

**District 4**  
**McGregor School**

**Local Literacy Plan: Read Well By Third Grade**

**Drafted April 2012**  
**Revised May 2021**



# Aligned Curriculum, Instruction, and Assessment

**ISD 4 has developed a local K-3 Literacy Plan to ensure that district students will be reading well by the end of third grade.**

Student achievement results and growth data in grades K-3 shows that our school population is making adequate progress. In the subgroups of *Free and Reduced Lunch* and *Special Education* students continue to be in need of supplemental reading instruction.

Instruction	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
Core Instruction	Fountas and Pinnell	Fountas and Pinnell	Fountas and Pinnell	Fountas and Pinnell
Time Spent	90 minutes	90 minutes	90 minutes	90 minutes
Assessments	* FAST(LS) * FAST(OR) *FAST(Nonsense)	* FAST (CBM) * FAST(nonsense) *FASTOral Fluency	* FAST (Sight words) * FAST(OR and OL) *aReading (COMP)	* FAST(CBM) *aReading(COMP) *FAST(OR)
Interventions and Supplemental Instructions	* Small group instruction * Title I, ADSIS * Special Education *Reading Corps	* Small group instruction * Title I, ADSIS * Special Education *Reading Corps	* Small group instruction * Title I, ADSIS * Special Education * Reading Corps	* Small group instruction * Title I, ADSIS * Special Education * Reading Corps

Title I, ADSIS, Special Education programs, and small group instruction are used to supplement instruction to increase reading achievement. Students identified as not yet proficient participate in core reading instruction for 90 mins each day and up to 30 minutes of daily small group intervention.

## Assessment process

All students are given a screening assessment three times a year: fall, winter and spring. Kindergarten screening includes letter recognition and letter sounds. 1<sup>st</sup> through 3<sup>rd</sup> grade screening includes aReading and BAS reading at grade level.

Kindergarten through third grade use grade leveled reading fluency passages FAST to determine the students' instructional needs. Kindergarten through 3<sup>rd</sup> grades, also use the data from FAST, and BAS testing to drive instruction and determine the arrangement of small groups.

Students not performing at grade level are continually monitored and receive extra reading instruction and or intervention in small groups and/or tutoring from our Reading Corps member. These groups are flexible and may be rearranged according to student progress.

**Reading instruction**

All students participate in core reading instruction. In addition, during WIN time, they are grouped according to their instructional level for small group intervention, where they receive services from classroom teachers, Title I, ADSIS and Special Education geared to their specific needs. As students grow in their reading proficiency, according to assessment results, they may be placed in other small groups that correspond to their instructional level.

**Data Driven Decision Making**

**Data**

Results of screening through BAS, FAST and by the regular classroom instructor and small group instructor will determine if a student is making adequate progress. Teachers will make recommendations based as to whether or not a student should be moved to a different small group.

All staff will be able to access MCA results and FAST scores, and will be notified regularly of test results and progress made.

**Communication**

Concerns about students that score below benchmark cutoffs and how they will be supported, will be communicated to parents and students following assessments.

# Multi-Tiered Levels of Support

All students participate in 60 minutes of core reading instruction. Students identified as not meeting proficiency are given an additional 30-60 minutes of reading practice, which includes ongoing monitoring of progress. Small groups are flexible and can change according to student progress.

