Duluth Public Schools Academy Charter School #4020
Duluth Edison Charter Schools Literacy Plan

Reading Well By Third Grade
(Statute 120B.12)

June 2012
Head of School
Bonnie Jorgenson
Bonnie.Jorgenson@duluth.edisonlearning.com
218-728-9556

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Duluth Edison Charter Schools

DECS Mission: *Dedicated to the achievement of academic and personal excellence for every student.*

We strive to achieve our mission and vision through the following principles:
- Expect a commitment of excellence from students, families and staff.
- Appreciate each student's diverse character and interests through an active approach to curriculum, programs, and projects.
- Provide a safe and accepting learning environment.
- Sustain a culture of teaching and living the following core values--respect, responsibility, compassion, courage, hope, integrity, justice, and wisdom.
- Uphold the professional innovation, creativity and collegiality of exceptional staff.
- Require sound and responsible business and operational management practices.

This plan allows us to make certain that all students have a solid foundation of literacy skills and continue to expand their understanding of what they read, make meaning of it, and then transfer that learning across all subject areas. It will be used to inform the Professional Development Program and to evaluate curriculum and instruction. The document will also be a communication tool for all stake holders throughout the year. This plan should be considered a working document with regular updates and revisions.

Goals and Objectives

In the rapidly changing world of the 21st Century, this is a complex, but essential, task. As we strive to develop involved, well-prepared students, we must create an educational community that provides our children with the critical skills and knowledge necessary to become productive citizens. Strong literacy skills provide the foundation for this process. A district-wide plan is essential to identify critical needs and develop a long-range process for acquiring skills and resources to sustain literacy improvement. This focus aligns the local goal of academic excellence to the state expectation related to improving student outcomes and reducing achievement gaps. By analyzing, interpreting, and sharing data with all stakeholders, teachers, students, staff, and parents, the district will be better able to monitor student progress and identify areas of needed intervention.

The overarching theme of the plan is to ensure that all students experience high quality, rigorous instruction, delivered with consistency, in all content areas at all grade levels. Empowering each student to achieve excellence with integrity is the mission of this Literacy Plan.

DECS educators are expected to utilize the Reading Well by Third Grade Literacy Plan for the purposes of planning, discussing, and informing teaching and learning when working individually, with colleagues, families, and the community. The Plan is based on the Response to Intervention (RTI) 3-tier model. Each level consists of three integral components:
1. Tier 1 focuses on the core curriculum. In this tier, literacy programs and resources, assessments, literacy block structure, and instructional methods are identified along with student performance goals, best practices, and universal strategies.
2. Tier 2 provides early intervention reading services.
3. Tier 3 supplements early intervention services with intensive interventions and supports. Entrance/exit criteria and progress monitoring information are provided for each identified targeted student population.

Following the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners is research and evidence-based and aligns with the Minnesota English Language Arts Standards 2010 which include the Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science. It is centered around the work and findings of the International Reading Association, Robert Marzano's *Building Background Knowledge for Academic Achievement and Classroom Instruction that Works*, the National Reading Panel (2000), the National Institute for Literacy, the National Center for Education Evaluation, Regional Assistance: Institute of Education Sciences, and The Florida Center for Reading Research. Support for the implementation of this literacy plan is addressed within this document. DECS educators must have ongoing professional development focused on the key components of the Literacy Plan through district sessions and job-embedded, school-based opportunities. Collaboration between school-based and district staff will ensure consistency, coherence, and alignment in expectations and aligned professional development for literacy. Families are also a crucial component of student success; therefore, DECS will also provide literacy sessions and family supports that are aligned, targeted, and focused. DECS will have numerous community connections and partnerships which provide additional resources.

The Literacy Plan will continue to be enhanced and updated to reflect the latest information that bridges research with practice for effective literacy instruction. Future work will include:
- Ensuring alignment of the Core Reading Program and resources to the Minnesota ELA Standards 2010.
- Referring to the National Center on Response to Intervention for instruction support strategies to improve student areas of weakness. www.RTI4success.org
- Adding additional resource items when deemed appropriate.
- Identifying additional Tier 2 and Tier 3 programs and supports for struggling and advanced/gifted learners.
- Strengthening family and community outreach.

How to use the DECS Literacy Plan

This plan provides the products, tools and supports for literacy success. This document can be used in a variety of ways: When supporting and enhancing staff discussions and planning during grade level/content area house team meetings; during leadership team meetings; as a framework for determining professional development needs; as a guide for parents and community members to better understand the district's commitment to literacy development of individual students.

Suggestions for previewing and utilizing the document can include:
- Identify the literacy support available in the school.
- Understand how RTI is integrated into the classroom through RTI Tier I (core), Tier II (supplemental intervention/ Title I early intervening services) and Tier 3 (intensive interventions).
- Understand how literacy standards and assessments are used to ensure individual student growth.
- Implement with fidelity the adopted balanced reading curriculum during allocated times, using best practices and research, resources, assessment tools and accommodations and modifications for ELL and students with disabilities.
- Review the professional development plan.

