

K-3 Literacy Plan Data Noble Academy

“A capacity and taste for reading gives access to whatever has already been discovered by others.”

- Abraham Lincoln

At Noble Academy we take a well-rounded approach to Reading instruction. With a high population of EL students as well as students living in poverty, we know the most powerful life skill we can give our students is the ability to read, understand and critically think about what they are reading. Even more important is getting students reading well by the end of 3rd grade, so they will not fall behind academically. We understand the need for hard skills such as phonemic awareness and direct vocabulary instruction. However, we also understand that our students need to make sense of what they read and the world around them.

Our commitment to Reading Well by 3rd Grade includes the following belief statements:

- We know that reading empowers students in improving their quality of life.
- We know the power involved in being able to access information through literacy.
- We know the processes involved in learning to read and will develop our expertise and diagnosing and intervening on reading skills.
- We strive to develop a culture of literacy where students know how to select books read books in their interest areas and comprehend what they read.
- We believe that everyone in our building is a Reading teacher!
- We use data to understand where our students are at and help with further development.

The K-3 Literacy plan has four major components:

- 1) Scientific based reading instruction and assessments
- 2) Data-based interventions
- 3) Parent Notification of any student in Kindergarten through Grade 3 who is not at grade level
- 4) Increased staff development for K-3 teachers on all aspects of Reading instruction

Current Scientifically-based Reading instruction

At Noble Academy, we begin with a linear process oriented approach to Reading instruction with the understanding that there will always be deviations in the process. Most students enter Kindergarten with very little Reading and phonemic awareness skills. Therefore, we start students with phonemic awareness practice and build to basic sight words. Once students start to be able to put sounds together and recognize words, they start reading books of their choosing and assess what they are reading with the AR program. Our goal is that all Kindergarten students will begin reading books by the end of the school year. Our Reading instruction continues with extensive Reading, comprehension practice and use of a test-taking study guide we call the ‘Super Six.’ The six skills are prediction, vocabulary, main idea, summary, connections and author’s purpose.

What are we currently using for scientifically-based Reading instruction?

Resource, Strategy or Program	Grade Levels Used	Skills it teaches and assesses
Super Kids	K-2	Comprehensive reading program
Reading Eggs	K-1	Phonics, Sight words
AR – Actual Books	K-3	Comprehension, Vocabulary
Writer’s Workshop	K-3	Editing, grammar, Six Traits
Author Study	1-2	Super Six
Phonics-Writing Road to Reading	2	Phonics, sight words, reading
Star	K-2	Phonics, sight words, reading
A-Z Leveled Readings	K-2	Sight words, fluency

Reading Assessment

We are very intentional about assessing our students reading abilities and use these assessments as formative data to inform our instruction. Understanding that students progress through different stages of reading development from K-3, we use a range of assessments. We believe that by using a wide variety of assessments we will be able to intervene in a timely and effective manner to ensure that all students are progressing in their reading ability.

What reading assessments are we currently using?

Assessment Name	Grade Levels	What it assesses?	Teacher comments
Star Reading	K-3	Grammar, Vocabulary and Comprehension	Good starting point for what level of books students should be reading
NWEA	K-3	Depends on grade level	Good way to track students; not the most reliable (especially when used so many times-there is a lot of test exhaustion)
Comprehension	2	Comprehension	
Thematic Units with Common Assessments	K-3	Super Six, Comprehensive Reading Strategies	
Spelling Test	2 & 3	Spelling	Students’ spelling improves
Reading Eggs	K-2	Phonics, Sight Words	Great, fun program for students to use to learn phonics and sight words

Use of Data

Our goal at Noble is to use data to insure effective and appropriate instruction while maintaining a system of accountability for students and teachers. We never hesitate to share grade level, non-confidential grade

level and school-wide data to insure we are all progressing towards our goals. We use a wide range of data to triangulate results and guard against abnormalities or misreads of data.

Data that we will be completing before June 1

Assessment	Percent of Students at Grade Level for 2016	Comments
3rd Grade MCA-III	37% (Preliminary only)	
NWEA	K = 56% 1 = 55% 2 = 41% 3 = 33%	
Star Reading Tests - % is students on grade level on May 15	K = 88% 1 = 62% 2 = 53% 3 = 35%	
Reading Eggs - % is students complete on May 15	K = 92% 1 = Used for extra support only 2 = Used for extra support only	
Thematic Reading - % on grade level by the end of the school year	K-97% 1-88% 2-83% 3-37%	

Interventions

Our teachers are trained on interventions and are continually refining their approaches towards interventions and using the most up-to-date and effective interventions. We expect our teachers to be experts at assessing knowledge gaps, instituting effective and appropriate interventions, track the data for a specified amount of time and revise the intervention if the student is not making progress. While based on the RtI model, we have modified RtI to include the following steps:

- 1) Identify a learning gap using at three data points.
- 2) Making a grade level decision of what interventions could best teach that skill.
- 3) Conduct the intervention with fidelity for a specified amount of time.
- 4) After the specified amount of time, share the data with the team and decide whether to continue the intervention, try another intervention or seek another professional opinion.

What are we doing now for interventions?

Intervention	Grade Level Used	Skills it teaches	Teacher Comments on Effectiveness
Reading Eggs	2-3	Phonics, sight words	Nice supplement; can work at home
Read Naturally	K-3	Reading Fluency	Teachers would like to know more about it

Read 180 (SPED only)	K-3	Comprehension directly, Phonics indirectly	
English in a Flash	K-3	Sounds, Vocab, Grammar	
Lexia (SPED Only)	K-3	Phonics, Sight Words	
Visual Phonics	K	Phonics	Kinesthetic way to get kids to know letters and letter sounds

Parent Notification

While we understand that many of our parents do not speak English as a first language and are harding to support their family, we work hard to maintain consistent parent contact and offers families numerous opportunities to get involved at school. Also, we work to make sure that we are informing parents sincerely yet honestly about where their child it as academically. Noble Academy currently uses the following strategies to notify parents about where their children are at on the grade level assessments:

- 1) Parent Meetings
- 2) Parent-Teacher conferences
- 3) Curriculum Night
- 4) Frequent phone calls from teachers
- 5) Newsletters
- 6) Parent-Teacher Organizations

Technology; parent meetings on how-tos; daycare during PTO meetings.

Professional Development

What we are currently doing?

Strategy	Frequency	Reading Skills it Focuses On
Pre-Service Training	Two weeks a year	Reading Standards, Super Six Strategies
PLC Meetings	Weekly	Super Six, Standards, RtI
Formal and Informal Observations	Six times a year	Varies-Overall classroom performance
Individual Teacher Coaching	Often/As needed	AR/Study Island implementation

What are some things we do well with our K-3 reading program?

-kids make growth

-4 modalities are being used

-kids are reading and this improves each year

What are some things we need to improve on our K-3 reading program?

-consistency

-phonics-based

-materials need to be consistent

-invest in intervention and ELL materials

-more copies or order workbooks to go along with the curriculum