## Continuum of Core Instruction

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Key Literacy Areas	<ul style="list-style-type: none"> <li>* Letter name recognition</li> <li>* Letter sound recognition/Fluency</li> <li>* Sight word recognition</li> </ul>	<ul style="list-style-type: none"> <li>* Letter sound recognition</li> <li>* Sight word recognition</li> <li>* Reading fluency</li> <li>* Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>* Sight word recognition</li> <li>* Reading fluency</li> <li>* Comprehension</li> <li>* Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>* Reading fluency</li> <li>* Comprehension</li> <li>* Vocabulary</li> </ul>
Intervention Supports	<ul style="list-style-type: none"> <li>* Small group instruction</li> <li>* Title I, ADSIS</li> <li>* Special Education</li> </ul>	<ul style="list-style-type: none"> <li>* Small group instruction</li> <li>* Title I, ADSIS</li> <li>* Special Education</li> </ul>	<ul style="list-style-type: none"> <li>* Small group instruction</li> <li>* Title I, ADSIS</li> <li>* Special Education</li> </ul>	<ul style="list-style-type: none"> <li>* Small group instruction</li> <li>* Title I, ADSIS</li> <li>* Special Education</li> </ul>

In the 2020-2021 school year, we will continue working on aligning our core instruction to grade level standards and benchmarks. (***Click the link below*** to see grade level benchmarks).

[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary)

# **Job-Embedded Professional Development**

## **Staff training**

Staff members attend training specific to reading instruction and reading interventions aimed at accelerating literacy development.

Student performance data provided by FAST and MCA test scores drives our prioritization and selection of professional development strategies.

## **Scientifically Based Reading Instruction**

Data collected from Reading Corps, FAST reading, and MCA scores are used to design and plan future staff development opportunities. Quarterly discussions on data analysis suggest areas to focus on for training.

# Family & Community Partnership

**Assessments:** Information on an individual student's reading proficiency will be shared with the student's parents during parent-teacher conferences.

**Screening:** Students that are shown to be below grade level in reading through district assessments and classroom performance are then looked at more closely to see if additional support is appropriate. More detailed diagnostic assessments are administered for these students. These assessments address the reading components of phonemic awareness, phonics, fluency, and comprehension and are used to make decisions about what further support is needed.

## Information about Disorders that often affect reading abilities:

Dyslexia: a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Also called specific reading disability, dyslexia is a common learning disability in children.

### Symptoms:

A person with dyslexia may have a hard time with:

- Identifying words
- Recognizing the sounds that make up words
- Understanding and remembering what is read
- Translating printed words into spoken words
- Spelling
- Organizing or sequencing thoughts
- Rhyming words
- Learning the alphabet and numbers during preschool and kindergarten

If a student scores below benchmark on their school's reading screening, a dyslexia specific screening assessment will be administered. Parents may also request a dyslexia specific screening if they have concerns. School employees cannot diagnose dyslexia, but can screen for dyslexia using instruments included in the *Alabama Dyslexia Resource Guide*.

- <https://www.dynaread.com/online-dyslexia-test>
- <http://www.shelbyed.k12.al.us/dyslexia.html>

Convergence insufficiency Disorder: is a common eye muscle co-ordination problem in which the eyes have a strong tendency to drift outward when reading or doing close work.

### Symptoms

Signs and symptoms occur while you're reading or doing other close work and may include:

- Eyestrain
- Headaches
- Difficulty reading - words blur or seem to move on the page
- Double vision
- Difficulty concentrating
- Squinting or closing one eye

\*The school nurse conducts vision screenings with all students each year. Any concerning findings are shared with parents and referrals are made in the fall.

### **Informing parents**

McGregor staff will share resources and tools with parents to support literacy practices at home. The McGregor school website will include educational links on reading and language arts that parents, caregivers, and/or community members can access and use at home with their children. Handouts listing these resources will also be available in the office. Title One also publishes a quarterly newsletter informing parents of the ongoing events of literacy development.

### **Parent Involvement**

Opportunities to involve parents in helping to accelerate reading growth will be available during the school year. Title One offers quarterly PIE (Parents Involved in Education) meetings to inform parents on a variety of literacy topics, there are also Book Fairs, Family Reading nights, and a variety of opportunities for parents to get involved. These offerings will be advertised on the school website as well as fliers and posters in public areas.

### **Feedback**

Parents are offered the opportunity to share feedback at conferences, meetings, and participate in online surveys. Parents are also encouraged to communicate regularly with school staff through a variety of forms of communication.