



2023-2034

*“Literacy is not a luxury, it is a right and a responsibility.
If our world is to meet the challenges of the twenty-first century
we must harness the energy and creativity of all our citizens.”*

- President William Clinton

Local Literacy Plan:

Consistent with this section, 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 district must post its literacy plan on the official school district 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) at STRIDE Academy that will meet the learning needs of ALL students.

STRIDE ACADEMY

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STRIDE ACADEMY

2023-2024 Literacy Plan

Dear Families and Community Partners;

The 2023-24 Literacy Plan for STRIDE Academy is being presented as a part of a comprehensive system of accountability for the school. We have established this report to keep the community of STRIDE Academy well informed on the Literacy Plan for K-8 students, and to engage the community in an open, ongoing dialogue about our school and the education of our students.

This report provides highlights in the areas of Literacy Assessment, Communication, Instruction, Intervention, Professional Development, and Annual Data. It is reflective of the goals adopted by the Board through the Strategic Planning for Continued Excellence.

The Literacy Plan is just one component of STRIDE Academy's systemic approach to shared accountability. Rather than relying on a few indicators, we are developing multiple sources of feedback that will be useful in helping the community assess our progress. Our Literacy Plan, provides information on progress toward the benchmarks established as part of our goals.

STRIDE Academy is determined to ensure that all of its students are prepared to tackle whatever post-secondary options they choose to pursue. The benchmarks detailed in this report will make certain that we continue to cultivate excellence at STRIDE Academy. We are continuing to examine every aspect of our work to guarantee greater efficiency and effectiveness, and ensure that all of our actions support STRIDE Academy's goals.

Challenges remain in our journey for excellence. However, we are determined in our focus and we know that by working together, by holding our stakeholders and ourselves accountable, we can eliminate achievement gaps, raise the bar on learning for all children and make an even greater impact on the lives of our students and on the future of the communities we serve.

We encourage everyone in this community to embrace our mission and to join us as we continue to build toward excellence.

STRIDE Academy must comply with federal and state education laws. We are responsible for adhering to goals set by STRIDE Academy.

Reading Well by Third Grade, MN Statute 120B.12

<https://education.mn.gov/MDE/dse/prof/>

Consistent with MN Statute 201B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by grade three. Districts must post their plans to the District website and submit proficiency data to the commissioner annually.

STRIDE Academy

<https://www.strideacademy.org/>

Literacy Criteria used in Creating the STRIDE Academy Literacy Plan:

STRIDE Academy follows the SOR (Science of Reading) guidelines supported by MDE and the University of MN. 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 STRIDE staff to match interventions to student needs.

Curriculum and Aligned Materials are important to an effective reading program. Curriculum should be scientifically research based 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 SOR (Science of Reading) standards, curriculum and materials within the school so that teachers can plan cohesive and coherent learning experiences for **ALL** students.

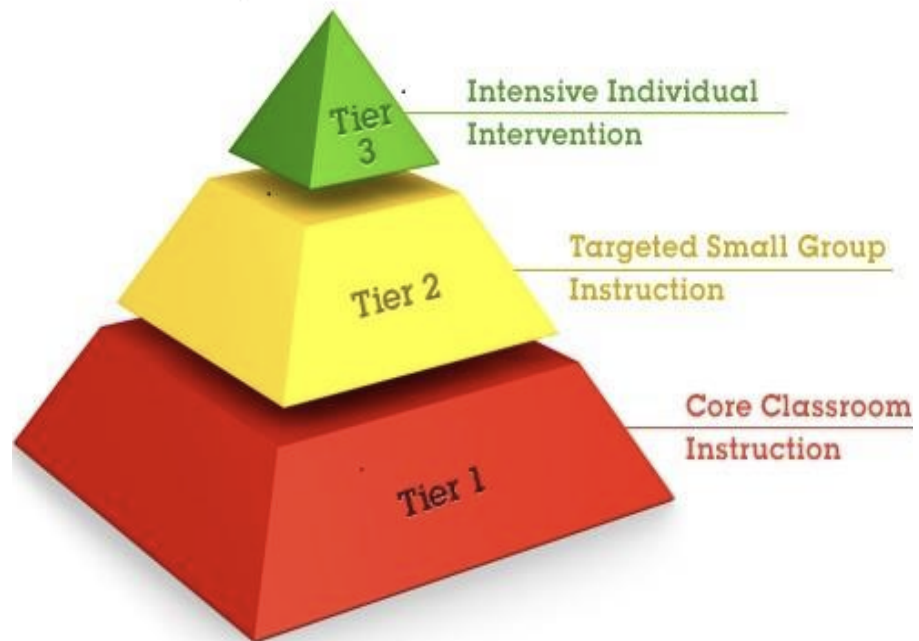
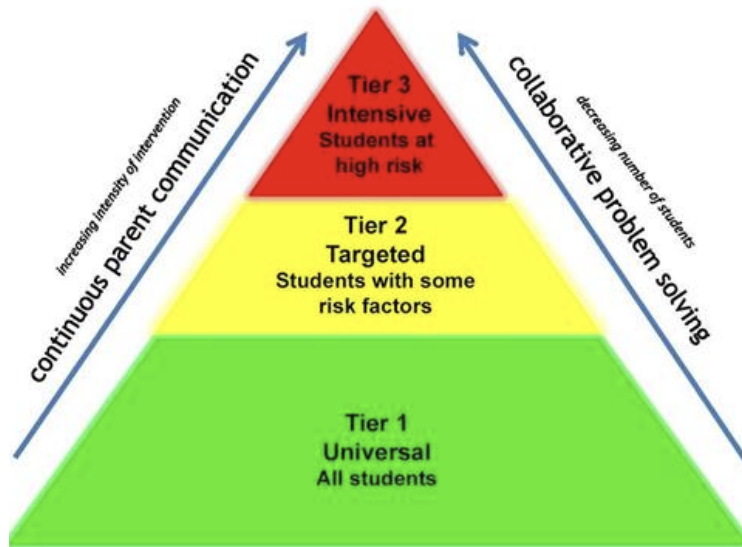
Instructional Leadership plays an important role to provide teachers with the resources needed to ensure that our students are reading well by third grade. This leadership comes from **Administrative Leaders and Instructional Team.** Teachers are then responsible for communicating clear goals and expectations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

Overview of the Literacy Plan **Framework** K-3

The framework's purpose is to create a common language and a coherent system that ensures high quality instruction for **ALL** students.