Elements of DECS Literacy Instructional System:
Standards Based Academic Standards

1. The K-8 curriculum is aligned with the Common Core Standards (Minnesota ELA Standards 2010). The curriculum is built on what we know about effective reading instruction strategies for phonemic awareness/ phonics instruction, vocabulary instruction, reading comprehension instruction, fluency instruction and differentiation to meet the needs of all learners. Our curriculum integrates each of these research strands into a program that research suggests will benefit students and prepare them to meet the demands of the rigorous Common Core Standards (Minnesota ELA Standards 2010).
2. Common assessments in grades K-8.
3. Data management tools to measure student progress toward meeting proficiency of the standards. Student data is disaggregated by a variety of categories including ethnicity, students economic status, ELL and special education.
4. Professional development is focused on supporting the district curriculum, research-proven strategies for instructional delivery and leadership development.
5. Common instructional materials for all core and supplemental instruction, including technology-based programs, are reviewed to ensure quality and alignment with state standards and district expectations.
6. Student Achievement Plan is followed to meet the needs of students and staff.

*See Student Achievement Plan

Curriculum Framework:
Aligned Curriculum, Instruction, and Assessment

Curriculum and instruction is rigorous, equitable, and aligned to the
Minnesota 2010 English Language Arts Academic Standards.

Duluth Edison Charter Schools defines the Literacy Curriculum as an instructional framework guided by the Minnesota State Standards and benchmarks while creating critical thinkers, readers and writers. We strive to create a learning environment that stimulates a curiosity and eagerness for learning. The curriculum provides students with the basic skills necessary to achieve success in subsequent years plus enrichment, extension, and accelerated activities that address the needs of individual students. Instruction is provided in language arts, mathematics science, social studies, art, music, physical education, and Spanish. Technology is integrated throughout the curriculum.

Aligned Curriculum

In an effort to ensure all learners' proficiency in language arts, a K-8 literacy plan was created to align curriculum, instruction and assessment and provide a comprehensive structure for language arts. A comprehensive approach to reading includes explicit curriculum and instruction, but allows for flexibility, construction of meaning, critical

thinking, and problem solving. It is our belief that the curriculum develops connections between a variety of content areas while fostering independence, creative thinking and problem solving. We are devoted to recognizing and fostering student diversity, character and interests, through skillfully planned curriculum programs.

DECS K-5 Curriculum is aligned to the Common Core Standards
Below are links to individual grade levels and the correlations to the Minnesota Academic Standards for English Language Arts.
Insert hyperlinks

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

DECS 6-8 Curriculum is aligned to the Common Core Standards

The DECS 6-8 curriculum corresponds to the Common Core Standards in the areas of reading, writing, speaking, viewing, listening, and media literacy. The 6-8 curriculum ensures that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. To enhance motivation and engagement, students have daily opportunities to choose topics and texts of interest to them. (From the 2010 Minnesota Academic Standards for English Language Arts K-12.)

They include benchmarks related to key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity, conventions of standard English, knowledge of language, vocabulary acquisition and use, and the writing process. To access these standards, go to: http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/

Instruction

Our Instructional Framework is built on the research of Marzano, Robert J.; Pickering, Debra; Pollock, Jane E. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, and Douglas Fisher and Nancy Frey. Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility (2008). The strategies incorporated in our instruction have decades of research proven to raise student achievement and are considered when developing lessons. A balanced approach to literacy requires a structure for developing reading, writing, listening, speaking, viewing, and listening skills.

