Notre École

FRENCH IMMERSION STEAM SCHOOL

Notre École

Local Literacy Plan

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Read Well By Third Grade, MN Statue 120B.12

Consistent with MN Statute 120B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by third grade. Districts must post their plans to the district website and submit proficiency data to the commissioner annually.

I. Notre École Vision and Philosophy

Vision
The process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students at Notre École will read and write with passion and purpose to ensure achievement of academic grade level skills by third grade in a culturally responsive school environment.

Philosophy
he beliefs and practices underlying the teaching of reading and writing at Notre École are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student's experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language skills. Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN State Standards, building both subject area knowledge and French fluency from year to year.

Statement of Goals and Objectives
Notre École believes that all children can be academically, linguistically, and socially successful in a language-immersion setting. All students begin in a similar place and rely on teachers and one another to build vocabulary and learning. Our goal is for all students to demonstrate reading proficiency throughout the primary grades and develop an appreciation and enjoyment of reading and writing that will last throughout their lives.

Our objective is for teachers and coordinators to review reading data at grade levels K-5, each year. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and each cohort of students. Throughout the year, teacher teams will review the effectiveness of their instruction, differentiation and interventions. Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency.

Guidelines
As part of our philosophy based on current scientifically based research and best practices in literacy education, Notre École has identified the following guidelines that will assist in increasing student achievement:

- Instructional decisions will be determined through ongoing assessment, both formative and summative
- The Minnesota K-12 Academic Standards in English Language Arts, which use the State Standards for English Language Arts as a base and extend Minnesota standards with additional benchmarks
- Classroom curriculum and materials that are research-based for effectiveness and chosen, implemented and revised through a review process
- Research-based teaching and learning protocols
- Utilizing Multi-Tiered Systems of Support (MTSS)
    - MTSS is a multi-level framework for student growth in the classroom
    - The framework provides a process for teachers to ensure personalized learning for all students to reach their potential
    - The foundation of MTSS includes: data collection, instruction, and interventions. MTSS is about clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students who are underachieving, and changing interventions when students are not progressing to their expected level.
- School Improvement Plans (SIP) that address reading goals
- Professional Learning Communities (PLCs) that focus on improving literacy (PLCs are cohorts of teachers that study student data, work, and teaching strategies to improve student learning.)

These statements continue to shape our commitment to having all students reading well by third grade. Additionally, we will focus on utilizing assessments identified in the Language Arts Curriculum Review by integrating student performance information with existing data in planning and problem-solving teams, and effectively using Personal and Continual Learning Plans to guide instruction and communication.

II. <u>Literacy Assessments and Benchmarks Assessment</u>

Notre École uses both formative and summative assessments to determine each student's instructional level of reading proficiency. The following chart shows which assessments are used and when they are administered. Results are communicated to parents through electronic and/or postal mailings, phone calls, and parent-teacher conferences.

Throughout the school year Notre École students may be assessed using the following tools:
- Groupe Beauchemin (GB+) measuring beginning reading skills through oral reading and retell. Measures comprehension, fluency, vocabulary
- Phonemic Awareness with La Planete des Alphas
- Reading and writing checklist
- IDAPEL (Indicateurs dynamiques d'habiletés précoces en lecture)
- FastBridge Early Reading Assessment
- FASTbridge Reading Assessments
- Minnesota Comprehensive Assessment (MCA) starting in grade 3

- DELF prim (Diplome d'Etudes en Langue Francaise) – French proficiency assessment in reading, writing, listening skills, and oral communication in grade 5.

Grades	Assessment	Purpose and Use	Area(s) Tested	Timeline
K-5	Groupe Beauchemin (GB+)	Formative Summative Benchmark	French Comprehension, fluency, and vocabulary.	Quarterly
K-1/or struggling students	La Planete des Alphas	Formative Summative Benchmark	French Phonemic Awareness	Quarterly or as needed.
Grade 1 and/or struggling students	Reading and Writing checklist	Diagnostic Formative Summative	Skills and strategies, comprehension, conventions of writing, fluency in French	As needed for diagnostic assessment following benchmarking for some students or as needed.
K-3	FASTbridge reading	Formative Summative Norm-referenced	Concepts of print, phonemic awareness, phonics, comprehension, and vocabulary in English.	Fall, Winter, and Spring
3-5	Minnesota Comprehensive Assessment (MCA)	Summative Norm-referenced	MN reading standards	Spring
3-5	IDAPEL	Formative Summative Benchmark	French Comprehension, fluency, and vocabulary.	Fall and Spring
5	DELF prim	Summative	Listening, reading, writing, and oral skills in French	Spring

Assessments Methods and Data
Notre École students will meet or exceed grade level state benchmarks and standards in reading, as demonstrated by the following performance indicators:
- Kindergarten students will score at 50% or better on Spring Letter Names and 41% or better on Spring Letter Sounds
- First grade students will score at or above Level 4 GB+ at the instructional level by the Spring.
- Second grade students will score at or above Level 10 GB+ at the instructional level by the Spring.
- Third grade students will score at Meets or Exceeds Standards as measured by the Spring MCA Reading. Students will score at or above Level 16 GB+ at the instructional level by the Spring.

