

# UPDATE: 3rd GRADE READING PLAN

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June 20, 2018

# 3<sup>rd</sup> Grade Reading Plan

- In October, 2016, Michigan Governor signed into law Public Act 306, 3<sup>rd</sup> Grade Reading Legislation
- To leverage the 3<sup>rd</sup> Grade Reading Legislative requirement as an opportunity to improve overall district systems in support of classroom teachers to ensure all students achieve early literacy and/or have a strategic plan of support in place moving forward

# 5 Pathways

- People
- Process
- Pedagogy
- Prescribed Instruction
- Parent Communication

# People

- Literacy Experts in all Schools
- Dyslexia Focus

# Process

- First 30 Days of School
- Identify Discrete Areas for Targeted Focus
- Individual Reading Improvement Plan Communicated with Parents

# Pedagogy

- 5 Literacy Elements
  - Vocabulary
  - Phonics
  - Phonemic Awareness
  - Fluency
  - Comprehension

# Prescribed Instruction

- Occurs in the Classroom and Includes;
  - Small groups organized by student need, not by text level
  - Additional intervention can also occur with reading specialists

# Parent Communication

- AAPS 3<sup>rd</sup> Grade Reading Brochure
- Parent Workshops



# Third Grade Reading Law

- **Identification of students for targeted intervention**

- MDE approved assessments: initial and extensive
- Initial assessment within first 30 days
- Progress monitoring tools at least three times a year

- **Targeted & intensive intervention for students identified as below grade level**

- Individualized
- Complementary to core instruction,
- Includes intense development in the five major reading areas
- Communication with parents/families



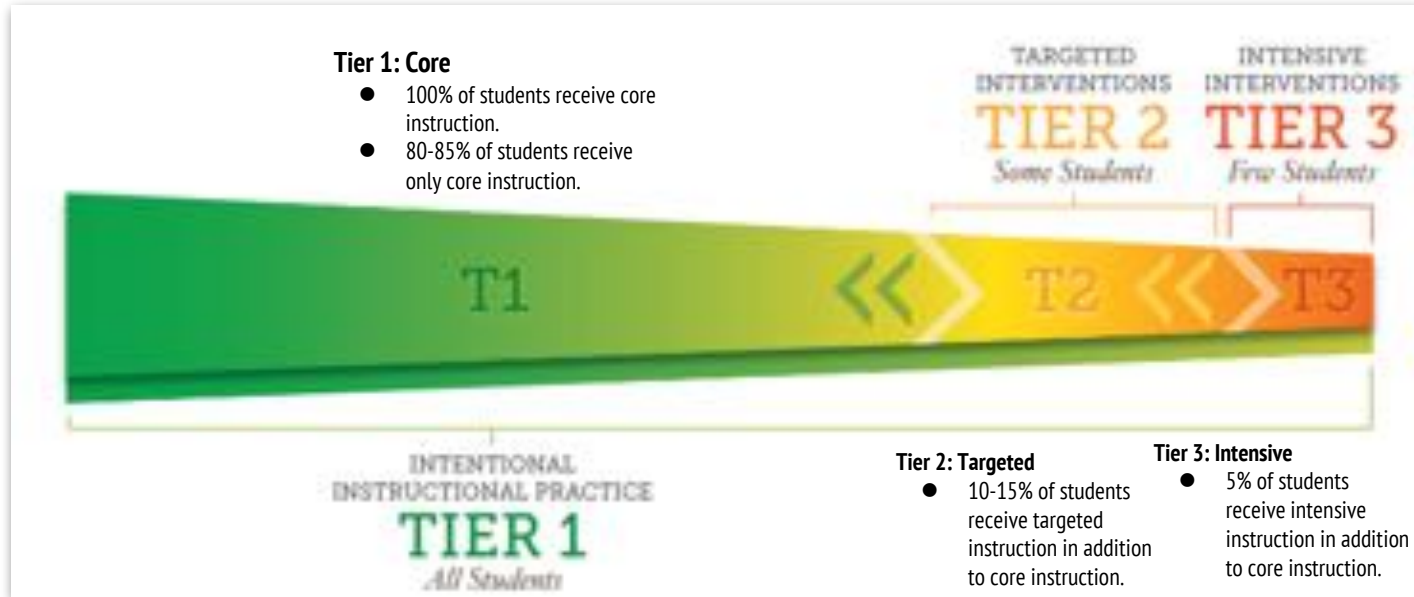
- **Ongoing professional development for teachers and administrators**

