Local Literacy Plan

(includes Read Well By 3rd Grade)

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Minnesota Charter School District #4227

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LOCAL LITERACY PLAN

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. From cradle to career, a sustained effort to create quality literacy environments in all our schools and programs from birth through grade 8 promotes academic success. MN Statute 120B.12 states a school district must adopt a local literacy plan.

The plan must include:

- Have every child reading at or above grade level no later than the end of grade 3.
- 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.
- Identify and meet staff development needs.

Statement of Goals & Objectives

It is ASA's goal that all students are reading well by third grade. This aligns with both state goals and ASA's mission/vision of a complete instructional program. Specifically, ASA focuses on the goals listed below:

Achievement Goal 5 – Kindergarten Growth Goal: 65% of Kindergarten students attending ASA will be considered as "low risk/college pathway" as measured using FAST testing in the spring of each year.

To ensure attainment of our goals, ASA's Read Well by Third Grade Plan will:

- Align with the Mission/Vision of Art and Science Academy.
- Coordinate efforts with other programs being offered in the district.
- Include strategies to support and expand quality learning throughout the district.
- Identify at-risk early learners to close achievement gaps at Kindergarten entrance.
- Support staff in professional development to increase capacity in reading instruction.
- Analyze data to determine progress of K-8 students.
- The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers use comprehensive, scientifically based reading instruction.
- Include all requirements as stipulated in MN Statute 120B.12.

Reading Proficiency

The ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society has a direct bearing on the quality of our students' lives. At ASA, we are committed to ensuring that all students are proficient in reading, and we believe that the core curriculum and interventions we have in place are the best way for us to achieve that goal.

Reading Proficiency is the level which students are able to successfully understand and make meaning of text, based on reading level achievement scores on the Minnesota Comprehensive Assessment (MCAs).

Exceeds {Advanced Reading Proficiency} Students at the advanced level generalize about ideas and information in the text that they read and evaluate the texts critically.

Meets {At Reading Proficiency} Students at the proficient level identify ideas and information suggested by, but not specifically stated in, the text that they read.

Partially Meets {Basic Reading Proficiency} Students at the basic level understand the overall literal meaning of the text that they read.

Does Not Meet {Below Basic Reading Proficiency} Students at the below basic level do not meet the reading level standard for basic achievement.

Assessment Process

Students in grades K - 8 are assessed three times per year (fall, winter, spring) using reading assessments from FASTBridge. The assessments are delivered by trained teachers and assistants, and data is gathered through the use of technology. Students in grades K and 1 are assessed using Early Reading, which contains a set of foundational skills for reading to ensure that buildings blocks are firmly established. Skills that are assessed include Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, High Frequency Words, and Nonsense Word Fluency. Grades 2 and 3 use CBM Reading, which measures fluency and accuracy, along with aReading, which measures comprehension and vocabulary. After each assessment period, student scores are analyzed to determine which students are at risk of reading failure and whether they are at High Risk or Some Risk. The cut scores for risk are identified by FASTBridge and the cut points reflect the 15th percentile for High Risk and 40th percentile for Some Risk. All students who are identified as being High Risk are provided with intensive interventions, and progress is monitored on a weekly or bi-weekly basis. Students who are identified as being Some Risk are provided with

strategic interventions and receive progress monitoring approximately once or twice each month. Teachers who identify students as being at High Risk or Some Risk have the option of using additional assessments to identify the root cause of difficulties for individual students. These additional assessments are part of the FASTBridge system and, once again, align to essential components of reading. Student reports are generated locally and shared with parents at the end of each grading period.

Professional Development

Professional Development at the district and building level includes scientifically based reading instruction, with the knowledge that supporting professional skill development and understanding positively impacts student achievement. All teachers and paraprofessionals will receive job-embedded, focused professional development with feedback to develop fidelity in the delivery of scientifically based and evidenced-based instruction. This will include, but is not limited to, administering assessments, observing students to further identify areas of need, knowledge of the three reading cueing systems and how to prompt students for optimal achievement, writing as a reading intervention, and specific instructional strategies to address deficit areas including the five areas described by the National Reading Panel.

Curriculum reviews determine what key resources and power standards are addressed in Language Arts. As core materials are adopted, staff engage in training designed to support full implementation in both large and small group settings. Follow-up support is provided by the Administration.

District-wide calendars for elementary and secondary schools are designed to dedicate professional development time for eleven days of professional learning each year. In addition, each site embeds professional learning time into a combination of meeting schedules for all staff.

Technology will be used to augment and enhance the learning experience. This may include videos, Voice Threads, shared documents, podcasts, or other modes of current technology.

