Local Literacy Plan: Reading Well by Third Grade

*LIFE Prep, District 4035, Saint Paul, MN*

**Goals**

1. All students will read at or above grade level by the spring of each school year.
2. Students will receive targeted interventions if they are reading below grade level
3. Students reading at or above grade level will receive enrichment opportunities

**Identification**

Reading proficiency will be determined according to proficiency benchmarks on the Fountas & Pinnell Benchmark Assessment and the NWEA Measures of Academic Progress (MAP) test. Both assessments are given in September and May of each school year. Results of the assessments are communicated to parents after they are completed in September and May.

Students who have been identified as reading significantly below grade level will be placed in Leveled Literacy Interventions (LLI). Students who are slightly below grade level will be placed in Minnesota Reading Corps interventions.

English learners who are not reading at grade level will receive reading interventions from the English learner teacher and may have a dual intervention with the previously mentioned treatments.

**Identification and Benchmark Assessments**

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| --- | --- | --- |
| **Reading Proficiency Assessment Tools** | NWEA MAP (Fall) | |
|  | Fall Benchmark | Spring Benchmark | | Fall Benchmark | Spring Benchmark |
| KINDERGARTEN | Pre-A | D/E | | 136 | 153 |
| GRADE 1 | D/E | J/K | | 155 | 171 |
| GRADE 2 | J/K | M/N | | 172 | 185 |
| GRADE 3 | M/N | P/Q | | 186 | 197 |

**Parent Notification and Involvement**

Parents will be given information about how each student is reading at least twice each year – in the fall and in the spring, following Fountas & Pinnell BAS and MAP testing. For those students participating in interventions, parents will be given progress reports following each of the intervention windows.

Each student will receive suggestions for improving their reading, including tips for parents to use with them at home.

**Intervention**

Students who are reading significantly below grade level (from the 1st-39th percentile) will be placed in at least one intervention as discussed above. LLI will be the primary intervention for these students.

Students who are reading slightly below grade level (from the 40th-49th percentile) will be placed in a Minnesota Reading Corps intervention.

All students will receive daily tier I interventions and enrichment opportunities in the classroom for literacy-based concepts and skills.

Interventionists will include Title I teachers, English learner teachers, special education teachers, classroom teachers, and paraprofessionals.

**Staff Development**

Teachers and support staff receive regular training on identifying lagging literacy skills; developing the five reading areas:

* Phonemic awareness
* Phonics
* Fluency
* Vocabulary
* Comprehension  Teachers are also trained regularly on enhancing writing and related skills that boost reading. Ongoing professional development surrounding literacy skills occurs weekly in professional learning teams. Teachers are trained to complete diagnostics on students using Fountas & Pinnell Benchmark Assessment System.  Teachers are trained annually on the needs of English learners and how to create learning opportunities that intentionally target English learners in the core instruction.

**Local Literacy Plan**

This Reading Well by Third Grade local literacy plan for LIFE Prep and its accompanying document, the World’s Best Workforce report for LIFE Prep can be found at www.LIFEPrepSchool.org.