K- 5 Framework at a Glance
120 minutes

```
          ┌──────────────────────────┐
          │      WHOLE GROUP          │
          │  Interactive Read Aloud   │
          │     (heterogeneous)       │
          └──────────────────────────┘
                      │
                      ▼
          ┌──────────────────────────┐
          │      WHOLE GROUP          │
          │   Reading Mini-Lesson     │
          │     (heterogeneous)       │
          └──────────────────────────┘
           ╱          │          ╲
          ▼           ▼           ▼
┌────────────────┐ ┌────────────────┐ ┌────────────────┐
│  SMALL GROUP   │ │  SMALL GROUP   │ │  INDEPENDENT   │
│ Guided Reading │ │   Literature   │ │ Independent    │
│  (temporary    │ │   Discussion   │ │ Reading,       │
│  homogenous)   │ │ (heterogeneous)│ │ Independent    │
│                │ │                │ │ Literacy Work  │
└────────────────┘ └────────────────┘ └────────────────┘
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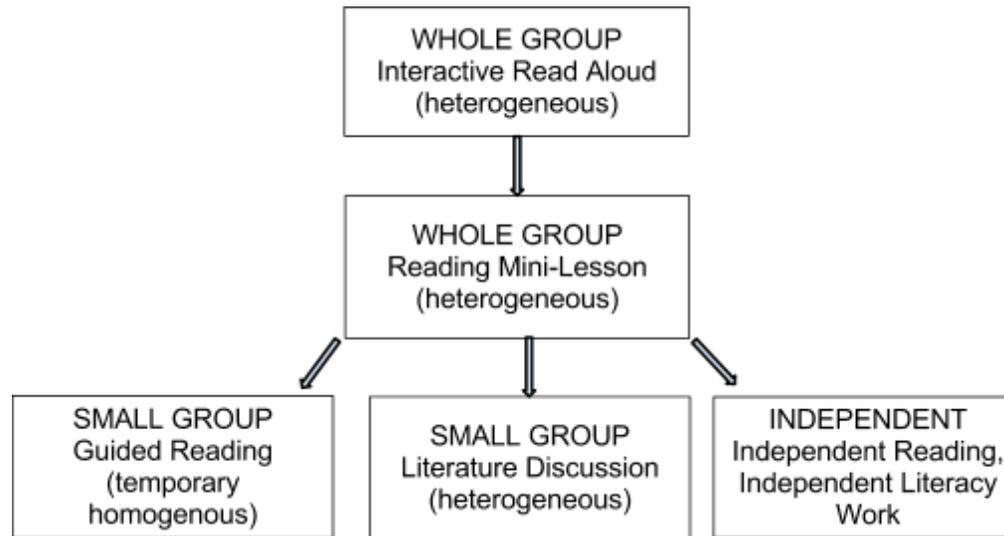
(Also included in the 120 minute block of time: Writing, Spelling and Grammar)

Junior Academy Language Arts Framework
Grades 6-8

All students receive 80 minutes of instruction. Ability grouping is used to better meet the needs of all students. Student placement is determined by using multiple data points and teacher input. We strive to create an environment that provides challenge and is motivating for all learners. Each teacher uses research-based techniques that promote positive academic outcomes. Appropriate level texts are used at each level to ensure that students are continuing to develop lifelong literacy skills that prepare them to be college and career-ready.

The 6-8 Curriculum is built on the Minnesota English Language Arts Standards. A variety of texts (both fiction and non fiction) are used at each grade level and instructional level to ensure that the standards and benchmarks are being met. Students that have been determined to be below grade level are assigned to smaller classes with additional support to meet each student's individual needs. All content area teachers and language arts teachers attend professional development to ensure specific reading strategies are used in all areas of the curriculum.

Assessment

Literacy assessments in Duluth Edison Charter Schools are administered for several specific reasons in order to:

1. Universally assess all students to evaluate student learning and growth over time.
2. Assess abilities of all students by using multiple assessments of reading.
3. Diagnose needs that will guide teacher instruction and interventions.
4. Identify possible interventions.
5. Monitor progress.

The assessment plan will be periodically reviewed and refined to ensure that we have a system that addresses the needs of all students at DECS.

Components of a Comprehensive Data System

Screening Assessments: Screening assessments are often quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. In some cases, more extensive time is needed to administer screening tools if multiple layers of development are assessed in one sitting. Screening of all students at regular intervals, usually three times a year, helps to establish expected proficiency outcomes and informs program effectiveness. By establishing an initial baseline for all students, these assessments identify individual students who do not meet grade-level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. Multiple screening measures are not necessary if the tool selected is applicable to all age/grade ranges to be monitored.

Diagnostic Assessments: The purpose of diagnostic assessments in kindergarten through grade 3 is to provide information for planning more effective instruction and intervention. Diagnostic assessments provide additional data beyond screening and should be given when there is a clear expectation that diagnostic information will offer new or more reliable data about a student's academic needs. This diagnostic assessment information should be used to strategically plan more targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations. Using diagnostic assessment along with standardized screening measurement information and informal classroom assessments can provide a broader understanding into the needs of learners individually and as a group. This information will guide strategic planning for the most beneficial interventions.

Progress Monitoring Assessments: Progress monitoring assessments are also brief, administered with more regularity than screening and diagnostic tools. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis to determine the rate of a student's progress toward grade level outcomes, to provide information on the effectiveness of intervention and to modify the intervention tools if necessary. Information about how much time a student is engaged in intervention, attendance, and behavior are also useful data points. Progress monitoring tools should be matched to the intervention a student is receiving as well as matched to grade level outcomes so a variety of leveled assessment tools may give the best overall picture of a student's individual progress.

