

Nett Lake School District # 0707

Local Literacy Plan

Reading Well by Third Grade 6/30/2020

Overview of the Nett Lake School District Local Literacy Plan

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third”. The literacy plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how the Nett Lake School District plans to address each of these requirements for our students in Kindergarten through Third grade.

Belief Statement from Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. – MDE

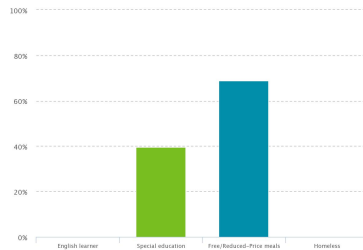
Nett Lake Demographic Data

In the Nett Lake School District, there is one K-6 elementary building, Nett Lake Elementary School. The enrollment for Nett Lake School has varied over the years, ranging from fifty students to about 100. This past year, 2019-2020, the enrollment was 48 students. There is one section of Kindergarten, grade 5 and grade 6 and combined classes of grades 1 and 2, 3 and 4. Nett Lake Elementary

has an all-day every day Kindergarten program, an After School program, and a Summer School program. During the 2018-19 school year, the ethnic breakdown of the student population consisted of 98% Native American.

Special Ed and FRP Data for Nett Lake

Thirty-nine percent of Nett Lake students receive Special Education services, which is over twice the state average of 14.2. Slightly over seventy-four percent of Nett Lake students are economically disadvantaged (FRP), which is also nearly twice the state average of 38.0%. Nett Lake does not have a population of English Learners, while the state average is 8.1%.



	Count	Percent
English learner	0	0.0%
Special education	19	39.6%
Free/Reduced-Price meals	33	68.8%
Homeless	0	0.0%

Current Performance Levels

The following graph shows the percent of students who are “On Track” to succeed. As indicated, the percent of students proficient in math and reading has remained comparable to the 2107 results. It is important to note with 39.6% of our students identified with special needs, it may be difficult to improve on a scores in the future.

2017-2019 Nett Lake MCA Results

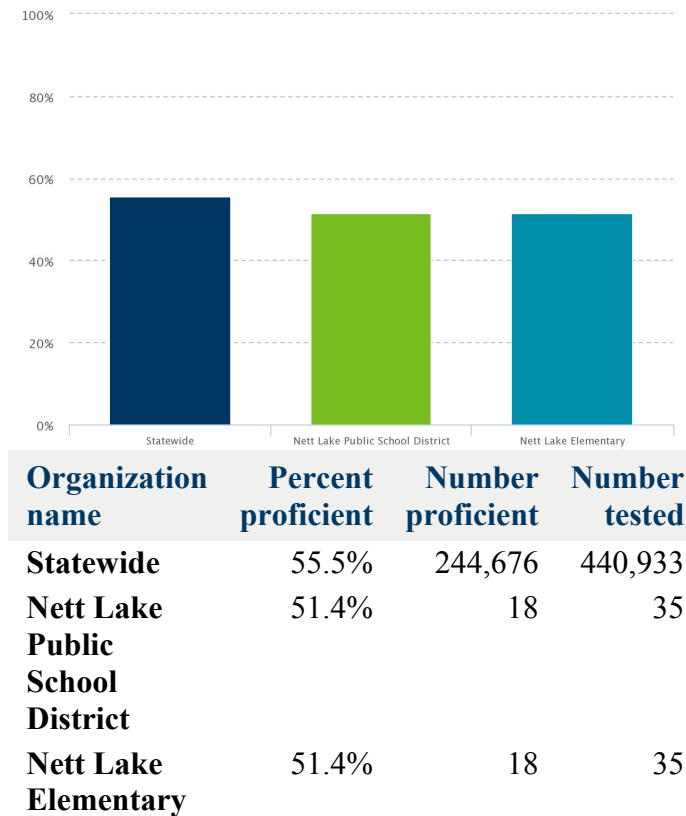
Subject	2017	2018	2019
Math	60.7% (17)	64.9% (24)	51.4% (18)
Reading	67.9% (19)	67.6% (25)	57.1% (20)
Science	CTSTR (CTSTR)	CTSTR (CTSTR)	80.0% (8)

