



2022-2023 Literacy Plan

“Literacy is not a luxury, it is a right and responsibility.”

William J Clinton

Local Literacy Plan

A school must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The school must post a plan on the official school Website. -MN Statute 120B.12

Literacy Goal Statement

To teach all children to read accurately, fluently and with comprehension by the end of third grade, using a multi-tiered system of support (MTSS) in our elementary buildings that will meet the learning needs of ALL STUDENTS.

Purpose of the Plan

The Literacy Plan provides an overview of how STRIDE Academy staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in on-going study and self-reflection to improve the shared practice of teaching, and involving parents in a joint partnership to actively respond to the needs of our children.

Literacy Criteria used in Creating the Stride Academy Literacy Plan:

There are **five essential components** to effective reading instruction. The five essential components must be intentionally present in a literacy plan in order for students to learn how to read. The five components are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Standards ensure that all students are prepared for success in post-secondary education and/or the workforce. Standards help ensure that students are receiving a high quality education consistently, from school-to-school and district-to-district.

Viable and Reliable Assessments are important to an effective reading program. Good assessments can help teachers know and understand what skills students are missing and what skills they have already acquired. Additionally, local assessments can help ROCORI staff to match interventions to student needs.

Curriculum and Aligned Materials are important to an effective reading program. Curriculum should be scientifically researched and focus on the five essential components related to good reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Systematic and Explicit Instruction is necessary to make sure that instruction is focused, clear and modeled. When planning instruction teachers need to provide a learning experience that allows time to learn, practice and apply the reading skills being taught.

Aligned Professional Development must be a priority and focus on understanding the relationship between the standards, curriculum and materials within the district so that teachers can plan cohesive and coherent learning experiences for **ALL students**.

Instructional Leadership plays an important role to provide teachers with the resources needed to ensure that our students are reading well by third grade. This leadership comes from **Administrative Leaders and Instructional Team**. Teachers are then responsible for communicating clear goals and expectations for student learning in their classrooms as **Teacher Leaders**.

Literacy Plan Goals

- ALL students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
- ALL students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth.
- ALL stakeholders will be informed of the instructional efforts to ensure ALL our students will be reading well by third grade.

Measuring Progress Toward 3rd Grade Reading Proficiency

Reading proficiency will be defined as students who score at or above benchmark according to the Measures of Academic Progress (MAP) and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in kindergarten through grade 3 by multiple measures of assessment, instructional practices informed by formative assessment data, and a Multiple Tiered Systems of Support (MTSS) approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions and be progress monitored until proficiency is attained. Interventions will supplement not supplant core reading instruction.

Eighty percent of students should achieve grade level benchmarks via core instruction. Core curriculum is aligned to the 2010 English Language Arts Standards and Curriculum. Maps are updated annually. The core curriculum was aligned vertically and horizontally by K-8 staff.

Assessments

- Screening measures: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) reading assessment. This assessment will be used to help identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students at or above benchmark are considered at grade level and generally need only core instruction to achieve reading benchmarks. MAP, a computer-based assessment, is administered in the fall, winter, and spring to students in grades K-8. This screening measure is designed to quickly and efficiently assess pre-reading and reading skills. These measures are combined with teacher observations and data to determine instructional needs.
- Outcome based/summative curriculum assessments are administered to assess students' growth. Test results are used to determine whether students have acquired the skills and strategies to be on-track for grade level success. In addition to the curriculum assessments, grade 3 students will take the Minnesota Comprehensive Assessment (MCAs) in the spring. Students who meet or exceed MCA proficiency measures are considered at grade level and are likely to need only core instruction.
- Diagnostic assessment results inform instructional planning in order to meet students' individual needs. Assessments may vary and are administered on an as needed basis. Assessment data and classroom observations are analyzed to determine if students need additional support or interventions. Once interventions are implemented, progress monitoring is used to determine whether students are making sufficient progress in literacy development. An MTSS protocol specifies steps to determine the effectiveness

of instruction and progress monitoring needs.

- Teachers assess students’ reading levels a minimum of two times per year to determine the appropriate instructional level. The Fountas and Pinnell Benchmark System is used for this assessment. Information is used for guided reading instruction in order to “match” students to developmentally appropriate reading material. Guided reading instruction is a prescriptive response to students’ needs.

STRIDE Academy Grade Level Reading Guide

Developmental Stage	Grade	Goal
Emergent	Kindergarten	Level D
Emergent/Early	First Grade	Level I
Early/Fluent	Second Grade	Level L
Fluent	Third Grade	Level P

Parent Communication

- Teachers will communicate screening, diagnostic, and progress monitoring results for all students during fall and winter conferences.
- Parents will be invited to a literacy session. The literacy session will provide parents with information and strategies to accelerate their child’s literacy development in areas where a skill deficit has been identified.
- Grades are reported three times per year and will indicate the areas of need and whether students are reading at grade level.
- Parents are notified when students participate in pull-out literacy support.

