



# Cambridge-Isanti Schools District 911 Reading Well By Third Grade Literacy Plan

***"Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life."  
Kofi Annan***

## **WHAT ARE OUR LITERACY PLAN GOALS?**

It is the goal of the Cambridge-Isanti Schools to ensure that students can read at or above grade level before entering Grade 4, and to diagnose and accelerate the reading performance of all students in all grade levels. The plan is designed so that every student will:

1. Receive reading instruction which reflects best teaching practices
2. Be assessed regularly to plan for instruction
3. Receive appropriate intervention services as needed
4. Learn strategies for reading informational and literary text

Cambridge-Isanti strives to provide every child with a solid foundation of literacy skills to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. In order to assure that all students in Cambridge-Isanti Schools learn to read at a proficient level, we must be intentional in our instruction by aligning our curriculum to the Minnesota State Standards while using best practices in every classroom, every day.

## **WHAT IS THE DEFINITION OF READING PROFICIENCY?**

Students proficient in reading are able to identify the words on the page accurately and fluently; they have enough knowledge and thinking strategies to understand the words, sentences, and paragraphs; and they are motivated and engaged enough to use their knowledge and cognitive strategies to understand and learn from the text. They are able to make meaning from text. In order for this to happen, it is our role to ensure that students have the skills they need to read text fluently with good comprehension by providing instructional strategies addressing the Five Big Areas in Reading. They are the following:

- 1. Phonemic Awareness** - the ability to hear and manipulate the sounds inside spoken words
- 2. Phonics** - a method of teaching reading based on the sounds of letters, groups of letters, and syllables
- 3. Fluency** - the ability to read accurately, quickly, effortlessly, and with appropriate expression
- 4. Vocabulary** - a collection of words used by or known to a particular people or group of persons
- 5. Comprehension** - ability to understand what is read. It's the reason for reading.

Students are considered proficient readers when they exhibit phonemic awareness and phonetic skills, have an increasing vocabulary bank, read fluently, and comprehend what they have read in accordance to their age and expected grade level outcomes.

## **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 on measures listed below 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 differentiated instruction to support and improve literacy skills for each student. Students who are not reading at grade level will receive research-based interventions and be progress monitored until proficiency is attained. Interventions will supplement core reading instruction. Core curriculum is aligned to the 2010 English Language Arts Standards and Curriculum. Core instruction has been aligned vertically and horizontally by K-12 staff.

## Assessments with Target Scores 2016-2017

<b>KINDERGARTEN</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Letter Name Fluency	17	NA	NA
Letter Sound Fluency	18	44	60
Nonsense Word Fluency	NA	NA	35
MAP for Primary	146	155	162
<b>GRADE 1</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Letter Sound Fluency	28	NA	NA
Nonsense Word Fluency	50	NA	NA
Oral Reading Fluency	22	51	80
MAP for Primary	164	174	182
<b>GRADE 2</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Oral Reading Fluency	71	100	118
MAP	180	188	195
<b>GRADE 3</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Oral Reading Fluency	100	123	138
MAP	194	200	205
<b>GRADE 4</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Oral Reading Fluency	123	148	160
MAP	205	210	214
<b>GRADE 5</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Oral Reading Fluency	126	149	161
MAP	211	214	217

## **Cambridge-Isanti Schools 2016-2017 Testing Plan**

All buildings and test sites in the district will follow the schedule without exception. Students may not be administered any segment of the MCA test prior to the district-wide test administration date of that test. Buildings administering Math, Reading and Science MCA's will set their own testing schedules within the state windows. This includes ACCESS tests.

**August 14th - August 25th** Year-Round MAP and ed Spring

**September 11th - September 19th** edSpring

**September 18th - October 5th** MAP

**January 8th - January 19th** edSpring

**January 16th - February 2nd** MAP

**February 6th - February 23rd** ACCESS for ELLs 2.0®

**March 5th - April 18** MCA and MTAS Window Opens

**March 20th - March 21** High School MCA

**April 12th** CIHS ACT Plus Writing

**April 23rd - May 4** edSpring

**April 30 - May 25** MAP

**May 12th** MCA Science Online Ends

## **WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?**

### **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, whole group mini-lessons, small group instruction, and Daily 5/Station practice. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

### **Pre-K Literacy Programming**

- Early Childhood Indicators of Progress: Language and Literacy Development Standards
- Reading Street Resource
- Handwriting Without Tears Resource