- Targeted PD based on student assessment data
- Coaching and support provided across the district
- District Coordinator to assess PD needs across the district

- **Retention and good cause exemptions**

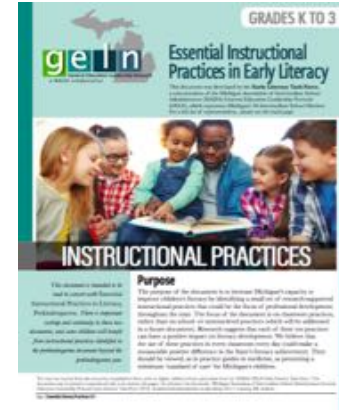
While the State of Michigan will monitor and report annually on a student's level of proficiency as measured by the MSTEP, local school districts have the authority to modify this provision if certain exemptions are documented.

# Multi-Tiered System of Supports (MTSS)



# Tier 1: Core Classroom Instruction

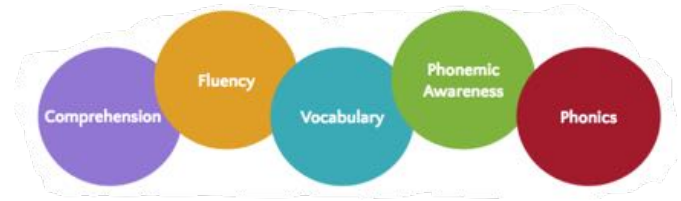
- Continued focus on reading instruction methods and five areas of reading
  - Essential Instructional Practices in Early Literacy – every essential, every classroom, every student, every day
  - Lexia Core5 – Customized Support



## The Big Five

# Tier 2 & 3: Targeted & Intensive Intervention

- Individualized Reading Improvement Plans (IRIPs) for every K-3 student reading below target, written and revised 3 times a year
  - Collaboration between interventionists and teachers
  - Read-at-home plans - Family literacy nights
- Strategic interventions for **fluency, vocabulary, comprehension, phonemic awareness, and phonics**
  - Project Read
  - Leveled Literacy Intervention (LLI)
  - Sound Partners
  - Lindamood Bell Phoneme Sequencing Program (LiPS)



## The Big Five



Ann Arbor Public Schools/ 2017-2018 Family Literacy Night	
Ann Arbor Open	Thursday, January 18
Ann Arbor STEAM	Thursday, January 25
Abbott	Wednesday, February 7
Allen	Wednesday, February 21
Angell	Tuesday, February 20
Bach	Tuesday, March 6th
Bryant	Tuesday, March 13
Burns Park	Thursday, February 8
Carpenter	Thursday, March 15
Dickson	Tuesday, February 13
Elmhurst	Monday, February 5
Halsey	Wednesday, January 17
King	Thursday, February 15
Lakewood	Tuesday, January 23
Lantern	Wednesday, March 21
Logan	Wednesday, March 2
Mitchell	Tuesday, February 6
Pittsford	Thursday, January 18
Theriot	Thursday, February 15
Wheat	Monday, February 5

Ann Arbor Public Schools/ 2017-2018 Young 6s Literacy Night	
Wednesday, February 7	
Thursday, February 8	



# Family Literacy Nights Video

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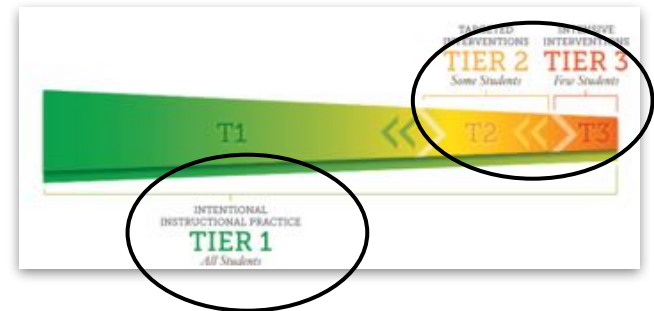
# Identification of Students for Tier 2 & 3: Targeted & Intensive Intervention