Instructional Supports and Programs

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tier 1: Core Instruction

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Multilingual students identified for English Learner services also receive core instruction through multilingual teacher language support in Tier 1. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3. The core curriculum includes:

- Journeys: Kindergarten - Grade 6
- Into Literature - Grades 7-8

- Differentiated Instruction & Guided Reading: grades K-8
- eSpark online differentiated reading support

Tier 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group, and individual instruction. Additional support is provided during a scheduled block, or response time. To gauge the effectiveness of specific interventions, staff will progress monitor students using CBMs or other measures.

If students score above their ‘aim line’ three to five consecutive times with at least one data point above the next benchmark goal, the intervention may be discontinued. However, teachers will continue to monitor progress to ensure that mastery is maintained.

Instructional supports can include:

- Researched based interventions for the targeted skill
- Title I Instructional Support
- Reading Corps
- eSpark

Tier 3: Intense Support

Students who are significantly below grade level are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff three to five times per week. To gauge the effectiveness of specific interventions, staff will progress monitor students using CBMs or other measures. If students score above their ‘aim line’ three to five consecutive times with at least one data point above the next benchmark goal, interventions may be discontinued. However, teachers will continue to monitor progress to ensure that mastery is maintained.

Intervention programming may include:

- Title I Reading in grades K-3: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions
- Special Education in grades K-4: instruction and interventions targeted to students’ individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines
- Dyslexia Specialist Instruction (STRIDES For Reading)

The STRIDES For Reading program is designed for students who have early warning signs of dyslexia and/or could benefit from multi-sensory individualized instruction. Part of the screening includes an auditory discrimination test which indicates if students can start with the dyslexia literacy instructional program. This program is offered to students during school, and to families and students in the evenings or weekends with one of our specialists. Once they complete the first two levels of the program, including phonemic awareness and consonant/short vowels with each student, the family has two choices. Choice 1 is to continue with our specialist one to four hours per month while the parent/guardian takes over as the main reading coach, or Choice 2 is that the student transitions back to campus to

continue with Level 3 of the dyslexia literacy instructional program with one of the on-site coaches. For students who are receiving individual instruction on campus, there are exit criteria for the program once the student meets standards on the MCA reading test.

Multilingual Learners

STRIDE Academy's Multilingual Learners (ML, also known as English Learners/EL) offers content-based language instructional programs which promote students' language growth and build academic content knowledge by integrating subject areas with language acquisition strategies. MLs acquire English through participation in age- appropriate instruction aligned to district content standards as well as WIDA English language standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, general education teachers, ML licensed teachers, and ML support staff collaborate to teach language through content using district curriculum, supported by programming, in addition to language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for MLs at all levels of proficiency.

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ML students who are reading below grade level may also receive reading interventions.

Teacher Professional Development

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school and/or district goals.

- There are four professional development days per school year for teachers. Professional development focuses on student achievement initiatives and building level needs.
- Teachers meet in Professional Learning Communities (PLCs) weekly to reflect on student progress, review student work, review data, and align instruction to academic standards and learner outcomes.
- Administrators use formal and informal evaluations to identify training needs.
- With the QComp program, each teacher is assigned a peer mentor who helps guide conversation and reflection of instructional practices.

Annual Data Reporting

Spring MAP data for grades K-3 will be reported annually to the Minnesota Department of Education Commissioner in the Read Well by Third Grade and World's Best Workforce Annual Reports.

The STRIDE Academy Read Well by Third Grade Literacy Plan will be posted on the school website by June 30 of each year. Feedback will be sought through a survey of families.

Next Steps

During the 2022-2023 school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students' needs, to analyze data to make programming decisions, and to determine training for our educators. All teachers will receive training on unpacking and repacking standards, determining success criteria, selecting and using assessments and data to drive instruction, and creating curriculum maps that focus on essential learnings aligned to state content and language standards and supported by differentiated curriculum resources. We are also ensuring our MTSS plan is focusing on Tier 1 instruction and materials this year, following with Tiers 2 and 3 in subsequent years. We aim to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students' needs, to analyze data to make programming decisions, and to determine training for our educators. All teachers will receive training on unpacking and repacking standards, determining success criteria, selecting and using assessments and data to drive instruction, and creating curriculum maps that focus on essential learnings aligned to state content and language standards and supported by differentiated curriculum resources. We are also ensuring our MTSS plan is focusing on Tier 1 instruction and materials this year, following with Tiers 2 and 3 in subsequent years.