Where disaggregated student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions is employed.

III. <u>Communication and Involvement</u>

Notre École promotes a view of education as a partnership between the home and the school. This collaboration is a shared process that guides the development of our goals and plans for each individual student in our school district. This collaboration will be characterized by open communication where our teachers and our families can discuss expectations for student achievement in literacy and our respective roles to insure each student meets high expectations for excellence.

Communication
Parents or guardians of students who are at or above grade level and are making adequate progress will be notified of test results at regularly scheduled parent teacher conferences in the fall and spring, or when report cards are sent out at the end of each term. Parents or guardians of students who are below grade level will be notified of their student's results at the earliest possible time and will be updated more frequently on their child's progress. Parents or guardians of any student who is identified for intervention help outside of the classroom will receive notification prior to the intervention. Parents or guardians, who are unable to attend conferences or meet in person, will be communicated with by email, phone, and/or mail. All parents and guardians are encouraged to contact the school at any time with concerns or questions.

Involvement
Research shows that when families and community members are involved in a child's education, test scores are higher, attendance is better and students have a more positive attitude. Families also gain an improved understanding of their child's development, ability to parent, ability to assist their children with school and learning, and stronger relationships.

in order to foster home and school partnerships that value the literacy acceleration for each individual student, the following list of activities will be incorporated into our literacy initiative:

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- Celebrate Literacy Events for families

- Schedule and conduct Parent Advisory meetings for Special Education and Curriculum.

- Translate documents for families upon request

- Communicate through electronic or postal newsletters

- Provide lists of literacy websites and mobile apps

- Facilitate Family-School meetings to discuss progress monitoring

- Communicate results of diagnostic assessments to families

- Invite French speaking parents to participate in the classroom and school

- Provide books for students to take home and share

One of the best things parents can do to help their students with reading is to find good books to read with them or to have children read on their own. Below are some websites with lists of good books:

- http://www.scholastic.com/100books/
- http://www.nypl.org/childrens100
- http://www.barnesandnoble.com/u/childrens-books-kids-books/379003144/
- http://www.cybils.com/cybils-books
- https://www.lespetitslivres.com/Default.asp?fbclid=IwAR28h09fs0RDnuTcBPFYZuD3bOK6Cvkl_vIIA9ho-oH-lM8hN-nVMWh54tg

IV. **Instruction**

Notre École is a full immersion school. Material taught in French is not translated into English later in the day or week. Notre École's curriculum encompasses Minnesota Standards, Common Core Standards, the Core Knowledge Sequence, and national standards for foreign language education. We place high priority on preserving the integrity of our immersion focus by not introducing English Language Arts until third grade when French is solidly established. Starting in third grade, our language curricula is aligned across French and English, enabling teachers to synchronize lesson plans. This simultaneous study accelerates the transfer of literacy skills and enables students to learn content in both languages.

French

French Language Arts (FLA) integrates language, content and culture, is based on immersion best practices, and incorporates content-based instruction and thematic-based instructional approaches. Immersion classroom teachers participate in training and peer learning to promote character education, increase social language usage, and improve school climate. The FLA curriculum includes modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Topics integrate science, history, social studies, and technical subjects.

English
English In English Language Arts (ELA) starts in Grade 3. The program will meet the requirement of Common Core Standards, which focuses on reading, writing, speaking and listening, and language usage components. Our ELA curriculum will be customized for accelerated growth since Notre École students begin formal ELA studies three years later than non-immersion schools.

Balanced Literacy
The balanced literacy approach encompasses phonemic awareness, phonics, fluency, vocabulary development and reading comprehension.

Phonemic Awareness: the ability to hear and make the sounds that letters represent and understanding that letters make certain sounds.
Phonics: being able to, based on knowledge of the relationship between letters and sounds, sound out written words correctly.

Fluency: reading without effort; the fundamental skills involved in phonemic awareness and phonics become automatic.

Vocabulary Development: through the expansion of vocabulary, students are able to expand their capacity for understanding; it is impossible to learn without first knowing and understanding the words that relate to the topic at hand.

Reading Comprehension: students read text and are able to extract meaning.

Essential Learnings

The essential learnings for grades K-3 and information about curriculum are located below.
These stated learning outcomes are derived from the Minnesota Academic Standards.