- Initial Assessments (screener)
  - NWEA
  - Kindergarten Readiness Assessment
- Embedded Assessments (per the law)
  - Fountas and Pinnell Benchmark Assessment System Reading Record
    - Accuracy
    - Comprehension
    - Fluency
  - Fountas and Pinnell Benchmark Assessment System Optional Assessments
    - Fluency and Phrasing
    - Phonological Awareness, Phonics, and Word Analysis
    - Vocabulary



# Strengthening our MTSS: Professional Development for Tier 1, 2, and 3

- Differentiated and strategic PD for teachers and administrators based on reading data
  - Two sessions of professional development for elementary principals and building literacy experts with Dr. Tanya Wright
  - Workshop for speech and language pathologists hosted by Dr. Joanne Pierson and Dr. Lauren Katz from Literacy, Language, and Learning Institute: 3LI
  - Ongoing consultation with Dr. Nell Duke
  - Mentor/mentee strand
- Monthly professional development for building literacy experts hosted by curriculum coordinator
- Contract with Eaton Academy to provide comprehensive program assessment and coaching





<b>Then</b>	<b>Now</b>
<p><b><u>Core: The first tier of support</u></b></p> <p>Statewide Literacy Essential Initiative</p> <ul style="list-style-type: none"> <li>● District professional development <ul style="list-style-type: none"> <li>○ Essential 2: Read alouds</li> <li>○ Essential 7: Vocabulary</li> </ul> </li> </ul> <p><b><u>Targeted and Intensive: second and third tiers of support</u></b></p> <p>Reading Interventionists</p> <ul style="list-style-type: none"> <li>● Support for K-2 students</li> </ul> <p>Reading Intervention</p> <ul style="list-style-type: none"> <li>● Utilizing Leveled Literacy Intervention (LLI)</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Running Records</li> </ul> <p>Home School Connection</p> <ul style="list-style-type: none"> <li>● Report cards</li> <li>● Personalized Learning Plans (PLPs)</li> </ul>	<p><b><u>Core: The first tier of support</u></b></p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>● Statewide Literacy Essential Initiative <ul style="list-style-type: none"> <li>○ Building Collective Efficacy</li> <li>○ Study of Early Literacy (SOEL)</li> <li>○ Lexia Core 5</li> </ul> </li> </ul> <p><b><u>Targeted and Intensive: second and third tiers of support</u></b></p> <p>Building Literacy Experts (BLEs)</p> <ul style="list-style-type: none"> <li>● Support for K-3 students</li> <li>● Support for teachers</li> <li>● Collaboration with school principal</li> <li>● Specialized training in early literacy</li> </ul> <p>Reading Intervention</p> <ul style="list-style-type: none"> <li>● Various interventions to meet the needs of our learners <ul style="list-style-type: none"> <li>○ Leveled Literacy Intervention (LLI), Lindamood Bell Phoneme Sequencing Program (LiPs), Project Read</li> </ul> </li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Running Records</li> <li>● Fountas and Pinnell Optional Assessments</li> <li>● myLexia</li> </ul> <p>Home School Connection</p> <ul style="list-style-type: none"> <li>● IRIPs - read at home plans <ul style="list-style-type: none"> <li>○ Family literacy nights</li> </ul> </li> <li>● Lexia Core 5</li> </ul>

# Lexia Core5 2017-2018 Data

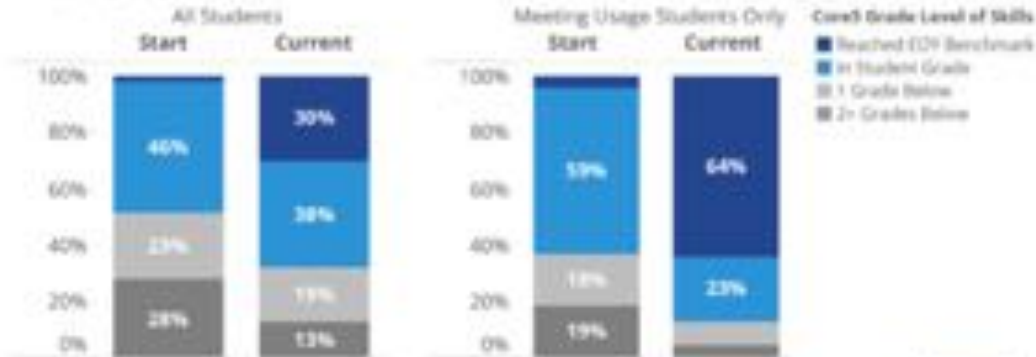
## Ann Arbor's

### Progress During the 2017-2018 School Year

The graphs below demonstrate how the progress of the 2,294 students who met usage targets regularly contributed to the site(s) overall growth. (Students working below grade level have higher usage targets than students working in or above level.)

