



Fond du Lac Ojibwe School Local Literacy Plan for K-6

Emphasizing Reading Well by Third Grade

The Ojibwe Schools are dedicated to providing a quality education, which focuses on integrating the Ojibwe culture into all students' learning experiences. Every learner will have the opportunity to be challenged, to succeed, and to be prepared for the future. Parents, staff, community, and students will demonstrate the highest level of expectations for themselves and the school.

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Contents

Overview of the Fond du Lac Ojibwe School District Local Literacy Plan 2

Fond du Lac Ojibwe School Literacy Plan Goals 2

District Data Analysis3-4

Core Literacy Program 5-6

Assessment Program of Reading Proficiency6

Fall Screening Assessments6-7

Interventions and Instructional Supports7-8

Intervention Block Minutes8-9

Professional Development9-10

Attachments:

Attachment 1: sample fall letter for parents –Map Testing.....13

Attachment 2: sample winter letter for parents-Map Testing14

Attachment 3: sample spring letter for parents-Map Testing15

Attachment 4: sample Summer School letter.....16

*“Anokii, Nanda-gikendan, Enigok gagwe, Gashkitoon”
"Work, study, strive, succeed"*

Overview of the Fond du Lac Ojibwe School District Local Literacy Plan

The Fond du Lac Ojibwe School acknowledges the MN Statute 120B.12 requiring each child read at grade level no later than the end of third grade. This legislation is commonly referred to as “Reading Well by Third.” As indicted by MN Statute 120B.12, 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 Fond du Lac Ojibwe School plans to address each of these requirements for our students in kindergarten through third-grade. The Fond du Lac Ojibwe School plans to extend the literacy plan through sixth grade.

Fond du Lac Ojibwe School Literacy Plan Goals

The goal for our school literacy plan is to ensure proficiency in reading for all students grades K-6. To measure progress in meeting our goal we will use the Northwest Evaluation Association National Norms for MAP Assessment (NWEA-MAP). Our goal is to have 50% of the students in each grade obtain a score at the 70th percentile on NWEA-MAP. We will evaluate this goal by the number of students that reach the 70th percentile on the NWEA National Norms for MAP Assessment in the spring of each school year.

To accomplish this task the classroom teacher will:

- Assess all K-6 students’ reading levels and identify those in need of remedial instruction
- Provide comprehensive scientifically based grade level reading instruction for all students that is aligned with Minnesota Language Arts Standards
- Provide comprehensive scientifically- based remedial reading instruction for all learners in need of services

- Notify and involve parents/guardians of their student's reading progress and interventions to support students below grade level on a quarterly basis and as needed.
- Identify and provide professional development opportunities to improve instructional techniques and strategies

Literacy Plan Committee is comprised of members of the school's administration, special and general educational staff.

District Data Analysis

Demographic Data

Fond du Lac Ojibwe School enrollment is 260 students in FACE through grade 12. The Ojibwe School provides all day kindergarten classes for all incoming kindergarten students. The Fond du Lac Ojibwe School services students from area communities of Fond du Lac Reservation, Cloquet, Carlton, Duluth, McGregor all in Minnesota in addition to Superior, Wisconsin.

During the 2016-2017 school year, the ethnic break-down of the student population that was administered the Minnesota Comprehensive Assessment (MCA) was 99% American Indian and 92% of the students we serve qualify for Free and Reduced Lunch.

Reading Data

To determine the need for a reading intervention program we use the AIMSweb Plus, Wonders, and Northwestern Evaluation Association's - Measures for Academic Progress (NWEA-MAP) assessments. Skills assessed include: letter naming, letter sounds, phoneme segmentation, oral reading fluency, vocabulary and comprehension. We analyze data from these assessments along with the summative data from the 3-6 grade Minnesota Comprehensive Assessment (MCA) to determine grade level proficiency.

NWEA MAP testing is the formative assessment tool that we use to determine if students are in need of intervention. The following data reflects the students reaching the 70%ile of grade level proficiency.

Students reaching the 70% percentile Spring of 2017

NWEA	% at or above
Kindergarten	10%
1 st Grade	12%
2 nd Grade	16%
3 rd Grade	9%
4 th Grade	13%
5 th Grade	14%
6 th Grade	14%

The 2016 MCA proficiencies for 3-6 are listed in the table below:

2016	
Third Grade	23.5%
Fourth Grade	19.0%
Fifth Grade	18.8%
Sixth Grade	14.3%

To monitor our progress in fluency, we implement, AIMSweb Plus. Students are assessed in the fall, winter, and spring of the year using NWEA-(MAPs)

- 1) identify students who may be at risk for not mastering the Common Core State Standards for English Language Arts,
- 2) identify areas of the Common Core State Standards for English Language Arts to target instructional support,
- 3) monitor students identified as needing instructional support while they receive targeted intervention on one or more areas of the Common Core State Standards for English Language Arts.

Parents/guardians are notified each testing term regarding how their child is progressing and if whether they are identified as needing remedial reading instruction by a letter mailed to the parent/guardian by the classroom teacher followed up through subsequent phone conferences ~~or~~ and during quarterly school conferences.

