

West Side Summit

Reading Well by Third Grade Literacy Plan

“Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.”

International Literacy Association

Purpose of the WSS Reading Well by Grade 3 PLAN

The literacy plan provides an overview of how West Side Summit (WSS) staff will support and instruct students in order to ensure they are reading to their full potential with most students reading at or above grade level by grade 3. Our staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in ongoing study and self-reflection to improve the shared practice of teaching, and involving parents in a joint partnership to actively respond to the needs of our children.

Goals for the WSS Reading Well by Grade 3 PLAN

- Students who are not reading at grade level will be supported in order to attain grade level reading benchmarks.
- Students who are exceeding grade level reading benchmarks will be supported and challenged in order to continue developing to their full potential
- Stakeholders in the district will be informed of the instructional efforts to ensure our students will be reading well by third grade.

HOW WILL WE KNOW IF WSS STUDENTS ARE READING WELL BY THIRD GRADE?

Reading ***proficiency*** will be defined as students who:

- score *at or above the grade level benchmark* according to the STEP assessment and
- who perform at grade level in the classroom according to teacher interim assessments and observations

Reading proficiency will be ***measured*** for students in kindergarten through grade 3 with multiple measures of assessment, including...

- STEP assessment
- NWEA MAP testing
- LEXIA, an online adaptive comprehensive reading program

Students will be ***supported*** in reaching grade level proficiency in reading with ongoing

- Data driven decision making,
- Grouping students for small group instruction based on regular, adaptive, individualized, daily assessment of data
- Scaffolding whole group instruction to ensure rigorous and equitable instruction

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- Tiers of support represented in our Response to Intervention (RtI) approach that can provide students with planful interventions in the Child Find support plan at the school level

Until proficiency is attained, students who are *not reading at grade* level will:

- receive research-based interventions
- more frequent progress monitoring
- targeted supports from the teacher and trained literacy tutors from Experience Corps and Reading Corps
- Targeted supports from the Academic Interventionist teacher

System wide proficiency will be attained through core reading curriculum and instruction:

- Core curriculum is aligned to the 2010 English Language Arts Standards and Pacing Guides will be updated periodically.
- Interventions will supplement core reading instruction.
- The school will monitor its reading instruction system-wide to ensure that 80% of students achieve grade level benchmarks via core instruction.
- WSS core curriculum was aligned vertically and horizontally by staff.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

Strategic Teaching and Evaluation of Progress or STEP is a literacy assessment developed by the University of Chicago Urban Education Institute for Excellent Schooling. STEP is based on a developmental approach to teaching reading using evidence to inform instruction. STEP helps teachers to identify targeted interventions for students who need extra reading support. STEP assesses students in multiple key domains including phonemic awareness, reading rate, comprehension, and fluency, amongst other key areas. At WSS, STEP is administered as a baseline in Kindergarten or when a new student enrolls. It is then administered at the end of each of the four marking periods in grades K-3. If students do not finish the STEP program by the end of 3rd grade, then a test is administered until the end of the first semester in grade 4 as well.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) reading assessment will be used to help identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students *at or above benchmark* are considered at grade level and generally need only core instruction to achieve reading benchmarks.

NWEA MAP is computer based and given in the fall, winter, and spring to students all grades at WSS. **WSS** uses NWEA to measure student achievement. WSS compares

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the student scores to the preliminary 2015 normative data which compares students in each grade across the United States and sets forth a mean.

Lexia combines a valid and reliable growth measure and individualized instruction in a single online product. Lexia delivers adaptive growth measures and diagnostics which teachers can use to group and re-groups students periodically throughout the year into Language Arts small groups to provide targeted instruction.

Teacher-developed interim assessments are used every 8 weeks in grades 4 and higher to ensure that students are meeting Minnesota English Language Arts Standards at grade level. Teacher-developed interim assessments are used for students who have tested out of the STEP assessment.

WSS screening measures are designed to quickly and efficiently assess pre-reading and reading skills. NWEA MAP, STEP and Teacher-developed interim assessments are combined with teacher observations and data to determine instructional needs.

Minnesota Comprehensive Assessments (MCAs) In addition to the curriculum assessments, grade 3 students will take the MCAs in the spring. Students who *meet or exceed* MCA proficiency measures are considered at grade level and are likely to need only core instruction.