2017-2019 Statewide MCA Results

Subject	2017	2018	2019
Math	59.2% (260,361)	57.7% (255,520)	55.5% (244,676)

Subject	2017	2018	2019
Reading	60.6% (270,019)	60.4% (270,215)	59.7% (267,398)
Science	54.2% (89,622)	52.0% (98,588)	50.7% (96,164)

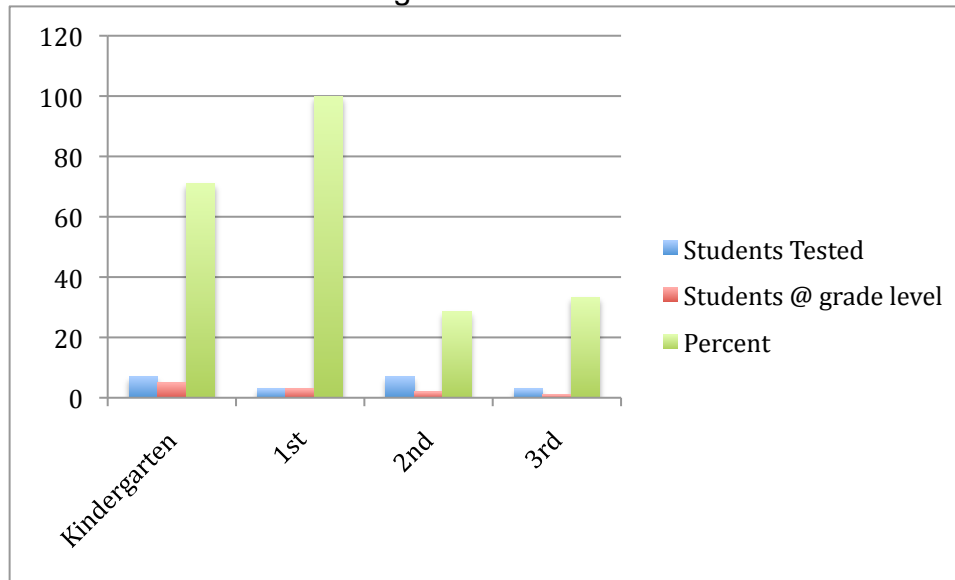
Current Performance Levels cont.



Due to COVID-19 current MCA are not available.

As previously stated, all students (K-6) are administered the STAR 360 assessment in the fall, winter and spring. Based on the publisher's criteria the graph below predicts how many students in grades K-3 are on track to be proficient on the 3rd grade MCA.

2019-20 STAR 360 Reading



As one compares the STAR 360 results with the 3rd grade MCA results, they are identical. We had one out of three students successfully meet the reading standard on MCA. But upon a closer analysis two of the students are special needs student on a IEP. They struggle in reading but do not qualify for MTAS assessments.

Research-based Practices

The Vocabulary program uses proven instructional practices that help students build their vocabularies by:

- Providing explicit instruction in a set of carefully chosen, high-utility words
- Beginning instruction by introducing a word in context
- Providing a student-friendly definition of the word with examples
- Inviting students to engage actively with the word in meaningful ways
- Having students provide the word with compelling, interactive activities
- Providing multiple exposures to the word over an extended period of time
- Teaching strategies that students can use to learn words independently

Research Overview

- In rigorous evaluation studies, the Center for the Collaborative Classroom curricula, now used by Nett Lake School, have been shown to improve students' academic achievement, strengthen their pro-social inclinations and skills, and reduce their involvement in problem behaviors.

Accordingly, these programs have been recognized as exemplary by, among others, the U.S. Department of Education, U.S. Department of Justice, U.S. Center for Substance Abuse Prevention, Character Education Partnership, and the National Association of Elementary School Principals. To date, the CCC programs have been adopted in a highly diverse range of over 4,000 schools and 5,000 after-school sites nationally, including Title I schools serving low-income and minority youth, thereby demonstrating their feasibility and efficacy.