### **K-5 Literacy Programming**

- English Language Arts Common Core State Standards
- Reading Street Resource
- Handwriting Without Tears Curriculum Resource (Kindergarten Only)
- Daily 5/Stations
  - Read to Someone
  - Read to Self
  - Listen to Reading
  - Work on Writing
  - Word Work
- Whole Group Mini-Lessons
- Small Group Instruction

### **Tier 2: Extra Support**

Students who are below grade level are supported through small group and one on one interventions delivered by the classroom teachers and/or interventionists during a specific scheduled block of time referred to as “What I Need” Time. The staff progress monitors students using formative assessments. Extra supports are as follows:

- Research based interventions for targeted skill
- Additional time to reinforce classroom skills
- Minnesota Reading Corps

### **Tier 3: Intense Support**

Students who are significantly below grade level are supported by interventions and specific programming which may occur outside the classroom. Interventions are delivered by the classroom teacher and/or interventionists. Staff monitors the success of interventions using formative assessment and progress monitoring. Intensive supports are as follows:

- Special education services which are aligned to a specific student's Individualized Education Plan
- My Sidewalks Curriculum Resource
- After school or summer learning opportunities through Targeted Services
- Research based interventions for targeted skills
- Additional time in one on one settings to reinforce targeted skills

### **Progress Monitoring**

Students in Cambridge-Isanti schools are set-up for progress monitoring based on individual need. Benchmark data is shared with parents at Teacher Conferences. Title I eligible K-5 schools have gone to a school-wide model. As a result, we will strategically progress monitor using TIES & NWEA MAP Checklist data as well as formative and summative data. Students receiving ADSIS service will continue to be weekly progress monitored. Progress monitoring graphs will be shared at PLCs, with classroom teachers, and with parents. Multiple measures are used as progress monitoring tools not limited to but including the following:

#### **Kindergarten**

- TIES Letter Name Fluency (LNF)
- TIES Letter Sound Fluency (LSF)
- TIES Nonsense Word Fluency (NWF)

#### **Grade 1**

- TIES Letter Sound Fluency (LSF)
- TIES Nonsense Word Fluency (NWF)
- TIES Reading Curriculum Based Measurement (R-CBM)

#### **Grades 2-5**

- TIES Reading Curriculum Based Measurement (R-CBM)
- TIES MAZE (GRADE 3 ONLY)

## **WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?**

- 5.5 professional development days per school year for teachers.
- Weekly Professional Learning Communities (PLCs). Teams work within the following four questions:
  - What do students need to know? (Standards)
  - What do we do if students don't learn it? (Interventions)
  - What do we do if students already know it (Enrichment)
  - How do we know if students know it? (Assessment)
- All district book read
- Alignment of standards, curriculum, instruction and assessment
- Marzano Growth and Evaluation system
- Use of data to make instructional decisions
- Assistance of instructional coaches
- Differentiation of professional development based on staff position and student need

## **HOW WILL PARENTS BE INFORMED OF THEIR CHILD'S READING PROFICIENCY?**

- Benchmark testing data will be shared with parents during winter conferences.
- Students who are weekly and strategically progress monitored will have data sent home as needed.
- All individual student data is available to parents upon request.
- Parents will be notified when students participate in pull-out literacy programs. The notification includes the program's purpose and entrance and exit criteria where applicable.
- All teachers will share formative and summative data during parent-teacher conferences

## **WHAT IS OUR PLAN TO COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?**

The Cambridge-Isanti Reading Well by Third Grade Literacy Plan will be posted on the district website in July 2017 and will be considered a "working document." Parents and community members are encouraged to give feedback by contacting one of the following Coordinators:

Tammy Kraft  
Federal Programs Coordinator  
(763)689-6204  
[tkraft@c-ischools.org](mailto:tkraft@c-ischools.org)

Michelle Glasgow  
Teaching and Learning Coordinator  
(763)689-6218  
[mglasgow@c-ischools.org](mailto:mglasgow@c-ischools.org)

## **WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY?**

Spring TIES and NWEA data for grades K-5 will be reported annually to the Commissioner of the Minnesota Department of Education.

Data will include the following:

- Kindergarten: Letter Sound Fluency & MAP Primary Growth data
- First Grade: Reading Curriculum Based Measurement & NWEA MAP Primary Growth data.
- Second Grade: Reading Curriculum Based Measurement & NWEA MAP Growth Data.
- Third Grade: Reading Curriculum Based Measurement & NWEA MAP Growth Data