

New Discoveries Montessori Academy
Local Literacy Plan
June 2012

Statement of goals and objectives will define how reading proficiency will be ensured for ALL students in grades 1 -3.

Every child at New Discoveries Montessori Academy will be reading at or above grade level, no later than the end of grade 3.

- Objective 1 Align curriculum, instruction and assessment with state standards
- Objective 2 Establish and budget for multi-tiered system of support
- Objective 3 Establish procedure and common expectations for instructional leadership and professional development
- Objective 4 Create partnerships with community and parents

Statement of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in grades 1-3.

NDMA staff will use a variety of measurement tools to assess the progress of students, analyze and develop plans for every student to make progress toward grade-level reading. Such measurement tools include:

Reading Measures of Academic Progress (MAP) and Reading MAP for Primary – grades K-6
Administered in the Fall, Winter and Spring
Proficiency determined by 50 percentile
Results communicated with parents at Fall and Spring conferences as well as in End of Year Report

Basic Reading Inventory
Administered monthly

Words Their Way Spelling Inventory
Administered Fall, Winter and Spring
Proficiency determined by grade level achievement

Specific information on how NDMA will notify and involve parents in accelerating literacy development for their child(ren) in grades 1 -3.

- Notify parents at conference of proficiency
- Parent Education opportunities focused on literacy
- Resource list for literacy

Explain what interventions and instructional supports will be available to students not reading at or above grade level in grades 1-3 and how interventions will be based on learner data, including how services will be provided and how parents will be informed of student progress.

1st Tier – 30% students acquire reading through regular education instruction and incidental learning
2nd Tier – 20% students acquire reading through regular education instruction, additional regular education review and supplemental instruction through reading skills group
3rd Tier – 25% students acquire reading through regular education, supplemental instruction through intense Title I support
4th Tier – 25% students acquire reading through regular education, additional regular education review, and special education

1st Tier = General Education Teacher
2nd Tier = General Education Teacher and para support
3rd Tier = General Education and Title I teacher
4th Tier = General Education Teacher and Special Education Teacher(s)

Describe how teachers will participate in and benefit from professional development on scientifically-based reading instruction.

Orton Gillingham Teacher Training for 3 LE Teacher, General Education Para, Title I teacher and Special Education Teacher (over 5 years)
Classroom Team Meetings bi-weekly to focus on comprehension strategies, high level talks and writing about texts, vocabulary, emergent literacy, word recognition - decoding, fluency, encoding

Describe how comprehensive scientifically based reading instruction is implemented throughout elementary grades.

Montessori curriculum is implemented in classrooms and the multi-tiered system of support is engaged according to student proficiency demonstrated on data collected including observation.

Montessori curriculum and additional interventions work to provide a cohesive opportunity for students to develop early literacy skills including:

- Phonemic Awareness: Hearing and using sounds in spoken words
- Alphabetic Principle and Phonics: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and correctly using a variety of words
- Comprehension: Understanding what is spoken or read

Explain how training and support will be provided so that all elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve oral language and linguistic needs of ELL students.

Post assessment methods and data that are submitted to the Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of total literacy plan.

Director will compile results from Reading Measures of Academic Progress (MAP) and MAP for Primary and will submit to MDE by deadline.