- Formative evaluation is key to the creation of all of the CCC programs. Initially, these programs are developed with extensive feedback from panels of teachers who pilot program lessons in their own classrooms. The lessons are revised based on feedback and on classroom observations by CCC program developers. The revised lessons are then field-tested by entire faculties in a diverse set of schools and are again revised before final publication. Our Nett Lake After School programs are developed using a similar process.
- Through questionnaires, surveys, interviews, and/or focus groups, the Center for the Collaborative Classroom conducts ongoing evaluations of their staff development offerings and selected program implementation efforts. They also collaborate with third-party evaluators to conduct comprehensive outcome evaluations of their programs that assess the programs' effects on students' academic achievement and social/ethical growth. These evaluations have shown that when well implemented, the CCC programs have powerful positive effects on students, including strengthening their motivation to learn, promoting their academic achievement, and fostering their growth as caring and principled human beings.

With these research results, and more, Nett Lake School is confident we will continue to improve our reading proficiencies, and make it more likely that our students will, in fact, Read Well by Third Grade.

[Assessment Program of Reading Proficiency](#)

Nett Lake students are screened three times per year (Fall, Winter, and Spring) using STAR 360. They are also assessed in the Fall for a baseline and at the end. This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. All students are progress-monitored monthly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction, as needed, to maximize growth towards grade level expectations.

Students are considered and recommended to our Child Study Team if they are struggling or falling behind academically. The Child Study Team is made up of teachers, administrator, Home School Indian Liaison and support staff who meet

monthly to discuss possible interventions for at-risk students. Based on the data collected for each child recommendations are made as to the “next step.” Recommendations may include: referral to Special Ed, Title I, ADAPT or to participate in outside of the school day activities designed to meet their educational needs.

Data used to determine whether they receive services includes the screening data, classroom observational data and previous school success. Students identified as needing additional support will be considered for small- group Tier II interventions during the regular school day provided by Title I on top of the regular classroom instruction already being provided. These targeted students receive even more intense one-on-one interventions. Students who qualify for special education services will receive their targeted interventions through their IEPs.

We also have a Summer School program to reinforce academic thinking throughout the year. The Summer School program is offered for five weeks, Tuesday thru Thursday, from 8:00AM-12:30PM, and is partially funded by “Targeted Services”. Again, the goal is to raise the proficiencies of our students, keep academic thinking reinforced, and all students are invited, especially encouraged to attend are those whose reading and math abilities are lower than grade level expectations.

Formal Parent Notification of Students NOT Meeting Grade Level Expectations

Communication with families is an ongoing process. It starts the first time a family steps in to the school at Back to School Open House and continues throughout the year. After kids are screened in the fall and the winter, we also meet with families at end of the quarter conferences. Parents are provided graphs that show the academic growth of their child through the course of their elementary years. Accompanying the results is a letter that explains the purpose of the screening assessments that parents can refer to.

The Child Study Team may consist of a team including building administrator, special education, Title One, and classroom teachers who will meet each spring to generate a list of students who are not at grade level. The parents of these students would be sent a formal letter, signed by the building administrator that explains the student’s status. Families would receive these letters in the mail with the student’s final report card and testing results from the spring assessment window. Students falling into this situation will be encouraged to attend academic support afterschool, and summer school for 15 days during June and July for continued practice in literacy skills.

Interventions and Instructional Supports

If a student is identified as not reading at or above grade level during the previous school year, they will automatically qualify for support. Students will also qualify for support if they fall below the 25th percentile on the fall assessments as outlined previously. Academic support is through LLI, as well as Academic Support in our After School and Summer School programs to boost proficiencies.

The table below illustrates what support services are available at each of the grade levels and their corresponding interventions and data collected. The data collected may be shared with parents at conferences, at IEP meetings, and periodically throughout the year in mailings.

