

**District 4016  
World Learner School  
Local Literacy Plan  
June 1, 2012**

*Statement of goals of objectives defining how reading proficiency will be ensured for ALL students at in grades 1 -3.*

Every child at World Learner School will be reading at or above grade level no later than the end of grade 3.

- Objective 1 Align curriculum, instruction and assessment with state standards
- Objective 2 Establish and budget for multi-tiered system of support
- Objective 3 Establish procedure and common expectations for instructional leadership and professional development
- Objective 4 Create partnerships with community and parents

*Statement of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in grades 1-3.*

WLS staff will use a variety of measurement tools to assess the progress of students, analyze and develop plans for every student to make progress toward grad-level reading. Such measurement tools include:

Reading Measures of Academic Progress (MAP) and Reading MAP for Primary – grades 1-8  
Administered Fall, Winter and Spring  
Proficiency determined by 50%ile  
Results communicated with parents at Fall and Spring conferences as well as in End of Year Report

Reading DIBELS  
Administered Fall, Winter and Spring  
Proficiency determined by DIEBELS Benchmark Goals

*Specific information on how WLS will notify and involve parents in accelerating literacy development for their child(ren) in grades 1 -3.*

- Complete and analyze Implementation Appraisal for Partnering with Families and Communities to outline action for improvement
- Notify parents at conference of proficiency
- Parent Education opportunities focused on literacy
- Resource list for literacy

*Explain what interventions and instructional supports will be available to students not reading at or above grade level in grades 1-3 and how interventions will be based on learner data, including how services will be provided and how parents will be informed of student progress.*

1st Tier – 40% students acquire reading through regular education instruction and incidental learning

2<sup>nd</sup> Tier – 30% students acquire reading through regular education instruction, additional regular education review, supplemental instruction through Reading Group support

3rd Tier – 20% students acquire reading through regular education, supplemental instruction through intense Reading Guide Support

4<sup>th</sup> Tier – 10% students acquire reading through regular education, additional regular education review, and special education

1<sup>st</sup> Tier = General Education Teacher

2<sup>nd</sup> Tier = General Education Teacher and Reading Group Support

3<sup>rd</sup> Tier = General Education Teacher and Reading Guide Support

4<sup>th</sup> Tier = General Education Teacher and Special

*Describe how teachers will participate in and benefit from professional development on scientifically-based reading instruction.*

Orton Gillingham Teacher Training for LE teachers, Reading Group Support Interventionist and Special Education Teacher (over 2 years)

Professional Learning Community Meetings Bi-monthly to focus on comprehension strategies, high level talks and writing about texts, vocabulary, emergent literacy, word recognition - decoding, fluency, encoding

*Describe how comprehensive scientifically based reading instruction is implemented throughout elementary grades.*

Montessori curriculum is implemented in classrooms and the multi-tiered system of support is engaged according to student proficiency demonstrated on data collected.

Montessori curriculum and additional interventions work to provide a cohesive opportunity for students to develop early literacy skills including:

Phonemic Awareness: Hearing and using sounds in spoken words

Alphabetic Principle and Phonics: Knowing the sounds of the letters and sounding out written words

Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes

Vocabulary: Understanding and correctly using a variety of words

Comprehension: Understanding what is spoken or read

*Explain how training and support will be provided so that all elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve oral language and linguistic needs of EL students.*

Students with needs related to English language acquisition will be assessed individually with a literacy plan developed by a team including parent, teacher, director and reading specialists. Collaboration with ISD 112 ELL team will also be included.

*Post assessment methods and data that is submitted to the Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of total literacy plan.*

Director will compile results from Reading Measures of Academic Progress (MAP) and MAP for Primary and will submit to MDE by deadline.