Use of a Multi-Tiered System of Support that Differentiates and Accelerates the Learning of ALL Students

All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.

- The multi-tiered (RTI) instruction plan is based on a data-driven decision making model.
- The intervention plan emphasizes differentiation in core instruction and includes extended time for literacy instruction (in addition to core instruction).
- The intervention plan uses screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet children's instructional needs.
- The intervention plan teaches, reinforces, and supports intensive and supplemental intervention strategies in core instruction, including individual and small group instruction based on needs.
- Intervention will accelerate and support student literacy. Focus will be on:
  1. Research-based intervention practices that are developmentally appropriate.
  2. The assumption that all struggling readers can succeed if they receive supplemental instruction to accelerate their learning.
  3. Providing additional instruction in skill development.
  4. Attention paid to higher-level talk and text, including comprehension.
  5. Interventions provided by well-trained teachers as defined in Rule 8710.3000 and 8710.3200. Interventions will be evidence-based practices designed to meet the needs of students and have demonstrated reliability to accelerate student achievement.

6. Placement in intervention determined by examination of multiple data points (including entrance and exit criteria).
7. Emphasis on useful feedback on student performance that is embedded into everyday learning.

Interventions Used in Addition to the Core Instruction

Intervention	Purpose of Intervention	Grades	Tier	Schools
Leveled Literacy Intervention (LLI)	Accelerate learning in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension	K--4	Tier 2	Raleigh/North Star
Fast ForWord	Addresses needs in the areas of Processing, Attention, and Sequencing	K-5	Tier 2	Raleigh
Journeys Intervention	To be used in addition to the Core Instruction (small group or individually)	K-5	Tier 2	Raleigh/ North Star
95% group/ Susan L. Hall EdD	Phonological Awareness Specifically for students who have not attained sufficient level of phonological awareness through everyday exposure to language and previous instruction.	K/1	Tier 2/3	Raleigh/ North Star Sped

95% group/ Susan L. Hall EdD	If student is identified through screener (DIBELS), further assessment using Phonics Screener for Intervention (PSI) identifies specific skills that are lacking in development.	**1-5**	**Tier 3**	**Raleigh/ North Star Sped**
Read Live	Students identified using (ORF) Repeated Reading	**1-8**	**Tier 2/3 depending on needs/ Special Education**	**Raleigh/ North Star Sped**
Reading Milestones	Reading Comprehension	**6-8**	**Special Education**	**North Star**
Small Group Guided Reading : QAR and Reciprocal Teaching	Reading Comprehension	**4-5** **3**	**Tier 2/3** **Tier 2**	**Raleigh** **North Star**
First 4000 Words	**Increase sight word and academic vocabulary**	**1-4**	**Tier 2/3**	**North Star**
Kid /Teen Biz **www.achieve3000.com**	Informational Text / questioning strategies to supplement core reading instruction at student's individual reading level. Focuses on Vocabulary development and comprehension.	**2-5** **5-8**	**Tier 2/3 depending on specific needs**	**Raleigh** **North Star**

Duluth Edison Charter Schools 4020 Assessment Plan

This testing schedule provides multiple data sources and is used to determine grade level proficiency and identify interventions that match the student needs.

Process of Assessment:

1. Identify students who are at risk or who are experiencing difficulties on an ongoing basis and who may need extra instruction or intensive interventions if they are to make adequate progress toward grade-level expectations.

Kindergarten Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS Letter Recognition	Determines progress towards grade level benchmarks	FWS
Letter Name Fluency	Determines progress towards grade level benchmarks	FWS
Initial Sound Fluency	Determines progress towards grade level benchmarks	FWS
Phoneme Segmentation Fluency	Determines progress towards grade level benchmarks	WS
Nonsense Word Fluency	Determines progress towards grade level benchmarks	WS
Word Use Fluency	Determines progress towards grade level benchmarks	FWS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	WS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FS

First Grade Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS		
Letter Name Fluency	Determines progress towards grade level benchmarks	F
Phoneme Segmentation Fluency	Determines progress towards grade level benchmarks	FWS
Nonsense Word Fluency	Determines progress towards grade level benchmarks	FWS
Word Use Fluency	Determines progress towards grade level benchmarks	FWS
Oral Reading Fluency (ORF)	Determines progress towards grade level benchmarks	WS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FWS

Second Grade Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS		
Word Use Fluency	Determines progress towards grade level benchmarks	FWS
