**District 4195 OSHKI OGIMAAG CHARTER SCHOOL LOCAL LITERACY PLAN**Helping students develop proficiency in literacy is an essential part of Oshki Ogimaag School’s focus on creating a learning environment of excellence and helping students become lifelong learners that reach their academic potential. Literacy is essential to most academic development and a priority in the early grades (kindergarten through grade 3). The following identifies some of the key goals, methods, tools and interventions used at OOCS.  
  
At OOCS, early intervention is the philosophy used to bring students with limited literacy skills to grade level by grade 3. Teachers use McGraw-Hill *Treasures* program as a primary instructional tool. This scientifically-based curriculum not only features specific instruction in several literacy skill areas, but incorporates cross-curricular opportunities for teachers to use in developing extensions, applications, and connections for literacy development. Teachers then build on these skills to integrate literacy into all other academic areas.   
  
During the first six weeks of the school year, teachers perform several assessments of student proficiency. These include formal assessments included in the *Treasures* program, NWEA’s Measures of Academic Progress, and Fountas and Pinnell Guided Reading Program Assessments. In addition to formal assessments, teachers will conduct informal observations of student work and performance. After the first six weeks, learning goals are established and students are provided instruction based upon individual skills to receive ability appropriate instruction.

OOCS has begun implementing principles of “Response to Intervention.” All licensed staff, administration, and special education staff meet monthly to review student intervention progress. Students assessed below grade level are referred to our intervention program, providing them the ability to receive targeted instruction individually or in small groups. The intervention is tracked and heavily assessed for six weeks. After the six week period, the team will meet again to determine if the student has recouped skills, or if an additional intervention is needed.   
  
Formal assessments continue throughout the school year, with teachers monitoring student development against both peer and normed standard. Classroom teachers continue to meet with the data coordinator, special education teacher, and Title I teacher monthly to ensure students are moving towards academic goals. Teacher use research based interventions from McGraw-Hill *Triumps* curricula when students are in need of general education modifications. To maintain parent awareness and involvement, teachers contact parents directly as these interventions are needed.  
  
OOCS has a project fair quarterly, to coincide with a formalparent-teacher conference. Within these exhibits of learning, all projects displayed must include literacy skills. It is with the intention of brining awareness to students’ learning that these quarterly displays are intended. Formal progress reports are sent home quarterly. These progress reports identify student proficiency in a broad range of literacy, and the conferences and project fairs are designed to provide additional details and answer any questions parents may have regarding their child’s development. This conference is also used to reflect on the learning goals, strategies, interventions, and school-home collaborations established by the parent and teacher.   
  
As the school year continues and the classroom teacher reviews assessment and performance data, students who continue to struggle to make significant progress and need additional support will be identified. Support will include trained paraprofessional and volunteer support. Paraprofessionals and volunteers utilize the above named resources. OOCS receives services from one Indian Education Academic Tutor one day a week. This tutor is guided by the Title I teacher, providing her with students to be worked with, skills needing development, and tools to teach these skills.   
  
Student portfolios are begun in the beginning of the year, and added to continuously in order to measure progress. Literacy is engrained with community and cultural opportunities as well. At OOCS, a significant portion of our academic programming involves community partners. Literacy development is the responsibility of the school, student, parents, and community. OOCS has partnered with the local Elder’s Program to provide reading mentors. K-3 students participate in this program weekly during the school year, and during the summer months.   
  
In December, a second cycle of NWEA’s Measure of Academic Progress is administered. This is approximately 6 weeks after the first interventions are implemented. The timing of this assessment is to measure the effectiveness of the first intervention and ensure that classroom instruction is effective. Staff development days scheduled during the holiday break provides teachers with time to collaborate and modify instruction.  
  
Late spring is when summative assessments take place. These assessments include the NWEA Measures of Academic Progress, curriculum based assessments, and the Minnesota Comprehensive Assessment for students in grade 3. A final progress report is sent home at the end of the year.  
  
Summer is often filled with curriculum mapping and development and staff development opportunities. All teachers are required to have formal training in scientifically-based methods of reading instruction, as well as in meeting the needs of diverse students. Prior to the school year, student data from the prior year is again reviewed by classroom teachers, special education staff, and administration. This information is incorporated into our curriculum in an effort to continually improve student achievement.