STRIDE Academy

MTSS Framework:



Students will demonstrate reading proficiency in the primary grades, and be fluent by third grade. STRIDE's goal is for all students to be at or above grade level on FAST assessments/NWEA.

STRIDE will challenge students at all ability levels during our differentiated instruction time set aside for all students inside the school day along with high quality core programming instruction. Students may also qualify for specific programs through our MTSS Framework for students above or below proficiency benchmarks.

Classroom and tiered instruction are informed by critically looking at data from district universal assessments and State Assessments. A brief explanation of district assessments used to measure student proficiency and qualify students for specific programs through our MTSS process who meets on a regular basis.

Assessment Dates

Assessment	Grade Level	Fall	Winter	Spring	Other
Minnesota Comprehensive Assessment	3-8			X	
FAST aReading	2-8	X	X	X	
FAST CBM	1-8	X	X	X	
FAST earlyReading	K and 1	X	X	X	
FAST AutoReading	2-8	X	X	X	
NWEA	K-8	X		X	

Benchmarks

The internal indicators (exclamation points) within the FAST system identify students by risk level. If there are no indicators (exclamation points), the student is considered low risk. If there is a single exclamation point, the student is considered to be at some risk. Students with double exclamation points are at high risk. Qualification for Tier Services uses multiple data points. The primary screeners used are FAST aReading, FAST earlyReading, Fast AutoReading, NWEA and MCAs along with local literacy benchmarking standards.

District Website

<https://www.strideacademy.org/>

School Assessment Information and Calendars

At Risk Programming

Fall Goal Setting Conferences/Fall Conferences:

Parents are invited to meet with Tiered Interventionists to go over student data and sign title compacts once entrance and exit criteria are explained. Interventions that are available to students not reading at or above grade level will be explained to parents. Parents and or caregivers are contacted by newsletters, flyers, and phone messages in both Somali, Spanish and English

Fall and Spring Parent Teacher Conferences

Parents are invited to attend two scheduled Parent Teacher conference meetings to meet with classroom teachers, and Tiered Interventionists to go over student data and review student intervention plans. Parents and/or caregivers are contacted by newsletters, flyers, and phone messages in both Somali, Spanish and English. Interpretive services are available.

Building Newsletters

STRIDE Academy has a weekly newsletter. Parents are able to receive the newsletter electronically and through their child's backpack in several languages.

School Messenger

Oftentimes, throughout the year, the school has information that needs to be delivered to the entire student body's parents. In these cases, we utilize a messenger service that delivers information both through a recorded telephone message as well as an e-mail.

Tier 1

All staff must use **Wonders** Framework and are encouraged to use LETRS training to organize and align their standards, assessments, curriculum, SOR and instruction. It will increase student engagement through planning, learning experiences that emphasize high levels of Bloom's Taxonomy. Core Standards and concepts will be delivered through a gradual release model utilizing large group, small group and individual conferring.

Tier 2

STRIDE will provide differentiation outside the core instruction. Differentiation instructional blocks will occur for **20-30 total minutes by general classroom teachers.**

All schools must provide an interventionist to oversee instruction for the following groups during this time:

At Risk Student

Qualifiers

- Minnesota Comprehensive Assessment (MCA)- Does not meet or partially meets
- FAST aReading – Some Risk !, High Risk !!
- FAST AutoReading- Some Risk !, High Risk !!
- FAST early reading- Some Risk !, High Risk !!
- Wonders Benchmarking at risk standards

Tier 3

STRIDE Academy will provide intensive instructional support above Tier 2 for students that need more of an individual educational plan to maximize their yearly academic growth. This time will be of greater intensity (Group Size, Duration) than Tier 2 Services.

STRIDE Academy will provide a content specialist for the following groups

At Risk Student in Tier 2 and are not making progress

Academic Achievement Students in Tier 2 and are not making progress

STRIDE Academy will use a Tier 3 progress-monitoring tool for “At Risk” students. Progress will be reported to the school RtI team and student group data will be included in a district MTSS summary of data reported to the school board.

Interventions may be designed by the MTSS Team, Title, ML, and classroom teachers to fit the need or needs of the individual student. THE MTSS Team will provide support and help determine special education assessment based on progress of interventions.

Professional Development will occur through:

Literacy Focused Professional development

STRIDE Academy provides relevant professional development experiences aligned to adopted curriculum, Minnesota Academic Standards and common assessments found in our units of study.

STRIDE Academy provides an avenue for all teachers to attend professional development through school PD.

STRIDE Academy provides a variety of in-service/workshop opportunities that target literacy strategies that follow the SOR (Science of Reading) and other best teaching practices.

STRIDE Academy provides data focused collaboration time for teachers to collaborate and problem solve.

STRIDE Academy provides a comprehensive induction program and Mentor/Mentee program for new teachers

Data 2022-2023

https://docs.google.com/presentation/d/1tQsANqcT1ayBSsmjA1xz3fWu7yJD4lLoFHvm_7IJ-k/edit?usp=sharing