Teacher Development and Evaluation requirements assist in the learning goals for students based on the needs of students. Feedback from colleagues as a part of peer review and PLC conversations will inform instruction and student service in reading

Communication

District elementary school teachers and principals will provide achievement data to parents of K-3 students pertaining to reading goals and performance of each child through:

- Report cards (Fall, Winter, Spring).
- Parent conferences (Fall, Spring).
- Progress reports.
- School events promoting literacy and parent engagement.
- Student work samples.

Appendix of Terms

Annual Report – A publication following the end of the school year. This report typically contains information on student achievement and established goals set for the school year.

Assessment – Tests to monitor the academic progress of students and determine whether they are on track to mastering the material that will be evaluated.

Culturally Responsive – A pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.

Curriculum – Instructional materials and practices used to deliver content.

Curriculum Based Measures (CBM) – Measurement that uses direct observation and recording of a student's performance to gather information for teachers to make instructional decisions.

Data – Facts and statistics collected together for reference or analysis.

Disadvantaged Learner – Children and students at risk of educational failure, such as children who are living in poverty, have limited-English proficiency, who are far below reading level or who are not on track to becoming college and career ready by graduation, who have left school before receiving a high school diploma, are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who

are pregnant or parenting teenagers, who have been incarcerated, who are migrant, or who have disabilities.

Differentiation – Tailoring instruction to meet individual needs.

Educator - Trained or licensed professional that delivers academic instruction.

Equitable – Diverse and flexible access for students to achieve learning targets by appropriate means and through respectful processes.

Evidence-based Practice – Evidence-Based Practice (EBP) is the use of practices, interventions and treatments that have been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.

FastBridge Learning (FAST) – A formative assessment system for teachers.

Fidelity – Fidelity of implementation is the delivery of content and instructional strategies in the way in which they were designed and intended to be delivered, accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on the individuals who provide the instruction.

Formative Assessment – Is aimed at understanding and improving learning along the progression of students' studies. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the program.

Highly Qualified – The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.

Individualized Education Program (IEP) – Is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

Intervention – Academic or holistic support above and beyond core instruction.

Literacy – The ability to read, write, speak, listen, view, visually represent and think in order to communicate and contribute to society.

Literacy Plan – A guide to support schools that are creating or examining current practices to support students in becoming readers.

Minnesota Reading Corps – An initiative of Serve Minnesota, demonstrating how service and science can accelerate improvement in both students and systems. MRC tutors provide literacy interventions and data-based assessments to children from age three to grade three.

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 or exceeding standards, and changing interventions when students are not progressing to their expected level or exceeding expectations. With systemic intervention strategies, all students can achieve success.

Progress Report – Clearly identified information needing to be communicated and plans for how that information will be used to improve future or related learning.

Reading Proficiency – The level which students are able to successfully understand and make meaning of text, based on reading level achievement scores on the Minnesota Comprehensive Assessment. » Exceeds (Advanced Reading Proficiency): Students at the advanced level generalize about ideas and information in the text that they read and evaluate the texts critically. » Meet (At Reading Proficiency): Students at the proficient level identify ideas and information suggested by, but not specifically stated in, the text that they read. » Partially Meets (Basic Reading Proficiency): Students at the basic level understand the overall literal meaning of the text that they read. » Does Not Meet (Below Basic Reading Proficiency): Students at the below basic level do not meet the reading level standard for basic achievement.

State standards – Guidelines for the knowledge and skills students learn in each grade.

School Readiness – A public school program available to Minnesota children, age 3 years to kindergarten, who meet certain eligibility requirements. The purpose of a School Readiness program is to prepare children to enter kindergarten.

Screening – A brief procedure designed as a first step in identifying children who may be at High Risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

Summative Assessment – Refers to the assessment of the learning and summarizes the development of learners at a particular time.

Title I - A part of the Elementary and Secondary Education Act that provides financial assistance to schools with high numbers or high percentages of children from low-income families ensuring that all children meet challenging state academic standards.

Parent Resources

Parent Support and Reading Skills Development

- Reading Tips for Birth to Age 5: www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read
- Reading Tips for Parents of Kindergartners: www.readingrockets.org/article/reading-tips-parents-kindergartners
- Reading Tips for Parents of 1st Graders: www.readingrockets.org/article/reading-tips-parents-first-graders
- Reading Tips for Parents of 2nd Graders: www.readingrockets.org/article/reading-tips-parents-second-graders
- Reading Tips for Parents of 3rd Graders: www.readingrockets.org/article/reading-tips-parents-third-graders
- K-12 Reading and Language Arts: www.k12reader.com/reading-activities-for-struggling-readers

Extra Practice and Additional Resources

- Beginning Reading Skills: teachers.cr.k12.de.us/~galgano/dibel2.htm
- Reading Rockets: www.readingrockets.org
- PBS Parents: www.pbs.org/parents
- PBS Kids - Between the Lions: pbskids.org/lions
- Poetry for Kids: www.poetry4kids.com
- Book Adventure: www.bookadventure.com
- Vocabulary Games: www.vocabulary.co.il