



#4145 Birch Grove Community School Literacy Plan

Birch Grove Community School Kindergarten through Third Grade students have done very well in reading proficiency. Due to our small class sizes, programming, teachers, and processes for increasing student achievement, our past NWEA student scores indicate success. Last year, 14 out of 16 Kindergarten through Third Grade students scored at or above grade level in reading (NWEA Normative Data Reference – Status Norms of RIT scores). This percentage of 87.5 reflects every student in the school, Kindergarten through Third Grade. In 2009-2010, our students percentage was the same with 17 of 19 students at or above grade level. Due to our low student numbers and data privacy, we cannot share how each grade did specifically, but can share the combined student body at these four grade levels and their fine accomplishments.

Our current practice includes a scientifically based curriculum, small group instruction in the classroom, 90 minutes per day on reading instruction, 30-60 minutes per day devoted to independent reading and writing, staff meetings specifically dedicated to student assessment and achievement, staff development, and individual plans designed to increased academic performance in students that are not making adequate growth. Birch Grove's current practices are reflected in this literacy plan.

The Goal: Birch Grove Community School students will be at or above grade level in reading by Third Grade.

Measurement: NWEA fall, winter and spring RIT scores.

Birch Grove Community School will:

- Collect and analyze data for each student a *minimum* of three times annually
- Utilize scientifically based reading curriculum
- Provide small group instruction within the classroom
- Provide additional small group or individual instruction for those students that are not making adequate growth or need additional support
- Communicate with and support parent involvement in their child's growth
- Meet weekly to focus on student data, instruction, growth and processes
- Refine our program or processes as needed

Process of Assessments:

Our primary, formal means of student assessment is provided by NWEA MAP testing. Each fall, winter and spring, students take the MAP test that assigns a RIT score in reading. The initial fall RIT score, along with the NWEA calculated year end goal reflecting a years growth,

creates our schools Academic Goal Setting Contracts with each student. These contracts, current scores received by students, the year end goal, and mean (grade level) scores appropriate for each grade level are reviewed and discussed at Parent-Teacher conferences in October. Contracts are signed by the student, parent(s) and classroom teacher. The NWEA 2011 Normative Data Reference – Status Norms of RIT Scores is on the reverse side of the contract so that parents can see what the mean (grade level) score is for their child.

Kindergarteners are assessed on letter names, sounds, rhyming and site words using a standard check list three times yearly (September, February, and May). Kindergarteners are also given the Rigby PM Benchmark in May.

The Rigby PM Benchmark (given 2x or more if needed) is given to First – Third Graders and the Dibels test is given to Second and Third graders, three times yearly (September, February and May).

Kindergarteners are also given the Rigby in May). These assessments are reviewed with the MAP assessments at the Q-Comp meetings held every week throughout the school year. Q-Comp meetings include the TEAM of the three Classroom teachers, the Special Education Teacher, the Enhancement Teacher and the school director. Oftentimes, parents attend and are a part of the TEAM. Each student's results are examined and areas of strengths and needs are identified. A plan for each student is designed by this team that includes individual and small group instruction. During the TEAM meeting students with special needs are also discussed as well as interventions to be implemented prior to an IEP referral.

Assessment tools used:

North West Evaluation Association (NWEA) – Measures of Academic Progress (MAP) testing

Given to all grade levels 3 times yearly in the fall, winter and spring

K- Second Grade – Primary Grades Survey with Goals

- Reading: Phonological awareness, phonics, concepts of print, vocabulary and word structure, comprehension and writing

Third Grade –

- Reading: Word recognition and vocabulary, comprehension: information, comprehension: narrative, literature

Kindergarten Check lists for letter names, sounds, rhyming and sight words

Given to Kindergarteners in September, February and May

Rigby PM Benchmark for Reading

Given to First-Third Grade in September and May. Kindergarten is also assessed on Rigby in May.

Dibels Data System

Given to Second and Third grade in September, February and May.