Oral Reading Fluency (ORF)	Determines progress towards grade level benchmarks	FWS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FWS

Third Grade Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS		
Oral Reading Fluency (ORF)	Determines progress towards grade level benchmarks	FWS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FWS

Fourth Grade Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS		
Oral Reading Fluency (ORF)	Determines progress towards grade level benchmarks	FWS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FWS

Fifth Grade Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
DIBELS		
Oral Reading Fluency (ORF)	Determines progress towards grade level benchmarks	FWS
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Benchmark Assessment System (BAS) Guided Reading Level	Determines strengths and needs of individual child	FWS

Grade 3-8 Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
Measure of Academic Progress (MAP)	Individual measure of student growth and instructional level over time toward MN academic standards	FWS
Minnesota Comprehensive Assessments (MCAII) Reading and Math	State Standard Assessment System Determines progress toward grade level benchmarks	S

Grade 5 and 8 Screening Measurements used to identify students at-risk:

Test Name	Purpose	When
Minnesota Comprehensive Assessments (MCAII) Science	State Standard Assessment System Determines progress toward grade level benchmarks	S

Grade 8

Test Name	Purpose	When
ACT EXPLORE	Five educational achievement test, career interest tests	October

2. Inform instructional planning in order to meet the needs of individual students.

Diagnostic Measurements: To be used by Instructor to strategically plan more targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations.

F&P Benchmark Assessment	K-5	Used if identified as 'at risk'
Running Records/Miscue Analysis	K-5	all
Journeys: Weekly Assessments Unit Assessment	K-5	all
Monthly Edison Benchmarks/Evaluate	Grades 2-8	monthly

3. Monitoring of Students' progress during the year to determine whether students in interventions are making adequate progress in literacy development.

   Progress Monitoring Measurements:

DIBELS Progress Monitoring Tools	K-6	Students identified 'at risk'
Journeys Progress Monitoring Tools	K-5	Student identified 'at risk'
Running Records/Leveled Literacy Intervention	K-5	Weekly

4. Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade-level outcomes by the end of each year.

Evaluation Measurements:

MCA II	Grades 3-8	
MAP	Grades K-8	

- **Dynamic Indicators of Basic Early Literacy Skills**
- **www.nwea.com** **The Northwest Evaluation Association is a computer adaptive test which measures student achievement and growth. DECS uses this for Grades K-8.**

DECS Assessment Guide
Kindergarten-Grade 8

The following Assessment Guide chart serves as a guide for teachers as they make instructional decisions for students.

Grade Level									End of Year Expectation/Level of Proficiency			
	Assessment				**Indicates level of concern/ problem solving Required**							
K					F	W	S		By the end of the year, students should know all 52 letters			
	Letter Recognition				<20	<44	<52					
	Letter Naming Fluency(LNF)				<8	<27	<40		By the end of the year, students should be able to name 40 or more letters within one minute			

	Initial Sound Fluency (ISF)				<8	<25	NA	By the middle of the year, students should be able to identify 26 or more sounds in a minute.		
	Phoneme Segmentation Fluency (PSF)				NA	<18	<35	By the end of the year, students should be able to identify 35 or more sounds in a minute.		
	Nonsense Word Fluency (NWF)				NA	<13	<25	By the end of the year students should be able to verbally read or produce 25 or more three letter sounds correctly.		

	Assessment									
	Word Use Fluency (WUF)			<20%	<20%	<20%	On this assessment we are looking for students that score 20% and below to guide us in determining students at risk for oral language development.			
	Measure of Academic Progress (MAP)			NA	150	156	By the end of the year students should be at 156 or higher to be on grade level.			
	Benchmark Assessment System (BAS) /Guided Reading Level			NA		D	Students should be reading at a D or higher.			
1	**Assessment**			**Indicates level of concern/ problem solving required**			**End of Year Expectation/Level of Proficiency**			

					F	W	S				
	Letter Naming Fluency(LNF)							Students should be able to read 37 or more letters in one minute at this point in the year.			
					<37	NA	NA				
	Phonemic Segmentation Fluency (PSF)				<35	<35	<35	By the end of the year, students should be able to identify 35 or more sounds in a minute.			
	Nonsense Word Fluency (NWF)				<24	<50	<50	By the end of the year students should be able to verbally read or produce 50 or more three letter sounds correctly.			

Oral Reading Fluency (ORF)				NA	<20	<40 and above	Students should be reading 40 or more words correct per minute by the end of the year.		
Benchmark Assessment System (BAS) /Guided Reading Level				<D	<F	<I	Students should be reading and comprehend-ing within a level I or higher, by the end of the year.		