Kindergarten	
Essential Learnings	**Correlating Essential Questions**
Produce clear and coherent writing and speaking for a given purpose.	.Why do I write and speak? .Why is the order of events important when I write and speak? .How do I make my writings and speaking better? .How can I listen and talk with others?
Read closely to determine what the test says explicitly and to make logical inferences.	.How do I find a book that is right for me? .How can I show I understand what I am reading? .What is important to retell about a text? .How can I show I understand the importance of a story? .How can I understand the important parts of a non fiction text?
Analyse features of text to support comprehension.	.What can I do if I find a word that I don't know when I am reading? .What different things can I read? .Who is the author/illustrator and what does he/she do? .What are the different parts of a book?
Evaluate text and support thinking with evidence.	.What do the pictures tell us in a book? .What is the same and different between two books? .How are the characters and events the same? how are they different? .How do I know what the author is sharing?

First Grade	
Essential Learnings	**Correlating Essential Questions**
Produce clear and coherent writing and speaking for a given purpose.	.How do I choose to write and speak about? .Why is the order of events important in my writings and speaking? .How do I revise and publish my writings and presentations? .How can I listen and talk with others?
Read closely to determine what the test says explicitly and to make logical inferences.	.How can I participate in discussions with others? .How do I find a book that is right for me? .What is important to retell about a text? .How can I show I understand the important parts of a story? .How can I understand the important parts of a non fiction text?
Analyse features of text to support comprehension.	.What can I do if I find a tricky word when I am reading? .How can words make me feel when I am reading? .How are fictions and non-functions books different from each other? .Who is telling the story? Who is the narrator? .What are text features and how can I use them?
Evaluate text and support thinking with evidence.	.What information can I figure out from the pictures and details in text? .What is the same and different between two texts? .How are the characters and events the same? how are they different? .How do I know what the author is sharing?

Second Grade

Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	.How do I choose what to write and speak about? .Why is the order of events important in my writing and speaking? What tools can I use to revise, edit and publish my writing and presentations? .How can I participate in collaborative discussions?
Read closely to determine what the test says explicitly and to make logical inferences.	.How do I choose books? .How can I show understand what I am reading? .How can I show my understanding of a fiction text? .How can I show I understand the importants parts of a story? .How can I show my understanding of a non-fiction text? .Why is it important to make connections between events, steps in a process, and concepts while I am reading?
Analyse features of text to support comprehension.	.What can I find the meaning of words in a text? .How can words rhythm and meaning? .What is the structure of a story? What do the introduction and conclusion do? .How do I know that characters see things differently? how can I show this when I am reading? .What is the main purpose of a text? What did the author write the text?
Evaluate text and support thinking with evidence.	.How do images (illustrations, diagrams, etc.) help me understand a text? .How do I compare and contrast different versions of the same story? How do I compare and contrast two texts on the same topic? .How does an author support his/her ideas in a text?

Third Grade	
Essential Learnings	**Correlating Essential Questions**
Produce clear and coherent writing and speaking for a given purpose.	.How do I choose what to write and speak about? .Why are details and evidence important in my writing and speaking? .How do I organize my thoughts in writing and presentations? .How do I use the writing process effectively? .How do I use tools to revise, edit and publish my writing and presentations? .How can I participate in collaborative discussions?
Read closely to determine what the test says explicitly and to make logical inferences.	.How do I choose books? .How can I show understand what I am reading? .How can I show my understanding of a fiction text? .How can I show I understand the importants parts of a story? .How does understanding main idea and details help me to understand a text? .Why is it important to make connections between events, steps in a process, and concepts that I am reading? .How can I use specific languages to describe the relationship between events, steps in a process and concepts?
Analyse features of text to support comprehension.	.What do I find the meaning of words in a text? .How can I categorize the different language used in a text? .How can I write and speak about a text so the reader or listener understand the different parts and how the are related? .What is my point of view? What is the author's point of view?
Evaluate text and support thinking with evidence.	.How can i illustrations and images to enhance my understanding of a text? .How do I compare and contrast the literal elements of stories by the same author or with similar characters? how do I compare and contrast the main idea and details in two texts on the same topic? .Why is the organization of text important?

Differentiation

Differentiated instruction is a method of designing and delivering instruction to best reach each student. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. Immersion teachers use dozens of techniques to reach all students, such as, body language and visual aids. Other instructional methods include backward design, thematic content-based immersion instruction, using effective teacher talk, promoting student output, and attending to diverse learner needs with strategies such as cooperative learning, student choice and learning centers. Formative assessment is an essential ingredient of this method. Teachers, administration and support staff are committed to providing students who are reading below grade level, or who are otherwise at risk for reading problems,

with instruction that is multi-tiered based on need. Students who are performing below grade level benchmarks will receive some combination of the core reading program with additional interventions. The combination of materials used will be based on the learning needs of students.

Interventions and Instructional Support
Notre École uses a multi-tiered system of support philosophy and provides for a tiered model of instruction and supports for all students. Multi-Tiered Systems of Support (MTSS) is a multilevel framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of MTSS include: clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 3. We believe that with strategic instruction and intervention strategies, all students can achieve success. The goal for all students is to make one or more year of growth in reading.