Assessment data and classroom observations are analyzed and used in data-driven decision making to determine if students need additional support or interventions. Once interventions are implemented, progress monitoring is used to determine whether students are making sufficient progress in literacy development.

An RTI protocol specifies steps to determine the effectiveness of instruction and progress-monitoring needs. Teachers assess students' reading levels at least every eight weeks with STEP and Interim Assessments, and at least daily or weekly with Lexia and teacher observation. Information is used for guided reading instruction in order to match students to developmentally appropriate reading material and "guided reading" groups. "Guided reading" instruction is a prescriptive response to diagnosed student needs.

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HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

Parent Conferences Three Times Per Year. Progress reports are given to parents at conferences that happen three times each school year. Parents are provided with how their student is performing on the STEP test that assesses reading rate, accuracy, and comprehension. They are shown their student's score as well as where they *should* be at that point in the school year.

Family Engagement Data (TITLE I)

Date	Event	Literacy Objective
November 2017	Fall Conferences	Inform parents of student achievement and provide recommendations for home work and updates on school supports
January 2018	Winter Conferences	Inform parents of students' strengths, goals met and set new goals for the end of the year. Provide recommendations for homework and/or school support.
May 2018	Spring Conferences	Inform parents of students' strengths and goals met. Start to plan and think about skills for the coming school year.

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WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tiers of support include:

Tier 1: CORE SUPPORT - All students receive core instruction in Tier 1. Students who are at or above grade level benchmarks and are making sufficient academic growth will have their needs met through the core curriculum and instruction.

Tier 2: ADDITIONAL SUPPORT - Students who are falling behind in their development and/or are failing to meet grade level will initially receive interventions customized to to the diagnosed needs as indicated through STEP, Lexia and teacher observation.

Readily accessible interventions include:

- Small group instruction customized to the student's diagnosed needs
- One-to-one support with an Experience Corps Reading Tutor
- Other research-based reading interventions as identified by the teacher, such as additional instructional time.
- One-to-one or small group support with the Academic Interventionist.

Tier 3: ADVANCED ADDITIONAL SUPPORT - Students who are falling behind in their development and/or are failing to meet grade level even after receiving Tier 2 interventions for at least 2 weeks, but more likely 8 weeks, and whose diagnostics from various school reading assessments and teacher observations indicate a need for more aggressive supports will be placed on a Child Find plan. Advanced Tier 3 supports and interventions that may be identified in the Child Find plan for a student could include, but would not be limited to:

- Additional time on a reading task which diagnostics have indicated are a need for the student
- Pull out reading intervention programs in a small or individualized setting
- Research-based interventions for a targeted skill
- Practice exercises sent home
- Referral for special education evaluation

WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

West Side Summit English Language Development Department offers a content-based EL instructional program which promotes students' English language proficiency and

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builds academic content knowledge by integrating subject areas with language acquisition strategies. English Language Learners (ELLs) acquire English through participation in age-appropriate instruction aligned to district content standards as well as English language proficiency standards. The objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-7 level, trained general education teachers and the ELL licensed teacher, collaborate to teach language through content using district curriculum, supported by programming, in addition to ELL second language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for ELs at all levels of proficiency. EL students who are reading below grade level may receive reading interventions and response services.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?

WSS teachers have had specific literacy training:

- STEP assessment
- Lexia
- Guided reading
- Use of prescribed reading checklists and guided reading notebooks
- Data-Driven Instruction
- The creation of rigorous interim assessments
- Benchmark Literacy curriculum
- The power and impact of building an independent reading program
- Implementing novel studies in your classroom

For the upcoming year, WSS will build on teacher knowledge and skill in literacy instruction by providing for:

- Specific training for the Lexia program
- “Benchmark Literacy” curriculum and professional development
- Structures and practices as supported by Data Driven Instruction
- Data driven instructional coaching every 4-8 weeks throughout the school year
- PLC’s focused on literacy goals
- Guided reading
- The use of reading checklists (outline what skills students need to learn next in their literacy development path, empowering the teacher to give individual instruction to every child)

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HOW ARE WEST SIDE SUMMIT K-3 STUDENTS CURRENTLY PERFORMING?

The charts show student proficiency or growth towards reading well as measured by STEP, MCAs, and NWEAs.