Word Use Fluency (WUF)				<20%	<20%	<20%	On this assessment we are looking for students that score 20% and below to guide us in determining students at risk for oral language development.		

	Assessment				Indicates level of concern/ problem solving required			End of Year Expectation/Level of Proficiency			
	Measure of Academic Progress (MAP)				160	170	176	By the end of the year students should be at 176 or higher to be on grade level.			
2	**Assessment**				**Indicates level of concern/ problem solving required**			**End of Year Expectation/Level of Proficiency**			
					F	W	S	S			
	Oral Reading Fluency (ORF)				<44	<68	<90	Students should be reading 90 or more words correct per minute by the end of the year.			
	Measure of Academic Progress (MAP)				<175	<183	<189	By the end of the year students should be at 189 or higher to be on grade level.			

	Assessment				Indicates level of concern/ problem solving required				End of Year Expectation/Level of Proficiency			
	Benchmark Assessment System (BAS) /Guided Reading Level				<I	<K	<M		Students should be reading and comprehending within a level M or higher, by the end of the year.			
	Word Use Fluency (WUF)				<20%				On this assessment we are looking for students that score 20% and below to guide us in determining students at risk for oral language development			
	Lexile Level Range				*450-790				According to the 2010 Minnesota ELA Standards			
3	**Assessment**				**Indicates level of concern/ problem solving required**				**End of Year Expectatio n/Level of Proficienc y**			

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				F	W	S				
Oral Reading Fluency (ORF)							Students should be reading 110 or more words correct per minute by the end of the year.			
				<77	<92	<110				
Measure of Academic Progress (MAP)				<189	<194	<199	Students who score a 182 in the Fall are projected to be proficient on the MCA's			
Minnesota Comprehensive Assessment (MCA II)				—	—	<350	Students are considered "proficient" when they score a 350 or above			
Benchmark Assessment System (BAS) /Guided Reading Level				<M	<N	<P	Students should be reading and comprehend-ing within a level P or higher, by the end of the year.			

					Indicates level of concern/ problem solving required			End of Year Expectation/Level of Proficiency			
	Lexile Level Range				*450-790			According to the 2010 Minnesota ELA Standards			
4	**Assessment**										
	Oral Reading Fluency (ORF)				F	W	S	Students should be reading 110 or more words correct per minute by the end of the year.			
					<93	<105	<118				
	Measure of Academic Progress (MAP)				<199	<203	<206	Students who score a 195 in the Fall are projected to be proficient on the MCA's			
	Minnesota Comprehensive Assessment (MCA II)				—	—	<450	Students are considered "proficient" when they score a 450 or above			

								End of Year Expectation/Level of Proficiency			
	Benchmark Assessment System (BAS) /Guiding Reading Level				<P	<Q	<S	Students should be reading and comprehend-ing within a level P or higher, by the end of the year.			
	Lexile Level Range				*770-980L			According to the 2010 Minnesota ELA Standards			
5	**Assessment**				**Indicates level of concern/ problem solving required**			**End of Year Expectation/Level of Proficiency**			
	Oral Reading Fluency (ORF)							Students should be reading 124 or more words correct per minute by the end of the year.			
					F	W	S				
					<104	<115	<124				

Measure of Academic Progress (MAP)				<207	<209	<212	Students who score a 201 in the Fall are projected to be proficient on the MCA's			
Minnesota Comprehensive Assessment (MCA II)				—	—	<550	Students are considered "proficient" when they score a 550 or above			
Benchmark Assessment System (BAS) /Guiding Reading Level				<S	<U	<V	Students should be reading and comprehend-ing within a level P or higher, by the end of the year.			
Lexile Level Range				*770-980L			According to the 2010 Minnesota ELA Standards			

6	Assessment				Indicates level of concern/ problem solving required				End of Year Expectation/Level of Proficiency			
	Oral Reading Fluency (ORF)				F	W	S		Students should be reading 125 or more words correct per minute by the end of the year.			
					<109	<120	<125					
	Measure of Academic Progress (MAP)				<212	<214	<216		By the end of the year students should be at or higher to be on grade level.			
	Minnesota Comprehensive Assessment (MCA II)				—	—	<650		Students are considered "proficient" when they score a 650 or above			
	Lexile Level Range				*955-1155L				According to the 2010 Minnesota ELA Standards			

7	Assessment				Indicates level of concern/ problem solving required				End of Year Expectation/Level of Proficiency			
					F	W	S					
	Measure of Academic Progress (MAP)				<216	<218	<219		By the end of the year students should be at or higher to be on grade level.			
	Minnesota Comprehensive Assessment (MCA II)				—	—	<750		Students are considered "proficient" when they score a 750 or above			
	Lexile Level Range				*955-1155L				According to the 2010 Minnesota ELA Standards			
8	Assessment				Indicates level of concern/ problem solving required				End of Year Expectation/Level of Proficiency			
					F	W	S					

Measure of Academic Progress (MAP)				<219	<221	<219	By the end of the year students should be at or higher to be on grade level.		