Houghton-Mifflin curriculum assessments

Ongoing

Sonday System
-weekly checklists

Assessments that indicate that a student is below proficiency are addressed in the following manner:

Step One (the first assessment that indicates low-level performance)

- Area(s) of need are identified by the TEAM
- A plan including direct, focused instruction from the classroom teacher is implemented within the standard 90 minutes of classroom instructional time. The plan will include whole group and small group instruction.
- The student will be closely monitored during the standard 30 minutes of reading and writing time in the classroom
- Other as designated by the TEAM

Step Two (the second consecutive assessment indicating low-level performance)

- Area(s) of need are identified by the TEAM
- A plan including direct, focused instruction from the classroom teacher is implemented within the standard 90 minutes of classroom instructional time. The plan will include whole group and small group instruction.
- The student will be closely monitored during the standard 30 minutes of reading and writing time in the classroom
- The student will receive direct, focused instruction on area(s) of need a minimum of 3x weekly for 20 minutes with the Enhancement teacher, or more if determined by the TEAM. Instruction will be given in a group of less than 4 students.
- Parents will be contacted by phone or in person to advise of these additional measures taken and asked to assist with support of independent reading at home for 15 minutes daily and participation in the Accelerated Reading program from home
- Other as designated by the TEAM

Step Three (the third consecutive assessment indicating low-level performance)

- Area(s) of need are identified by the TEAM
- A plan including direct, focused instruction from the classroom teacher is implemented within the standard 90 minutes of classroom instructional time. The plan will include whole group and small group instruction.
- The student will be closely monitored during the standard 30 minutes of reading and writing time in the classroom
- The student will receive direct, focused instruction on area(s) of need a minimum of 3x weekly for 30 minutes with the Enhancement teacher, or more if determined by the TEAM. Instruction will be given in a group of less than 4 students.
- Parents will be contacted by phone or in person to advise of these additional measures taken and asked to assist with support of independent reading at home for 20 minutes daily and participation in the Accelerated Reading program from home
- Other as designated by the TEAM

Step Four (the fourth consecutive assessment indicating low-level performance)

- Area(s) of need are identified by the TEAM
- The student will receive direct, focused one on one instruction from the Enhancement

teacher. Time to be determined by the TEAM.

- The TEAM will meet with the parent to discuss referral for an IEP if appropriate. If appropriate and approved by parent, the IEP process starts.
- Parents will be asked to assist with support of independent reading at home for 20 minutes daily and participation in the Accelerated Reading program from home
- Other as designated by the TEAM

Formal scheduled communication takes place with parents at the beginning of the school year at Parent-Teacher Conferences with the signing of the Academic Goal Contract and a second Parent-Teacher Conference is held annually in March. Parents are also contacted in person or by phone if there are concerns with academic growth and are asked to participate in TEAM meetings. Parents are also asked to support reading at home by various methods: reading to their child at home, participating in Accelerated Reading, and completing class specific reading programs.

In 2008, Birch Grove Community School was the 21st charter school to enter into the Quality Compensation Program (Q Comp). Q-Comp is designed to advance the teaching profession by providing structural professional development and evaluation, as well as an alternative pay schedule that compensates teachers based on performance. The program brings together career advancement, professional development and compensation linked to academic achievement. It includes a locally agreed-upon peer evaluation process for every teacher that is based on skills, responsibilities and student academic growth.

Birch Grove is currently working with Michelle DeMers on Reading strands, learning targets, and benchmarks three-four times a year (August, November, January, May). Teachers are also encouraged to attend additional trainings on scientifically based reading strategies.

Houghton Mifflin is the curriculum used for classroom Reading instruction. The Kindergarten-First Grade classroom also uses the LiPS Program (Lindamood Phoneme Sequencing Program for reading, spelling and speech) and the Sonday System for added enrichment. The Second-Third Grade classroom adds the Houghton Mifflin English curriculum for extra grammar, usage, mechanics, writing, listening, speaking and viewing activities.

Birch Grove Community School has never had an ELL student to date. In the event that we do, the appropriate measures will be taken to ensure academic growth.

Birch Grove Community School will submit objectives of assessment program, names of tests, grade levels of administration for all students in Kindergarten through Grade 3 annually to the Commissioner of Education. Birch Grove also submits this data through the Q-Comp Annual Report due June 30th. This Literacy Plan will be posted on our website at www.birchgroveschool.com (A new website will be constructed for the 2012-2013 year.)