Kindergarten	Title One: <ul style="list-style-type: none"> • Small-group instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction • Minnesota Reading Corp 	Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions Special Education: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions	Title One and Special Education: Progress monitor students on a regular basis using the Early Literacy Measures (letter naming fluency, letter sound fluency, phonemic segmentation) Special Education: Criterion-referenced data
First Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction 	Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions Special Education:	Title One and Special Ed: Progress monitor students on the early literacy measures and fluency, criterion-referenced data
Second Grade	Title One: Small-group instruction Special Education: Small-group instruction One-on-one instruction Minnesota Reading Corp	Title One: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading Corp Interventions Special Education: Leveled Literacy Intervention, standards-based skill activities, Minnesota Reading	Title One and Special Ed: Progress monitoring in fluency, criterion-referenced data

Corp Interventions

Third Grade	Title One: Small-group instruction	Title One: Leveled Literacy Intervention, standards-based skill activities	Title One and Special Ed: Progress monitoring in fluency, criterion- referenced data
	Special Education: Small-group instruction One-on-one instruction Minnesota Reading Corp	Special Education: Leveled Literacy Intervention, standards- based skill activities, Minnesota Reading Corp Interventions	

Professional Development

Teachers are required to meet weekly in PLC's (Professional Learning Communities) with the Northern Sky cohorts that work with all our teachers due to our school's priority status. Approximately half of our PLC meetings are to discuss various reading interventions and instructional approaches to teaching. These days are devoted to reviewing data, setting goals, discussing instructional effectiveness, implementation, writing common assessments, and reviewing curriculum and state standards. This is an opportunity for the teachers to collaborate and discuss literacy practices with each other and with the Northern Sky cohorts. Data discussion and reviews are conducted in September after the fall assessment window. With our team of cohorts and our superintendent-principal, we additionally allow our teachers to meet to look at student progress-monitoring data, interventions being used, and adjustments to be made to the student plans.

Teachers are provided professional development opportunities throughout the year on our new Making Meaning curriculum. This includes approximately 5-7 teacher workshop days with the Making Meaning Staff, either on-site or regionally. The focus of these days will be data review, and looking at ways to meet students' needs, improve instruction, and goal setting.

Comprehension Strategies

The Making Meaning program explicitly teaches comprehension strategies, introducing them in the grades where they are developmentally appropriate. Following are definitions of the strategies taught and examples of how they are incorporated in Making Meaning across the grades.

Retelling

Readers use retelling to identify and remember key information in a text. They focus on the important ideas or sequences of events as a way of identifying what they need to know or recall. In the Making Meaning kindergarten program, the students informally retell stories, using characters and plot to organize their thinking.

Using Schema/Making Connections

Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In Making Meaning grade 1, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.

Visualizing

Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In Making Meaning grade 2, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.

Wondering/Questioning

Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. In Making Meaning grade 5, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.

Making Inferences

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts. In Making Meaning grade 4, the students make inferences to think more deeply about both narrative and expository texts.

Determining Important Ideas

Determining the important ideas in texts helps readers identify information that is essential to know and remember. In Making Meaning grade 3, the students identify which ideas in texts are important to understand and remember and then they support their thinking with evidence from the texts.

Understanding Text Structure

Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. Understanding that stories have common elements, such as setting, characters, and plot, provides a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to contemplate and remember the information. In Making Meaning grade 5, the students use story elements to help them think about what they have read.

Summarizing

Good readers identify and bring together the essential ideas of a text as a way of understanding what they have read and communicating it to others. In Making Meaning grade 2, the students informally identify important ideas and use them to summarize. Students identify important ideas in a text and use them to develop oral and written summaries.

Synthesizing

Synthesizing is a complex process that requires readers to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. In Making Meaning grade 4, the students informally synthesize to form opinions and make judgments about texts.

Issues to be addressed

The District will be seeking additional activities, interventions, and modalities to encourage the Teachers in meeting the needs of students who are in Tier 2 or Tier 3 qualification. This will be done through coordinating a system from which teachers can better work with our academic intervention staff to support student deficiencies.

The District will continue to provide professional development training in various areas (academically and behaviorally) for teaching staff to utilize in the classroom, as well as our teachers continuing to become proficient in the use of our new literacy curricula and math platforms.