Core Literacy Program

Curriculum pacing calendars will be set according to the needs of the curriculum to ensure that each grade is providing the maximum amount of content delivery to all students K-6.

We have discovered more about how children learn to read, based on reading research. To become capable and confident readers, young children need repeated opportunities to read using a variety of experiences, such as:

- Building spoken language by talking and listening
- Learning about print and books
- Learning about the sounds of spoken language (phonological awareness)
- Learning about the letters of the alphabet
- Listening to books read aloud
- Repeated Readings

Additionally, the foundations of reading need to be met through our core curriculum. Teachers will strive to foster students' understanding and working knowledge of the concepts of print, the alphabetic principle, fluency, vocabulary, comprehension, and other basic literacy

conventions. A necessary and important component of an effective, comprehensive reading program is to ensure that the design is structured to develop proficient readers with the capacity to fluently read and comprehend texts across a range of genres.

In the fall of 2015, we implemented a new reading series, published by McGraw-Hill titled *Wonders* and *Wonderworks*. We will continue with *Direct Instruction Reading Mastery* and *Novel Ideas*, published by McGraw-Hill. *Wonders* is the Tier I grade level reading program, *Wonderworks* is the Tier II support reading program, and *Direct Instruction Reading Mastery* is the Tier III intensive reading program. We incorporate differentiated instruction so the abilities of all students are reached and supported to achieve grade level reading skills. The Fond du Lac Ojibwe School uses training from NWEA in partnership with the Bureau of Indian Education and the Minnesota Department of Education as resources to provide training for personnel, and materials to achieve our goals. In addition, all grade levels work to align this curriculum to the Minnesota English Language Arts standards, identifying essential teachings and common formative and summative assessments.

The Wonders reading program from McGraw Hill curriculum provides fluency, vocabulary, comprehension and benchmark assessments. Classroom teachers will continue to devote a minimum of 90 minutes of reading instruction in grades daily in grades K-6. Teachers will be working on insuring this minimum time commitment through joint planning during their weekly Professional Learning Communities.

Assessment Program of Reading Proficiency

The Fond du Lac Ojibwe School elementary students are screened three times per year (Fall, Winter, and Spring) using NWEA-MAP, AIMSweb Plus, and *Wonders* High Frequency Word Lists. The data generated as a result of these assessments is used to identify students who need extra support in reaching grade level expectations. This diagnostic information is used to match their needs with instructional practices. Then, students who are receiving extra help or targeted assistance are progress-monitored regularly, by the classroom teacher. 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 for targeted services if they fall below the target score on any of the screening assessments. Data used to

determine whether they receive services includes the screening data and classroom observations.

Students are not considered meeting grade level expectations if they are scoring below the **25th percentile on any of the assessment tools**. Such students will be considered for small-group Tier II interventions provided by support staff, in addition to the regular classroom instruction already being provided. Targeted students will receive reading interventions. Students identified as requiring special education services will receive their targeted interventions in accordance with their Individual Education Plans (IEPs).

Fall Benchmark Assessments

At the beginning of the school year the NWEA (MAP) is scheduled for all students K-6 to establish a baseline for creating student learning goals for the school year. Students scoring below grade level will be progressed monitored using AIMSweb Plus or skill assessments contained in NWEA by his or her classroom teacher.

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 into the school at the beginning of the year at the Meet & Greet conferences and continues with conferences via emails, phone calls, and letters. After students are screened in the fall and the winter, teachers meet with families to go over the results of the assessments. Teachers will meet to discuss data analysis and generate a list of students who are not reading at grade level. The parents/guardians of these identified students will be sent a formal letter signed by the classroom teacher. The letter will identify the support services that the student qualifies for and will provide information on supporting literacy at home as well as afterschool programs that may be made available.

In the spring, reading data will be reviewed again and the students who remain at-risk will be contacted by the classroom teacher by mail with further recommendations regarding the student's reading instruction. Further contact will be made as needed.

Interventions and Instructional Supports

If a student is identified as not reading well at or above grade level during the previous school year, they will automatically qualify for support. Students also qualify for support if they fall

below the 25th percentile on the fall assessments as outlined previously. Incoming students will be screened in a timely manner to determine appropriate placement.

Teachers will work within their Professional Learning Community (PLC) to review data, goal setting, discuss instructional effectiveness, review curriculum and its alignment to the Minnesota State English Language Arts Standards. PLC’s continually review student testing data. In addition, the information is shared with parents/guardians at conferences, IEP meetings, and other means of communication periodically throughout the year as necessary.

The following table lists examples of support services that are available in each of the grade levels, their corresponding interventions, and data that may be collected to be used for monitoring a student’s progress.

