

# North Shore Community School

## Local Literacy Plan

**Kids First**

**Partnership**

**Knowledge**

**Stewardship**

# **Local Literacy Plan**

As part of Minnesota Statute 120B.12, it is required that all public school districts and charter schools post a Local Literacy Plan on their district webpage. The Local Literacy Plan serves as a guide as each district works toward meeting the requirement of all students reading well by the end of third grade. This is a required component of each district's World's Best Workforce Plan. This outlines in more detail the specifics of North Shore Community School (NSCS) District's Local Literacy Plan.

## **Statement of Goals and Objectives**

In order to prepare all students for college and career readiness, the goal of North Shore Community School District 4084 is for students to achieve grade level proficiency or higher by the end of third grade. NSCS works on this goal by providing 120 minutes of daily literacy instruction at each grade level. We will increase the percentage of students meeting spring state proficiency targets in third grade from 70% in the Spring of 2016 to 76% in the Spring of 2020.

## **Student Assessment Process and Daily Instruction**

All students in grades K-6 are screened for reading proficiency on an average of three times each year. Diagnostic assessments are administered as needed to students who are not proficient in order to identify instructional needs. Teachers regularly monitor the progress of all students, and monitor progress of students performing below proficiency levels most frequently.

Students receive daily instruction through components of Daily 5 and Daily Café. This model provides a framework for standards-based instruction in both whole group and small group formats. Regular assessments are used to monitor student progress. Students who need additional instruction and/or time to be successful are provided with intervention support. This will be explained further on in this plan.

The Fountas & Pinnell Benchmark Assessment System (BAS) is used to determine each student's independent and instructional reading levels. It is based on a Letter A-Z scale. Through this system, teachers can interact with students in a one-on-one reading assessment to identify reading behaviors and engage in conversations to further understand student comprehension. The BAS system includes accuracy, fluency, comprehension and writing components.

The following Table indicates where a student should be to be considered proficient at each grade level K-6.

Grade	Proficiency Level
Kindergarten	D
First	J
Second	M
Third	P
Fourth	S
Fifth	V
Sixth	Y

## Parent Notification and Involvement

At regularly scheduled parent/teacher conferences during each school year, parents are informed of their child's literacy progress. Parents will receive a progress report from their child's Leveled Literacy Intervention teacher at the end of the year. This report will include ideas for continuing to work on Literacy skills over the summer.

## Intervention and Instructional Supports

NSCS knows that each child learns in their own unique time and way. For this reason, a variety of instructional methods are used to help students reach their full potential. Through whole group, small group, and one-on-one instruction, students work each day on a variety of literacy activities. Many children also benefit from more intensive small group or one on one instruction through our Leveled Literacy Intervention (LLI) program. Through this, students are pulled out of class each day for 30-45 minutes to work on targeted fluency, comprehension and writing skills.

### Tier 1 Instruction

Provides instruction for all students through Reading Street Curriculum and the Daily 5 and Daily Café Model

- Small guided reading group instruction at reading level
- Individual Conferencing
- Interactive Read Aloud
- Whole group instruction
- Independent stations to practice Word work, Reading to Someone, Listening to Reading, and Working on Writing
- Variety of Assessments

## **Tier 2 Instruction**

- All of the components of Tier 1
- More small group instruction in the classroom within the Daily 5 Model
- \*Participation in Leveled Literacy Intervention

## **Tier 3 Instruction**

- All the components of Tier 1 & 2
- Student Support Team Referral and intervention plan

\*Leveled Literacy Intervention System (LLI) is an intervention designed for a small-group setting for students performing below grade level. Through engaging leveled books and lessons this intervention is designed to help teachers provide powerful, daily, small-group instruction for the students performing below grade level. LLI supports learning in both reading and writing, and helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. The length of this intervention varies depending upon student needs.

# **Professional Development**

The Curriculum Committee plans and carries out high-quality professional development opportunities for NSCS staff. They embrace the knowledge that supporting professional skill development and understanding positively impacts student achievement. As new curriculum is adopted, staff is able to engage in training that is designed to support full implementation. This typically occurs in both large and small group settings. The Curriculum Committee with support from the Director provides follow-up learning to individual teachers and Professional Learning Communities.

Our school calendar is set to allow for a minimum of 4 days of professional learning each year. In addition, teachers have an hour each week for Professional Learning Community (PLC) time. This provides teachers the opportunity to review data, reflect on the impact of their teaching, and respond to individual and grade level needs based on data.

Through the monitoring of the school's strategic plan, data is consistently being reviewed to assure students are on track to be proficient. Teachers come together to analyze and interpret data at different points throughout the year. This process is important to make sure that a scope and sequence for Literacy instruction is aligned across grade levels.

# Curriculum and Instruction System

## **K-6 Language Arts Instructional Framework:**

Curriculum is guided by the Minnesota State Standards and benchmarks while allowing for opportunities for students to have engaging opportunities that tie the natural and social environments together.

- Grades K-6 Time Allotment = 120+ minutes

Literacy time has many components that are shown in a variety of ways. Below is a list of ways literacy may be incorporated into a classroom.

**Read Aloud/Interactive Read-Aloud – Teacher directed in whole group setting**

**Mini lesson/Shared Reading/Focus Lesson – Teacher directed in small group setting**

**Guided Practice (Reading and Writing) – Teacher directed in small or whole group setting**

**Independent Practice (Reading and Writing)**

## Communication System for Annual Reporting

Data from the screening assessments administered at each grade level and from state assessments is used to determine proficiency. Results are posted on the NSCS website and reported to Minnesota Department of Education annually.

Data from diagnostic and progress monitoring assessments are used by grade level teams in their Professional Learning Communities (PLCs) and Professional Growth Plans (PGPs) to identify instructional needs and to monitor student progress toward proficiency.

The District 4084 Local Literacy Plan is reviewed by the Curriculum Committee, LLI teachers, and the Director to ensure that effective Literacy strategies and instruction are being implemented.

For questions on any part of the District 4084 Local Literacy Plan, please contact:

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