



Discovery Charter School
4100 66th St E. (651) 444-8464
Inver Grove Heights, MN 55076

dhurley@discoverymn.org

WHAT IS THE PURPOSE OF THIS PLAN?

The literacy plan provides an overview of how DCS staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in on-going 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.

WHAT ARE OUR LITERACY PLAN GOALS?

- ALL students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
- ALL students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth.
- ALL stakeholders in the district will be informed of the instructional efforts to ensure ALL our students will be *reading well* by third grade.

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

Reading proficiency will be defined as students who score *at or above benchmark* according to the Fountas & Pinnell Benchmark Assessment Systems and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in kindergarten through grade 3 by multiple measures of assessment, data driven decision making, and a Response to Intervention (RtI) approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions and be progress monitored until proficiency is attained. Interventions will supplement not supplant core reading instruction.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

- Standardized screening measures such as Fountas & Pinnell Benchmark Assessment Systems and Northwest Evaluation Association (NWEA) are 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 is administered in the fall, winter, and spring to students in kindergarten through grade 6. NWEA screening measures are designed to quickly and efficiently assess pre-reading and reading skills. These measures are combined with teacher observations and data to determine instructional needs.

- Outcome based/summative curriculum assessments are administered to assess students' growth. Test results are used to determine whether students have acquired the skills and strategies to be on-track for grade level success. In addition to the curriculum assessments, grade 3 students will take the Minnesota Comprehensive Assessment (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.
- Diagnostic assessment results inform instructional planning in order to meet students' individual needs. Assessment data and classroom observations are analyzed 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 a minimum of two times per year to determine the appropriate instructional level. Information is used for guided reading instruction in order to "match" students to developmentally appropriate reading material. Guided reading instruction is a prescriptive response to students' needs.

Grade Level Reading Guide

Developmental Stage	Grade	Goal
Meets	Kindergarten	Level D/E
Meets	First Grade	Level K+

Meets	Second Grade	Level M/N
Meets	Third Grade	Level P/Q

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

- Teachers will communicate screening, diagnostic, and progress monitoring results for all students during fall and winter conferences.
- Parents will be invited to a literacy session. The literacy session will provide parents with information and strategies to accelerate their child’s literacy development in areas where a skill deficit has been identified.
- Standard based grading are reported three times per year and will indicate the areas of need and whether students are reading at grade level.
- Parents are notified when students participate in pull-out Reading Corp or Title 1 Support.

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 benchmark* and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

The core curriculum includes:

- ❖ Guiding Readers and Kinder Phonics: kindergarten
- ❖ Benchmark Literacy: grades 1-4
- ❖ Differentiated Instruction & Guided Reading: grades K-4
- ❖ Balanced Literacy: grades K-4

- Tier 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group, and individual instruction. Additional support is provided during a scheduled block. To gauge the effectiveness of specific interventions, staff progress monitor students using NWEA..

Instructional supports can include:

- ❖ Researched based interventions for the targeted skill
- ❖ Additional time to reinforce classroom skills
- ❖ Minnesota Reading Corps tutoring

- Tier 3: Intensive Support

Students who are significantly below grade level are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff three to five times per week. To gauge the effectiveness of specific interventions, staff will progress monitor students using NWEA or other measures.

Intervention programming may include:

- ❖ Reading Response in grades K-4: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions
- ❖ Targeted Services in grades K-4: a before or after school literacy program for at-risk students
- ❖ Title 1

WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

Discovery Charter School's English Language Learners (ELL) teacher offers content-based ELL instructional programs which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners (ELs) acquire English through participation in age-appropriate instruction aligned our schools content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, an ELL licensed teacher teaches language through content using Discovery Charter School curriculum, supported by programming.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school and/or district goals.

- There are 4 professional development days per school year for teachers. Professional development focuses on Discovery Charter School initiatives and level needs.
- Teachers meet in Professional Learning Communities (PLCs) bi-weekly to reflect and collaborate on student progress and needs, review data, and align instruction to academic standards and learner outcomes.
- Professional development for alignment of standards, curriculum, instruction, and assessment.
- Director will use formal, informal walk thru evaluations to identify training needs.

HOW ARE DCS K-3 STUDENTS CURRENTLY PERFORMING?

The charts show student proficiency or growth as measured by and NWEA/MAP.

Percentage of K-3 Students at or Above NWEA Benchmark Goal

DCS	Grade	Measure	% Proficient Spring 2017 At or Above Benchmark
DCS	Kindergarten	NWEA	
	First Grade	NWEA	
	Second Grade	NWEA	
	Third Grade	NWEA	

Percentage of Grade 3 Students Meeting standards for MCA Reading Proficiency

DCS	Grade	2016-2017
DCS	Grade 3	NA

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

Spring NWEA data for grades K-3 will be reported annually to the Minnesota Department of Education.

Data will include percentage of students proficient in:

- Kindergarten, First Grade, Second Grade, Third Grade-Reading

The DCS Reading Well by Third Grade Literacy Plan will be posted on the DCS website by June 30th of each year. Feedback will be sought through parent meetings, community and staff meetings.

WHAT ARE OUR NEXT STEPS?

During the 2017-2018 school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students' needs, to analyze data to make programming decisions, and to determine training for our educators.