

NDMA Local Literacy Plan (PreK-3)

STATEMENT OF GOALS AND OBJECTIVES

| Proficiency Assessment | Core | Specific sub-groups | School Leadership Commitment |
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| 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 Professional Learning Community (PLC) meetings. | <p>First priority will be on strengthening our core literacy instruction for ALL students. Including:</p> <ul style="list-style-type: none"> • 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. | <p>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:</p> <ul style="list-style-type: none"> • 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 |
|---|---|
| <p>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</p> | <p>The NDMA Instructional Leadership Team (ILT) will provide coaching and ongoing Job-Embedded Professional Development (JEPD) to use data to drive instructional decisions to maximize growth towards proficiency.</p> |

| STATEMENT OF PROCESS TO ASSESS STUDENTS | | | |
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| Assessment Instruments | Timeline | Use of Data | Communication |
| <p>FAST: Progress Monitoring (weekly) & Benchmarking (F/W/S) NWEA: Benchmarking F/W/S MCA: Spring</p> <p>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.</p> <p>Literacy proficiency will be defined at NDMA as:</p> <ul style="list-style-type: none"> at or above target FAST & NWEA (nationally normed) meets or exceeds on MCA <p>Screening:</p> <ul style="list-style-type: none"> 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. | <p>Benchmarking: F/W/S Progress Monitoring:</p> <ul style="list-style-type: none"> Weekly | <p>Use of student achievement data to drive instructional improvement to maximize growth towards proficiency.</p> <p>Teachers have differentiated instruction through the implementation of flexible groups for literacy.</p> <p>Teachers have fully embedded formative assessments and understand the importance of using data to either re-teach or accelerate the pace of instruction.</p> <p>PLCs will meet for 90 consecutive minutes weekly.</p> | <p>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.</p> <p>Student achievement data are also reported in the NDMA Annual Report, to the NDMA School Board (monthly) and to the authorizer, Osprey Wilds (formerly known as Audubon Center of the North Woods).</p> <p>Student achievement data summaries will also be shared at the PTO (parent-teacher organization) meetings F/W/S.</p> <p>The local newspaper is another communication link to parents and community members.</p> |

| PARENT NOTIFICATION AND INVOLVEMENT | | |
|--|---|---|
| Classroom | NDMA | Website |
| <ul style="list-style-type: none"> Guided Reading Levels Lexile Levels NWEA MAP Assessments FAST Reporting Reading Logs Communication Binders Newsletters | <p>Literacy Curriculum Events Family Learning Discoveries: Literacy</p> | <ul style="list-style-type: none"> Data updates <ul style="list-style-type: none"> Individual data shared at PT conferences School data on website Literacy Tips <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Rtl for Reading: <ul style="list-style-type: none"> Flexible Groups Frequent progress monitoring Data analysis at PLCs | <ul style="list-style-type: none"> Duet Echo Newscaster Incremental Rehearsal Repeated Read Standards Alignment Learning Progression Chart | <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> PLCs to review student data Adjust instructional decisions Align JEPD based upon student data and instructional needs | <ul style="list-style-type: none"> 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 |
| <p>JEPD (Job-Embedded Professional Development) - Horizontal & Vertical Alignment</p> | <ul style="list-style-type: none"> Resources on Teacher Drive Professional Resources Library Reading A – Z ReadWorks | <p>Support the instructional teams in full implementation with integrity of research-based literacy instruction</p> |

| STUDENT SUPPORT SYSTEM FOR EL LEARNERS | | |
|--|--|---|
| Training & Support | Curricula Resources | NDMA Leadership Support |
| <ul style="list-style-type: none"> • Home Language Questionnaire (Fall) • WIDA (eligibility) • Local criteria for eligibility | Resources: <ul style="list-style-type: none"> • Vocabulary Strategies • Online ELL Resources | <ul style="list-style-type: none"> • Support instructional team in all ELL efforts <ul style="list-style-type: none"> ○ JEPD ○ Funding ○ Assessments |

| COMMUNICATION SYSTEM FOR ANNUAL REPORTING | | | |
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| 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 <ul style="list-style-type: none"> • Computer Lab | <ul style="list-style-type: none"> • 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 |
|---|--|---------------------------------|---|---|
| <ul style="list-style-type: none"> • School Board Reports and feedback • Community feedback from surveys and evaluations • PTO feedback • Survey Monkey | <ul style="list-style-type: none"> • Surveys • Website w/ info available | Feedback from staff and parents | <ul style="list-style-type: none"> • Contact info available on website • Post assessment schedule | <ul style="list-style-type: none"> • 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 “Teacher Checklist for Characteristics of Dyslexia” – a checklist designed to support educators as they identify characteristics of dyslexia.

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