

Battle Lake Public School

Local Literacy Plan: Grade Level Reading by the end of 3rd Grade

2016-2017

Parent Notification & Engagement

Aimsweb box and whiskers reports are printed for each student. They are included with a report card mailing that is done every spring.

The district also shares MAP (NWEA) individual student results with the parents of each child.

Teachers express any concerns about literacy proficiency throughout the year and provide strategies for improved reading proficiency to parents through face to face communication (minimum parent-teacher conference opportunities twice per year), email, phone calls or through written correspondence in student planners.

Reading Interventions

TIER I: The district hires well-qualified instructors and adopts a curricula that aligns to state and grade-level standards. Instruction is differentiated to meet students at their various skill levels.

TIER II: Rti The district utilizes Title I paraprofessionals to deliver specific targeted interventions to address any reading deficiencies. Intervention impact is closely monitored. If deemed ineffective, a new strategy is employed to ensure that the student regains grade-level proficiency. Once there, the student is monitored for a period of time to make sure that grade level proficiency is maintained. We also employ supplemental support through Reading Corps. The Reading Corps instructor will have a caseload of 8-10 students and administers specific interventions shown by research to increase reading proficiency.

TIER III: This would involve a referral to the Student Assistance Team and likely a recommendation for special education evaluation.

Professional Development

During the 2016-17 school year, three major staff development activities took place centered on literacy instruction.

1. A team of teachers and an administrator participated in the Literacy Action Network through Lakes Country Service Cooperative.

Literacy Action Network 2016-17 (October to April 2017)

Description:

We're excited to announce that the regional Literacy Action Network will be back during the 2016-17 school year. Our first year was a huge success. We can't wait for year two and hope even more schools will join us.

Who should attend? Anyone who is committed to quality literacy instruction and wants to connect with other literacy leaders (teachers, coaches, building administrators, etc.) to collaborate and learn together.

What is the format? During 2016-17, we have decided to focus our conversations around a book study of *Who's Doing the Work: How to Say Less So Readers Can Do More* (Stenhouse, 2016) by Jan Burkins and Kim Yaris.

Meeting Dates:

10/11/16 Forward/Introduction

11/8/16 Chapter 1

12/6/16 Chapter 2

1/10/17 Chapter 3

2/7/17 Chapter 4

3/7/17 Chapter 5

4/4/17 Putting It All Together

- 2. The school administrator and a group of pre-k through 3rd grade faculty participated in the following professional development through the Minnesota Department of Education:**

PREK-3 LEADERSHIP SERIES

Supporting district and charter school leaders in *pre-K through grade 3 leadership* October 29, December 7, January 11, March 2 and April 28 9:00 a.m. - 3:00 p.m. (30 CEUs) TIES Event Center, 1667 Snelling Ave. N., St. Paul Presented by Minnesota Department of Education and Minnesota Elementary School Principals' Association

Successfully navigating the worlds of early childhood education and the K-12 school system is a challenge rarely addressed in principal licensure programs. When one is sitting in a leadership role, the unique challenges and opportunities become real on a daily basis. The PreK-3

Leadership Series provides “a structure and a set of principles that can guide principals in creating and supporting connections” between the intersecting worlds of PreK and K-12. School leaders will have opportunities to learn from national and state PreK-3 leaders on the principal’s role in leading PreK-3. Participants will reflect on their current context and needs identified through self-assessments. There will be time to discuss new, research-based information and create action plans to support effective PreK-3 implementation. The Leadership Series is designed to develop principal competencies outlined in the National Association of Elementary School Principals’ *Leading Pre-K-3 Learning Communities*.

3. The elementary principal participated in the following online course through the University of North Carolina. [Part 1 and 2: Building Rigorous and Robust PreK-3 Learning Environments: The Art of Communication in Classrooms for Young Children](#)

- [P1+2-Building](#)
 - General
 - M1: The Culture of Silence
 - M2: The Art of Questioning and Listening
 - M3: Sustaining Conversation
 - M4: Collaboration
 - M5: Student Communication during Literacy Instruct...
 - M6: Student Communication during Literacy Instruct...
 - M7: Community of Practice
 - M8: Student Communication during Math Instruction ...
 - M9: Student Communication during Math Instruction ...
 - M10: Activity Settings
 - M11: Social Interaction
 - M12: Using Children's Cultural Strengths and Asset...
 - M13 Standards and Formative Assessment Part 1
 - M14: Community of Practice
 - M15: Standards and Formative Assessment Part 2
 - M16: FirstSchool Framework
 - M17: Instructional Practices for Achieving Equity
 - M18: Final Reflections
 - Resources