Minnesota Comprehensive Assessment (MCA II)				—	—	<850	Students are considered "proficient" when they score a 850 or above		
Lexile Level Range				*955-1155L			According to the 2010 Minnesota ELA Standards		

The above chart illustrates how this plan defines reading proficiency and how reading proficiency will be ensured for all grades K-8 with special attention to MN Statute 120B.12 (Reading Well by Third Grade).

Communication Plan for Sharing Data with Families

*If students have been identified as at risk or in need of an intervention
other than what occurs within the core instruction:*

1. Letters are sent home for parent notification
2. Follow up with Intervention Specialist
3. Parent Meetings throughout the year to share strategies, celebrate progress and support home school connection with given intervention.
4. Student Learning Conferences Days (All Families)
   2012-2013
   November -7, 13, 15
   January- 22, 24, 29
   April- 2, 3, 4
   June- 4

Job-Embedded Professional Development

High-quality job-embedded professional learning that is relevant, research-based and results-driven
enables all educators to provide the evidence-based instruction
and assessments students need to be successful 21st century learners.

Professional development is data-driven, ongoing, and is inclusive of all educators within our school community. Learning Teams or Professional Learning Communities use a team oriented approach to improve the instruction to promote better literacy instruction, including grade level teams as well as cross grade and interdisciplinary groups, and meet at least bi-monthly to reflect on student progress, review data, review student work and align instruction to academic standards and desired student outcomes. Analyze student work/performance in meeting learning goals as a key facet of professional learning.

Effective professional development will model the idea that improving student proficiency, using and collecting data, and building home/school community connections is consistent with expectations of current teacher licensure standards for reading (elementary) and in all content areas (K-8). Professional development is designed to align with school-wide literacy goals and delivered in a variety of formats to best meet the needs of adult learners.

Review of professional learning opportunities and recommended improvements to the All School Leadership Team and Site Leadership Teams will be conducted annually to examine systemic problems and develop comprehensive solutions. Professional development focuses on research-based core literacy instruction with a special focus on meeting the needs of under served students.

The Professional Development Plan 2012-2013
* A complete Professional Development Plan will be added in the Fall of 2012 *

K-5 Teachers	Implementation of a New Language Arts Curriculum
June 12, 2012	· Teacher editions will be provided in advance of this inservice. They should bring Volume 1 to the presentation. · **Focus for today** Consultant will do an overview of the program, components and a brief overview of the evaluation site so teachers can access this during the summer. · We will focus on the "core" and reaffirm that we plan to help them make this transition. We will go from focus on whole group to focus and work on incorporating small group in upcoming inservices. We will step through a weekly lesson plan with the group.
August 22	· Teachers should bring in their Volume 1 teacher editions · Other items TBD by consultant · Consultant will briefly review June inservice · **Focus for today:** Whole Group instruction: Phonics/ Spelling/Grammar/Writing/Vocabulary /Comprehension. Planning for your weekly lessons. · What are the Core Essential Elements for whole group instruction. · How/ when to introduce small group instruction (more on small group instruction in next inservice)

August 23	**Train the Trainer Model** Think Central : · Resources including: focus wall, interactive lessons, write smart · Class lists: Setting up your student access · Make an assignment · Assign a test · Reports This is a rigorous agenda…we may need to follow up a couple more times until it is fully integrated.
October 18	· Teacher should bring in Teacher Edition they are working with at this time, one copy of each leveled Readers for the current lesson and leveled reader lesson plan for one of the leveled readers. · Other materials TBD by consultant · Q and A on whole group instruction and any other questions to date. · **Focus for today**: Moving into small group instruction **If** there is time we can go to computer lab and work on Think Central.

2011-2012 Highlights of a Professional Development

This past year K-5 teachers were involved in learning more about effective strategies to build stamina for independent work time, set learning goals for individuals, and plan effective conferences with individual students during our Literacy Block. (The Daily 5 and the CAFE Books by Gail Bouchey and Joan Moser were used as guides.) PD took place during staff meetings and house meeting. Sharing of strategies and reflection occurred during house team meetings. Individual student data was reviewed at bi-weekly reading meetings that involved the RTI Coordinator, Academy Director and Literacy Specialist. Each meeting allowed for reflection, coaching opportunities and celebrations regarding individual and classroom data.

