NDMA Local Literacy Plan (PreK-3)

STATEMENT OF GOALS AND OBJECTIVES

Proficiency Assessment	Core	Specific sub-groups	School Leadership Commitment
Literacy proficiency will be ensured for all students in grade levels PreK-3. Proficiency will be measured through FAST, NWEA and MCAs. Formative and interim assessments will also be used throughout our school system. Student data will be the focus of our weekly PLCs.	First priority will be on strengthening our core literacy instruction for ALL students. Including: • Best-practice instruction for ELA Standards-based learning • Words Their Way • Interventions training • Montessori alignment with ELA Standards • Daily 5 & CAFÉ • Guided Reading • Flex Grouping • Reading A – Z • ReadWorks • Traits Writing	Specific focus and attention will be on our selected student groups as identified in our Reading Annual Goals including our students in free and reduced priced meals and our SPED students.	The NDMA Leadership Team and Instructional Teams are fully committed to the implementation and sustainability of this PreK-3 Literacy Plan. On-going monitoring of the NDMA Literacy Plan will be ensured by: • Student achievement data review • PLCs • Weekly walk-throughs

DEFINITION OF PROFICIENCY

Literacy proficiency at NDMA will be defined as:
at or above target FAST & NWEA (nationally normed)
meet or exceeds on MCA

Implementation	Leadership Commitment
FAST: F/W/S Benchmarking K-3 Progress Monitoring: Weekly NWEA MAP: Reading 3rd NWEA MPG (MAP for Primary Grades): K-2 Benchmark: F/W/S	The NDMA Leadership Team will provide coaching and ongoing JEPD to use data to drive instructional decisions to maximize growth towards proficiency.

STATEMENT OF PROCESS TO ASSESS STUDENTS			
Assessment Instruments	**Timeline**	**Use of Data**	**Communication**
FAST: Progress Monitoring (weekly) & Benchmarking (F/W/S) NWEA: Benchmarking F/W/S MCA: Spring NDMA chose these assessments because of the ease of data analysis and the strong correlation with MCAs and the ELA Standards. Additionally, these assessments are nationally normed. Literacy proficiency will be defined at NDMA as: - at or above target FAST & NWEA (nationally normed) - meets or exceeds on MCA Screening: - All students universally screened in the fall. - Diagnostic: Students in Tier I are given diagnostic assessments utilizing NWEA. - Progress Monitoring: FAST will be implemented for students in Tier II and Tier III weekly.	Benchmarking: F/W/S Progress Monitoring: Weekly	Use of student achievement data to drive instructional improvement to maximize growth towards proficiency. Teachers have differentiated instruction through the implementation of flexible groups for literacy. Teachers have fully embedded formative assessments and understand the importance of using data to either re-teach or accelerate the pace of instruction. PLCs will meet for 90 consecutive minutes weekly.	NDMA communicates data results and the use of those data to parents and other stakeholders regularly at parent-teacher conferences, open house, newsletters and on the website. Student achievement data are also reported in the NDMA Annual Report, to the NDMA School Board (monthly) and to the authorizer, Audubon Center of the North Woods. Student achievement data summaries will also be shared at the PTO (parent-teacher organization) meetings F/W/S. The local newspaper is another communication link to parents and community members.

PARENT NOTIFICATION AND INVOLVEMENT		
Classroom	**NDMA**	**Website**
- Guided Reading Levels - Lexile Levels - NWEA MAP Assessments - FAST Reporting - Reading Logs - Communication Binders - Newsletters	**Literacy Curriculum Events** Family Learning Discoveries: Literacy	**Data updates** - Individual data shared at PT conferences - School data on website **Literacy Tips** - Literacy events - Newsletters - NDMA Website

INTERVENTION AND INSTRUCTIONAL SUPPORTS			
Core Instruction	**Multi-Tiered System of Support**	**Interventions**	**Use of Data to Match Student Need to Intervention Program**

• Formative and Summative assessments done by teachers and teaching partners in conjunction with FAST and NWEA MAP assessments
• On-going formative assessments throughout the instructional cycle
	• **RtI for Reading:**
	  • Flexible Groups
	  • Frequent progress monitoring
	  • Data analysis at PLCs
		• Duet
		• Echo
		• Newscaster
		• Incremental Rehearsal
		• Repeated Read
		• Standards Alignment
		• Learning Progression Chart
			• Frequent and consistent data analysis
			• Integrity checks on intervention implementation
			• PLCs to review student data and student artifacts to determine effectiveness of interventions

PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION (SBRI)		
Alignment & Collaboration	**Use of Performance Data to Inform Professional Development Plan**	**NDMA Leadership Support**
• Best-practice instruction for ELA Standards-based learning • Words Their Way • Interventions training • Montessori alignment with ELA Standards • Daily 5 & CAFÉ • Guided Reading • Flex Grouping • Reading A – Z • ReadWorks • Traits Writing	• PLCs to review student data • Adjust instructional decisions • Align JEPD based upon student data and instructional needs	• Plan substantive JEPD per instructional needs • Attend PLCs to monitor individual and group progress • Support instructional teams to monitor integrity of implementation of all research-based instructional strategies

CURRICULUM AND INSTRUCTION SYSTEM		
Horizontal & Vertical Alignment	**Curriculum Resources**	**NDMA Leadership Support**
JEPD (Job-Embedded Professional Development) - Horizontal & Vertical Alignment	• Resources on Teacher Drive • Professional Resources Library • Reading A – Z • ReadWorks	Support the instructional teams in full implementation with integrity of research-based literacy instruction

STUDENT SUPPORT SYSTEM FOR EL LEARNERS		
Training & Support	**Curricula Resources**	**NDMA Leadership Support**

• Home Language Questionnaire (Fall)
• WIDA (eligibility)
• Local criteria for eligibility
	Resources:
	• Vocabulary Strategies
	• Online ELL Resources
		• Support instructional team in all ELL efforts
		  o JEPD
		  o Funding
		  o Assessments

COMMUNICATION SYSTEM FOR ANNUAL REPORTING			
Screening/Diagnostic/ Progress Monitoring Inform Instructional Decisions	**How Data are used to Determine Proficiency**	**When & Where Data are Collected**	**How Instructional Teams & Leadership Teams are involved in Data Review**

FAST
NWEA
MCA
PLCs will review data and make instructional decisions based upon data.
	Data are reviewed at PLCs to determine which students are making progress:
	  FAST
	  NWEA
	  MCA
		Timeline: F/W/S
		• Computer Lab
			• PLCs
			• Data Analysis
			• JEPD for data analysis

COMMUNITY & STAKEHOLDER COMMUNICATION & INPUT			

District Website includes:
Local Literacy Plan that articulates assessment methods and data including:
  1) Objective of assessment program
  2) Names of tests
  3) Grade levels of administration (K-3)
• ongoing information regarding Literacy Program
• ongoing information regarding resources / links for community stakeholders			

FEEDBACK FROM STAKEHOLDER GROUPS			

Strategies for seeking feedback from stakeholder groups	**Accessibility of information**	**Usefulness of documents**	**Support provided for implementing effective strategies at home**	**Effectiveness of support provided to implement required elements of Literacy Plan**
• School Board Reports and feedback • Community feedback from surveys and evaluations • PTO feedback • Survey Monkey	• Surveys • Website w/ info available	Feedback from staff and parents	• Contact info available on website • Post assessment schedule	• Links to Reading A-Z for all grade levels

DYSLEXIA IDENTIFICATION
New Discoveries will offer staff professional development regarding dyslexia. Using FAST screener/progress monitoring system and classroom observations, staff will identify students that are persistently struggling with sounds. Teachers will provide appropriate classroom interventions. Progress monitoring will occur to track student data. If needed, a 504 plan will be created to articulate classroom accommodations and limitations. If further evaluation is needed, the team will conduct a special education evaluation. Note: use MDE "Revising Local Literacy Plans to Include "Efforts to Identify Students with Dyslexia"" document for evidence-based indicators for Dyslexia and intervention practices.

CONVERGENCE INSUFFICIENCY IDENTIFICATION	
CI professional development will be provided to staff. Staff observations of students engaged in close work and reading to identify possible red flags. Conduct a student interview to determine reading/visual problems. Provide interventions in the classroom to assist with skill in coordinating vision. If needed, create a 504 plan to identify classroom accommodations and limitations and/or conduct a comprehensive evaluation to determine if there's a need for special education.	
Possible symptoms to look for: • Eyestrain • Headaches • Blurred/double vision • Inability to concentrate or sustain attention • Frequent loss of place • Squinting • Rubbing • Closing or covering an eye • Trouble remembering what was read • Words appear to move, jump, swim or float • Problems with motion sickness or vertigo	