STEP

Number and Percentage of K-3 Students Reaching or Exceeding STEP Level representing Grade Level Achievement

STEP LEVEL Achievement (Grade Level Achievement)		2014-15 Num.	2014-15 %	2015-16 Num.	2015-16 %	2016-17 Num.	2016-17 %	2017-18 Num.	2017-18 %
K	STEP 3	16/24	67%	13/30	43%	7/19	37%	11/15	73%
1	STEP 6	12/38	32%	10/26	38%	12/26	46%	1/14	7%
2	STEP 9	4/19	21%	11/40	28%	7/21	33%	8/19	42%
3	STEP 12	7/17	41%	6/24	25%	11/30	37%	10/25	40%
	Overall		40%		33.5%		38%		40%

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NWEA

WSS used NWEA to measure our student's achievement. We compared their scores to the preliminary 2015 normative data that compares students in each grade across the United States and sets forth a mean. The numbers reflected below are the numbers of students that scored at or above the outlined mean RIT scores during the spring of the the past three school years. The normative data can be found at the following link:

https://www.nwea.org/content/uploads/2015/05/2015-NWEA-Normative-Data-APR15.pdf?mkt_tok=3RkMMJWWfF9wsRonuqzNdO%2FhmjTEU5z17%2BssUaW0g4kz2EFye%2BLIHETpodcMRMZIN6%2BTFAwTG5toziV8R7nCKs1pw9wQXRjm

NWEA Grade Level Achievement in Reading

	2014-15 Met Grade Level Norm in READING		2015-16 Met Grade Level Norm in READING		2016-2017 Met Grade Level Norm in READING		2017-2018 Met Grade Level Norm in READING	
	#	%	#	%	#	%	#	%
Grade K	10/25	40%	9/27	33%	7/19	37%	6/15	40%
Grade 1	8/36	22%	12/26	46%	11/26	42%	1/14	7%
Grade 2	4/21	19%	10/41	24%	5/21	24%	4/20	20%
Grade 3	7/14	50%	8/24	33%	13/32	41%	9/27	33%
Grade 4	4/15	27%	7/19	37%	5/21	24%	11/35	31%
Grade 5	N/A	N/A	5/17	29%	4/11	36%	3/21	14%
Grade 6	N/A	N/A	N/A	N/A	3/12	25%	5/13	39%
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	7/14	50%
ALL	33/111	30%	51/154	33%	49/142	35%	46/159	29%

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NWEA Observed Growth - Fall to Spring

	13-14 *winter -spring	14-15	15-16	16-17	17-18	18-19
Grade K	*8.6	20.2	16.2	21.7	23.2	
Grade 1	*10.6	18.5	21.1	17.8	14	
Grade 2	*6.1	15.3	11.2	10.2	12.4	
Grade 3	*5.1	*	13.7	13.8	13.3	
Grade 4	N/A	10.7	11.5	11.5	11.3	
Grade 5	N/A	N/A	4.1	15.5	6.7	
Grade 6	N/A	N/A	N/A	9	5	
Grade 7	N/A	N/A	N/A	N/A	-1.7	
Grade 8	N/A	N/A	N/A	N/A	N/A	
ALL (avg.)	*7.6	16.2	13	14.2	10.5	

Lexia OR I-Ready results

West Side Summit was an I-Ready school from 2013 - 2016 (3 years). I-Ready was not meeting the needs of our students. Specifically students were not growing in their reading comprehension. The Lexia program was used in the last 2 months of school of the 2015-16 school year and based on the data, the school opted to use Lexia full time during the 2016-17 school year as well as the 2017-2018 school year.

Lexia has proven to be a highly beneficial program for the scholars at West Side Summit. This program has allowed scholars the opportunity to grow in their basic reading foundational skills, and practice these skills as well. This program is especially helpful in helping scholars master their phonics and spelling skills and grow in their phonemic awareness at the same time. This program also helps scholars in their fluency, as the program pushes scholars to read text within the correct time frame, while

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also requiring them to utilize their context clues and fill in the correct and missing word in the story and paragraph. Finally, this program allows scholars to grow in their knowledge and understanding of prefixes and suffixes in order to build their vocabulary and therefore their understanding of texts.

Benchmark Literacy Results

West Side Summit adopted Benchmark Literacy school wide for the 2015-16 school year. After implementing the curriculum and testing the assessments in selected grades, it has been determined that the assessments are not as rigorous as the school demands and while the curriculum will be used as the primary teaching tool, assessment of student growth will be conducted through Lexia, STEP, NWEA and MCAs.

