

ISD #2215

Norman County East

Local Literacy Plan

2018

STATEMENT OF GOALS AND OBJECTIVES

The Norman County East School District is committed to ensuring that all students are reading at or above grade level by the end of third grade. Research shows that children, by age 8, have set the foundation for learning and development later on in their life. This plan will show how the district will continually work towards meeting the goal of proficiency.

The district goal is: Each year, for the next 3 years in the subject area of reading, we will increase the proportion of students in each grade who score at or above proficiency, and decrease the proportion who score below proficiency on the district assessments.

The elementary building goal is: We will increase comprehension using focused reading strategies. Our goal will be that 70% of our students will show typical growth on their NWEA Tests.

The district will focus its early stages of the program on the following goals:

- Literacy team meetings
- Expand professional development to ensure all staff have knowledge of evidence and research-based reading practices
- Continually use data to inform decision making
- Promote parent and community involvement

ASSESSMENT INFORMATION

Currently, the district uses a number of summative assessments administered to assess whether students have acquired the skills and strategies to be considered at grade level. In addition to the classroom assessments, students in 3rd grade take MCAs each spring. MCA Grade 3 Results by year:

Years	Percent Proficient (M or E)
2009	78%
2010	76%
2011	79%
2012	56%
2013	29%
2014	36%
2015	60%
2016	42%
2017	62%
2018	54%

NWEA Testing – Students Meeting Projected/Typical Growth

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
2009-10	68.8%	47.1%	36%	44.4%
2010-11	70.6%	83.3%	53.3%	54.2%
2011-12	58.8%	72.2%	70%	64.7%
2012-13	N/A	83%	42%	54%
2013-14	N/A	86%	21%	82%
2014-15	77%	74%	62%	90%
2015-16	79%	62%	74%	28%
2016-17	92.3%	68.8%	54.2%	63.2%
2017-18	67%	44%	56%	48%

Classroom teachers assess student reading levels at least three times per year with NWEA to determine the appropriate instructional level and to assure that they are making growth.

Information is used for guided reading instruction in order to “match” students to developmentally appropriate reading material. Most books in the library, and books in the classrooms, have been lexiled and students are required to read books in their lexile level.

Classroom teachers test individual students for fluency at various times throughout the year. Each grade level has determined the words per minute (wpm) requirement for their students.

AIMS Web has been implemented as a progress monitoring tool that is given to students 3 times per year to assess how well a student is progressing and to determine which students need more intensive instructional services. The program is web-based, providing an easy way to monitor and create reports for classroom teachers, parents, and administration.

PARENT INVOLVEMENT

The Norman County East Schools District provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. Parents are an important part of process and communication with parents is daily through use of agendas, school notes, access to e-mail and phone calls.

Norman County East Elementary has always had a high percentage of parents attending Parent-Teacher Conferences. Teachers are also encouraged to schedule conferences at other times of the year, when needed. There will continue to be an emphasis placed on attending those conferences at least two times per year. Students get reports cards sent home 4 times per year. Between quarters, mid-term reports are also used. Parents have access to student grades on the school website. To access those grades, parents contact the school to get a password.

When the school's report card is received, parents will be notified in our local newspaper, the school district newsletter, discussed at a Standards and Accountability Committee meeting, posted on school district web site, and a letter to each family if we are placed in school improvement.

Parents are encouraged to be involved on decision making committees, such as SAC, Title I Parent/Student Involvement Committee, and ECFE Committee.

Once a year, a book fair is provided for the community. During this time, there are many reading activities that take place at the school that parents and student can do together. At other various times of the year, reading nights take place for families to participate in at the school.

The Indian Education Coordinator works with the district to insure American Indian Students and their parents are involved in all areas and have added a number of community events for families to participate in.

INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Students will be serviced by Title I according to their scores on the NWEA, MCA, and the AIMS Web tests. These types of assessments are used to determine which interventions are needed for individual students.

Students who are below grade level will receive extra support through classroom guided reading, small group, and individual instruction. Additional support is provided when needed. The instructional support for those who are significantly below grade level is provided by a number of different opportunities. There is small group instruction, specific programming to meet their needs and individual instruction with trained staff.

The district is contracting with another local district for help in screening and identifying students with dyslexia and convergence insufficiency disorder. The plan is to eventually have staff trained that can do the screening in the district.

PROFESSIONAL DEVELOPMENT

Norman County East Elementary will make the following their focus next year:

- Workshops offered by the Northwest Service Coop in Thief River Falls
- Strengthening the knowledge of scientifically based reading instruction
- A focus on data and analyzing both formative and summative assessments to identify individual student strengths and weaknesses.
- Once a month PLCs will continue. The focus will be on continuous improvement and rigorous expectations.
- Work collaboratively on the Minnesota Academic Standards. The focus for the year will be curriculum mapping.
- Training on identifying students with dyslexia and convergence insufficiency disorder.