Grade Support Program Level	Interventions (Tier II and III)	Data Collected (as needed)	
Kindergarten	<p>Special Education:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Reading Support:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Para Professional:</p> <ul style="list-style-type: none"> • In class support • Small-group • 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Levelled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher or special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Beginning of the year assessment • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment

First Grade	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Para Professional:</u></p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher or special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment
Second Grade	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Para Professional:</u></p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • <i>Direct Instruction/ Reading Mastery:</i> skills based activities with classroom teacher or special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores? 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List Comprehensive • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment

<p style="text-align: center;">Third Grade</p>	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Para Professional:</u></p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher, special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List Comprehensive • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment
<p style="text-align: center;">Fourth Grade</p>	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p><u>Para Professional:</u></p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher, special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List Comprehensive • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment

Fifth Grade	<p>Special Education:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Reading Support:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Para Professional:</p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher, special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List Comprehensive • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment
Sixth Grade	<p>Special Education:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Reading Support:</p> <ul style="list-style-type: none"> • Small-group Instruction • Individual Instruction <p>Para Professional:</p> <ul style="list-style-type: none"> • In class support • Small-group 	<ul style="list-style-type: none"> • All assignments to Tier II and III interventions are the responsibility of the classroom teacher. • Wonderworks-Leveled Readers in conjunction with corresponding assessments with classroom teacher • Direct Instruction/ Reading Mastery: skills based activities with classroom teacher, special ed teacher • Small group skills based on intervention needs with classroom teacher • 1:1 Tablets with Reading Applications used for independent work or content enhancement • AIMSweb Plus is used to monitor progress on a regular basis by the classroom teacher. Identification of students to be progressed monitored will be made as a result of the interpretation of scheduled NWEA Map scores 	<ul style="list-style-type: none"> • Fluency, • letter naming fluency • letter sound fluency • phonemic segmentation • sight words • Wonders High Frequency Word List Comprehensive • Weekly assessment • End of unit assessment • Mid-year assessment • End of Year assessment

Response to Intervention

Our goal is to provide a minimum of 30 minutes of intervention to students identified as needing remedial reading instruction daily for grades K-3 6.

Professional Development

K-6 classroom teachers will receive ongoing Professional Development on the use of the reading curriculum used for instruction.

Based on the results of our benchmark assessments during the 16-17 school year we have arranged for professional development with NWEA trainers to support our staff and train staff

how to incorporate the knowledge learned from the assessment to modify their classroom curriculum.

Fond du Lac Education Division

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49 University Road
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"Work, study, strive, succeed"*

Aaniin/Boozhoo, Naagi’aawasojig, (Parent/Guardian) of _____,

According to the Reading Well by 3rd Grade legislation, Minnesota schools are required to notify families when their child is at-risk of not being able to read at 3rd grade level by the end of 3rd grade. Fond du Lac Ojibwe School students are tested to determine how well they are progressing toward meeting their grade-level reading expectations. Based on the most current test results listed below, _____ has been identified as not meeting these expectations and is therefore at-risk of not reading well by the end of third grade.

Test Results:

NWEA Fall RIT Score _____ Target Score _____

It is our hope that with continued daily support at home and school, your child will make gains toward reaching this goal of reading well by the end of third grade. The parent letter that is sent home quarterly with NWEA RIT scores has ideas for you to support your child’s reading at home.

Miigwech Agindaman, (Thank you for reading this)

Teacher Signature
____ grade
Fond du Lac Ojibwe School
218-878-7261

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Test Results:

NWEA Winter RIT Score _____ Target Score _____

It is our hope that with continued daily support at home and school, your child will make gains toward reaching this goal of reading well by the end of third grade. The parent letter that is sent home quarterly with NWEA scores has ideas for you to support your child’s reading at home.

Miigwech Agindaman, (Thank you for reading this)

Teacher Signature
____ grade
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Test Results:

NWEA Spring RIT Score _____ Target Score _____

It is our hope that with continued daily support at home and school, your child will make gains toward reaching this goal of reading well by the end of third grade. The parent letter that is sent home quarterly with NWEA scores has ideas for you to support your child's reading at home.

Miigwech Agindaman, (Thank you for reading this)

Teacher Signature

____ grade

Fond du Lac Ojibwe School
218-878-7261

Fond du Lac Ojibwe School

49 University Road, Cloquet MN, 55720
(218) 878-7241

Dear parent of _____,

According to the new Reading Well by 3rd Grade legislation, all Minnesota schools are required to notify families when their child is at-risk of not being able to read at or above grade level by the end of third grade. In order to identify these at-risk readers, all Fond du Lac Ojibwe School students are tested quarterly to determine how well they are progressing toward meeting their grade level reading expectations. Based on the most current test results, _____, has been identified as not meeting these expectations and is therefore at-risk of not reading well by the end of third grade.

We are recommending that your child attend our summer reading program. You will find information regarding the program enclosed with this letter.

Research has shown that children who practice their reading during the summer better retain the reading skills that they have worked hard to develop. A good summer routine would include reading each day with your child. Please make this a priority. Also, your child will be bringing home a Summer Reading Packet, which can be used for extra practice.

If you have any questions or concerns, please contact us.

Sincerely,

Tara DuPuis

Ojibwe School Principal

Classroom Teacher