Minnesota Comprehensive Assessment

Proficient/Exceeds Proficiency

Cohort Year	% By Grade 3	% By Grade 4	% By Grade 5	% by Grade 6	% by Grade 7	Overall
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	30%	N/A	N/A	N/A	30%
2015-16	25%	11%	53%	N/A	N/A	30%
2016-17	30%	18%	46%	20%	N/A	28.5%
2017-18	22%	24%	14%	50%	31%	28.2%

WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY AND COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?

The WSS Reading Well by Third Grade Literacy Plan will be:

- Submitted in the form required annually by and to the Minnesota Department of Education Commissioner.
- Presented to the families annually at a Family Literacy Night
- posted on the WSS website by June 30th of each year.

Feedback will be sought annually through a survey.

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WHAT ARE OUR NEXT STEPS?

During the 2018 -2019 school year, our goal is to continue to improve the literacy achievement of our students.

Skill Area	Goal	Strategy	Student Practice	Classroom Grade level Measure	Teacher Source/ Resource
Vocabulary	Increase student vocabulary	Using Benchmark Guided reading books to increase vocabulary. Online: Lexia	Students will have access to multiple books on a daily basis. Access to Lexia on a daily basis	Benchmark/ Word Study Lexia data	Benchmark Lexia
Sight Words/ High Frequency	Monitor school-wide, in a uniform manner, and increase student acquisition of sight words.	Have a uniform list of words beginning at the kindergarten level and adding each grade. Assessing word recognition quarterly	Students will have word cards to practice and use daily to increase word recognition	Assessing word recognition quarterly	Dolch Word Lists
Spelling	Monitor and increase student ability to recognize	Lexia Learning centers focused on spelling	Weekly Spelling Tests	Teacher created spelling tests	Words Their Way Lexia Benchmark

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	words.				
Fluency	Students will read at grade level fluency	Guided reading groups	Lyrics to Learn Lexia	AIMS Web	
Phonics	Students will recognize single and blended sounds	Practice with Sonday Systems, small group work, centers focused on phonics, Lexia	Lexia Sonday	Lexia data Sonday assessments	Sonday Benchmark Words Their Way Lexia

WSS plans to achieve its goals through:

- We have added the role of Assistant Principal of Curriculum and Instruction. This will be a full time position during the 18-19 school year and will focus entirely on curriculum and instruction.
- We have added the role of Academic Intervention. This will be a full time position during the 18-19 school year that works in targeted student groups to deliver small group and targeted instruction.
- We have re-written the Literacy pacing guides to reflect the needs of the students, ensuring all students have a rigorous and equitable education.
- In addition to tweaking these pacing guides, we also spent many hours developing culturally relevant book lists for grades K-4 and will be purchasing all of those books this summer. We saw an exciting leap in reading proficiency in grades 6 and 7 and attribute much of that growth to the culturally relevant texts that were presented to the students.
- a critical review of our literacy data during our back-to-school teacher professional development time in August 2018
- a thorough review of our school literacy plan relative to the student data on their progress toward literacy
- Continued use of a basal reader core curriculum literacy program called Benchmark Literacy as it pertains to the pacing guides
- deployment of school resources to support teachers in understanding new, research based literacy interventions
- continued frequent data-driven decision making conferences with the school literacy consultant every 4-8 weeks

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- Weekly observations and feedback meetings for all teachers given the addition of the role of Assistant Principal of Curriculum and Instruction
- More frequent peer-to-peer observations
- Implementation of PLC's with literacy by grade 3 as the goal
- Continued and more refined/structured implementation of the Child Find process
- Employment of an Americorps Reading Tutor for the 2018-2019 school year
- Continued use of reading checklists for grades K-8, designed specifically for West Side Summit. The reading checklists outline what skills students need to learn next in their literacy development path, empowering the teacher to give individual instruction to every child at every moment in their literacy path by reading a simple checklist.
- The development of a school wide, strategic schedule that takes every classroom, child and every teaching position into deep consideration.
- utilize a blended instructional model which is characterized by an interplay of 60-80 minutes of individualized and small group skill intervention instruction and practice periods carried out by on-line adaptive computer curricula. Targeted higher order thinking skills will be grounded in the school's adopted reading curricula and aligned to state and college-readiness standards by the Understanding by Design backward curriculum mapping process.

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