Grades 6-8 were involved in developing lesson plans that were modeled after the Gradual Release of Responsibility. After reading Better Learning Through Structured Teaching; A Framework for the Gradual Release of Responsibility by Fisher and Frey during House meetings, teams used similar lesson plans that identified the necessary steps outlined in the book. They implemented the plans and reflected on instruction and student outcomes. Student learning goals were set according to individual data and benchmarks from the standards. Team leads updated and shared information during leadership meetings. The 6-8 staff were also involved in Professional Development that focused on specific strategies that were being implemented in all content areas; Question Answer Relationship, Think Alouds, Double Entry Journals and Say Something. These strategies are used to increase comprehension and are used in all content subjects. Reflection on these strategies occurred during house meetings through review of the data, looking at student work and review of lesson plans.

Instructional Leadership

Collective Leadership significantly increases the likelihood of improved literacy outcome.

- Leadership Teams provide ongoing support and monitoring of implementation of the Literacy Plan.
- Create a data driven professional learning plan to provide research and evidence-based developmentally appropriate literacy instruction and activities.
- Conduct ongoing analysis that identify the key ingredients in the service provided that are connectors to positive outcomes.
- Balance resources so that preventative services/supports/interventions are available for children and/or families who demonstrate risk.
- Continuously refine services through evaluation of services and impact.
- Provide equitable access to quality learning tools, technologies and resources.
- Monitor and measure fidelity of curriculum implementation.

DECS Leadership Framework
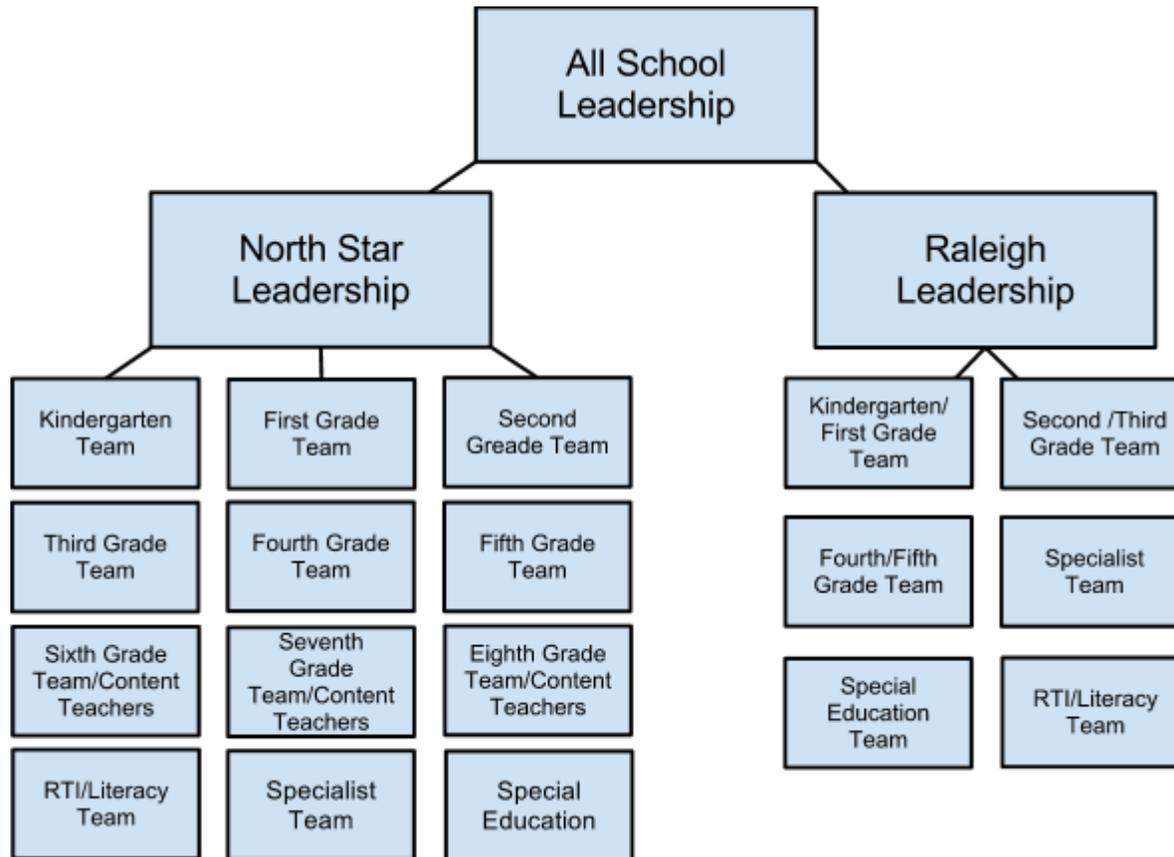
All Teams are involved in Professional Development with specific goals identified in individual Professional Growth Plans and identified in Leadership Notes. Professional Development will be identified in year long plan. Raleigh/North Star Leadership teams:

All School Leadership Team meets monthly.
Raleigh/ North Star School Lead Teams meet weekly.
House Teams meet several times a week.
RTI/ Literacy Teams meet weekly.
Tasks include:
- Plan, implement and review School Achievement Plan.
- Discuss and implement ideas for building level professional development.
- Creates and maintains environments that support powerful learning and high expectations for all learners and ensures alignment of all professional development activities.
- Promotes family-school community partnerships.
- Review and regularly discuss implementation of plan and use data to enhance, refine and reflect on practices.
- Review data/information as it pertains to the school to help improve academic and social aspects for our students.
- Review data on learners, instruction, and school climate to plan for whole-group staff meetings.
- All Leadership team members participate in and is knowledgeable about developmental literacy best practices and pedagogy and regularly attends training and network sessions to collaborate with other leaders.

Family-Community Partnerships

DECS engages with families and communities to remove barriers to learning and encourage achievement of literacy goals while meeting the intellectual, social, career and developmental needs of children.

1. Creates and maintains a plan for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development.
   - Parent literacy training, Title I Nights, pajama book nights, Read for the Record
   - Student Learning Conferences (SLC Calendar)
   - PAC liaison
   - Technology education on web-based programs used by students

2. Provide opportunities for adults to read and write with learners frequently.
   - Moms and Muffins
   - Dads and Donuts
   - Guest Readers
   - Americorps--True North member will strengthen volunteer involvement through community outreach.

3. Work to strengthen coordination among schools, public libraries, after school, and community-based

organizations that support literacy.
- Provide public library information and card applications to all students.
- YMCA Y Style Program/True North Americorps Member
- Provide a summer reading program on website for parents and students. (Dream Big Read!)

4. Provide a parent-friendly list of literacy resources that allow parents to participate more fully in their child's education, for example:
- www.thinkcentral.com
- http://perspective.pearsonaccess.com/perspective/appmanager/mn/family
- www.lexile.com
- www.vocabulary.com
- www.pbskids.com
- www.starfall.com
- www.funbrain.com
- www.nwea.com
- www.m-w.com/game
- www.kidsread.com
- www.superkids.com/aweb/tools/words

*This list will be continually updated.