**So far this year, 76% of your meeting usage students advanced one or more grade level of material!**

Comparing Progress in Core5 for All Students and Meeting Usage Students



# Lexia Core5 2017-2018 Data

## Grade Level Material

### GLM Progress by Grade

Compare the table on the left with the table on the right to see how students from each grade are progressing in Core5.

		Start of Year Grade Level of Skills							Current Grade Level of Skills							
		PreK	K	1st	2nd	3rd	4th	5th	PreK	K	1st	2nd	3rd	4th	5th/Done	
Kindergarten	700	3%	61%	3%					4%	64%	28%	3%	1%			
1st Grade	812	14%	33%	52%	0%				1%	23%	49%	21%	2%	1%	0%	
2nd Grade	771	4%	11%	40%	44%	0%	0%		1%	7%	26%	43%	15%	1%	2%	1%
3rd Grade	918	2%	5%	49%	18%	23%	4%	0%	0%	3%	16%	52%	20%	20%	0%	0%
4th Grade	832	1%	3%	14%	15%	7%	58%	1%	0%	1%	0%	13%	0%	37%	28%	13%
5th Grade	817	1%	2%	12%	16%	12%	11%	40%	0%	2%	3%	12%	0%	14%	20%	23%
Total	4,854	9%	18%	23%	16%	0%	12%	0%	1%	11%	21%	27%	10%	12%	11%	0%

# Lexia Core5 2017-2018 Data

All Top 10 Skills: All Students with HIGH Accuracy



All Bottom 10 Skills: All Students with LOW Accuracy



# Then

## **Core: The first tier of support**

Statewide Literacy Essential Initiative

- District professional development
  - Essential 2: Read alouds
  - Essential 7: Vocabulary

## **Targeted and Intensive: second and third tiers of support**

Reading Interventionists

- Support for K-2 students

Reading Intervention

- Utilizing Leveled Literacy Intervention (LLI)

Progress Monitoring

- Running Records

Home School Connection

- Report cards
- Personalized Learning Plans (PLPs)

# Now

## **Core: The first tier of support**

Professional Development

- Statewide Literacy Essential Initiative
  - Building Collective Efficacy
  - Study of Early Literacy (SOEL)
  - Lexia Core 5

## **Targeted and Intensive: second and third tiers of support**

Building Literacy Experts (BLEs)

- Support for K-3 students
- Support for teachers
- Collaboration with school principal
- Specialized training in early literacy

Reading Intervention

- Various interventions to meet the needs of our learners
  - Leveled Literacy Intervention (LLI), Lindamood Bell Phoneme Sequencing Program (LiPs), Project Read

Progress Monitoring

- Running Records
- Fountas and Pinnell Optional Assessments
- myLexia

Home School Connection

- IRIPs - read at home plans
- Family literacy nights
- Lexia Core 5

# Next Steps

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## **Core: The first tier of support**

### Statewide Literacy Essential Initiative

- Essential 3: Small group reading instruction
- Essential 4: Building Phonological Awareness
- Essential 5: Explicit Instruction in Letter-Sound Relationships

### Close partnership with literacy researchers and experts

- Dr. Nell Duke, Dr. Tanya Wright, Dr. Joanne Pearson, Dr. Lauren Katz, Dr. Pete Pullen

### Instructional resources for explicit teaching (lessons and materials)

- Mini lessons
- Phonological awareness/ phonics

## **Targeted and Intensive: second and third tiers of support**

### Building Literacy Experts (BLEs)

- Support for K-5 students
- Support for teachers with job embedded professional development
- Collaboration with school principal
- Continued specialized training

### Intervention

- Various interventions to meet the needs of our learners
  - Leveled Literacy Intervention (LLI), Lexia Core 5, Lindamood Bell Phoneme Sequencing Program (LiPs), Project Read