Tier One Instruction:
At the first tier of instruction is the core instructional program for all students. All classroom staff are expected to utilize best-practices instructional methodology and use the adopted literacy frameworks and materials with fidelity. All primary students interact with grade-level text to build a foundation of strong reading skills, deep comprehension strategies and critical thinking about text. Students not yet reading at grade level need supported interaction with grade-level and above-grade-level texts to:
   • build foundations of background knowledge
   • experience excellent writing and language models
   • engage in discussions to build oral language and vocabulary
   • enjoy a variety of text genres
   • engage with informational text
   • participate in critical thinking with teachers and peers.

Teachers teach students in flexible groups and with leveled text that allows students to practice reading skills and strategies. Teachers create flexible groupings using assessment data to ensure that each student grows. Motivating and engaging students in the reading process is also critical to reading success. When students are interested in the topics they are reading about they often learn more and sustain interest. Therefore, all students choose and read self-selected text in addition to teacher-selected text.

Tier Two Instruction:
The second tier of instruction includes targeted interventions for students not yet making sufficient growth. While benefiting from whole class and flexible grouping instruction, some students need more time and sometimes different materials or instruction to accelerate growth and reach grade level benchmarks. Intervention needs occur in the areas of phonemic awareness, phonics/word study, vocabulary, fluency, motivation and engagement and comprehension. The purpose of reading is comprehension.

Tier Three Instruction:
The third tier of instruction are targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction (described in tier two above) or who have, in grade 3, substantially exceeded grade level standards. Students receive increased instruction and may use alternative curriculum to meet standards and with the goal of making a year or more of academic growth. Individual Educational Plans (IEPs) that specifically identify goals and objectives are created for students who qualify for special education services. Special Education teachers choose from a base of scientifically researched reading curriculum and collaborate with classroom teachers and other educational staff. Materials are chosen after rigorous review of research influencing the design of the programs or/materials and research of the effectiveness of the materials on achievement when partnered with excellent teaching.

EL Learners
Notre École uses a variety of assessments based on developmentally appropriate measures to identify students as EL. The assessments provide detailed information on students' reading, writing, speaking and listening skills. Students identified as EL learners will either be monitored and or receive direct instruction. Progress is monitored by classroom teachers, EL teachers and administration through classroom-based assessments, Specific EL curriculum materials and interventions. Curriculum materials will be updated as needed or developed on-site.

School Day Services
All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:
- an additional instructional flexible group with classroom materials
    - Example: Phonemic Awareness lessons
    - Example: Phonics lessons
    - Example: Fluency work with repeated reading of classroom text
    - Example: Vocabulary practice 16
    - Example: Comprehension work with strategy application, discussion and writing to read strategies
- direct instruction with a research-based reading intervention program and practice with teacher
    - Example: LLI (Leveled Literacy Intervention), or phonics/word analysis, vocabulary, fluency and text comprehension
- direct instruction in targeted goals with a teacher and computer-assisted practice that is monitored by a teacher
    - Example: Phonemic Awareness, or Phonics or Word Analysis.

Teachers who work with students may include the student's classroom teacher(s), other teachers on the grade level team, a school Learning Specialist, a school Title 1 reading intervention teacher, or a tutor.

V. **Professional Development**

Professional Development is the process of improving staff skills and competencies needed to produce outstanding educational results for students. Notre École is committed to the continued improvement of its teachers and staff through research-based strategies that target their areas of need with the ultimate goal of enhancing student learning and achievement.

Teachers will receive professional development in scientifically based research in literacy. Professional development includes curriculum mapping of standards, assessments and delivery, collaboration of classroom teachers and support teachers, instruction strategies, conferring, guided reading and developmental levels of readers.

The Assessment Coordinator along with the Curriculum Committee also provides professional development in analyzing both formative and summative assessments to identify individual student strengths and weaknesses. Mid-year, the Curriculum Committee meets with each grade level to analyze FAST scores and review intervention practices for students below grade level. Teachers use this information to inform their instructional practices. A focus on data analysis will help to ensure student achievement at Notre École.

Time is provided for Professional Learning Communities (PLCs) to collaborate in order to create a sustainable system of continuous improvement with the goal that results in more intentional teaching toward clearer and more rigorous expectations aligned with the Minnesota Common Core State Standards. Teachers will work together within and between grade levels to ensure our students make observable and measurable progress along a trajectory of skill development.

VI. **Communication System for Annual Reporting**

The literacy plan developed by Notre École will be posted on the school's website. Data for the school will be sent to the Minnesota Department of Education Commissioner.

Adopted on __**May, 2nd 2024**__.

Certified:

Vanessa Hendrikson

Secretary