in literacy skills. Teachers provide early intervention in the five areas of literacy development.
2. Teachers frequently combine several components of language into the same lesson; examples are speech sounds, word structure, word meaning and sentence structure.
3. Teachers build fluency in reading skills and text reading using direct methods such as repeat readings of the same material.
4. Phonemic awareness is incorporated into all reading instruction.
5. Teachers go beyond the idea of phonetics as a simple relationship between letters and sounds in include lessons on word structure and origins.
6. Vocabulary is built by exposing students to a broad and rich curriculum.
7. Reading comprehension is built by focusing on a deep understanding of topic and theme.

8. Teachers use daily read aloud sessions to help students build vocabulary, comprehension and fluency.
9. Guided reading is used to give students an appropriate book which helps children move at their current reading level.
10. We have identified dyslexic students and provide services from an instructor who has been trained to utilize strategies specifically designed for students with dyslexia. An assessment is done to identify the students needing this service. The instructor has been trained through Hailey's Hope, a non-profit organization located in Fargo, North Dakota. The instructor screens and tutors students who have been identified as students who might need this service.
11. Sustained Silent Reading is simply an opportunity to read in class. The student is allowed to choose their own reading material based upon interest and reading level. It is the Literacy and Reading Committees recommendation that silent reading be done regularly by all students in our school.
12. Teachers ensure their classroom curriculum matches Minnesota State standards during their Professional Learning Community (PLC) time.
13. Teachers plan curriculum in part based on students' previous reading gains as shown by review of their previous year's assessment results.
14. Teachers monitor, communicate and reflect on student progress in order to make the best instructional decisions for the students in their class.
15. Monthly PLC group meetings analyze specific student needs in the reading area, analyze data, and discuss best practices for increasing student growth in all academic area, but particularly within the realm of reading.

INTERVENTIONS AND IDEAS THAT PARENTS CAN USE AT HOME

Nevis School hopes that ALL parents should be partners in helping their children become successful readers. When a teacher finds that a student is falling behind in reading, the teacher will call the parents. The teacher will ask the parents to help their children become more successful and will offer strategies and methods for parents to use at home. Some of these suggestions/materials include:

1. Literature for students to read while at home.
2. Resources inclusive of websites/interventions the parents can implement at home.
3. Minute logs for tracking reading progress.
4. Access to programs such as Study Island, Kahn Academy, IXL, RAZ Kids, Tumblebooks, etc.
5. Parents can use school provided alphabet cards at home.
6. Other alphabet and literacy games can be borrowed from the school.
7. Lists of leveled reading books, sight words and/or rhyming books can be borrowed from the school.
8. Rhymes and literacy songs can be taught and provided for the parents.
9. Paired reading books can be borrowed from the school so the parent and child can read together.
10. Summer packets are provided to encourage reading throughout the summer to prevent loss of academic gains over the summer.
11. Suggestions for local tutors who are available are provided.

STUDENT SUPORT SYSTEM FOR ELL LEARNERS

New State regulations require all teachers to have continuing education credits in English Language Learning each time they renew their teaching licenses. This training started during the 2015-2016 school year and will occur regularly after that date.

Nevis Public School does not have any English Language Learners at this time, nor does it have a significant number of children of cross-cultural background. We do however, have a higher than normal enrollment of children living in poverty and children who qualify for special education services. It is our belief that strategies used for our current students would also be appropriate for English Language Learners (ELL).

COMMUNICATION SYSTEM FOR ANNUAL REPORTING

Annual Report to Minnesota Department of Education Commissioner

Nevis Public School will provide a comprehensive report of our school's literacy data by submitting it electronically to the Commissioner of Education. We will also simultaneously post a copy of the Local Literacy Plan and assessment results on our school web site. Any parent or community member who does not have Internet access will be provided with a hard copy free of charge upon request.