

#4142 STRIDE Academy Local Literacy Plan K-3 Reading Well by the Third Grade

I. Goals and Objectives	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<p>Requirements for student proficiency And what measures will be taken to ensure proficiency at each grade level Kindergarten through Third grade</p>	<p>All Kindergartners will complete Level I of Journeys Reading Curriculum by the end of the school year.</p> <p>All students will show proficiency as measured by passing their reading assessments in Journeys.</p> <p>All students will score at grade level (34th percentile) or above on the NWEA MAPS Assessment by the end of the year.</p> <ol style="list-style-type: none"> 1. Segmenting words (43 phonemes per minute) 2. Reading sounds (37 sounds per minute) 3. Naming letters (45 letters per minute) 4. Reading high frequency words (14 per minute) 	<p>All First graders will complete Level 1 of Journeys Reading curriculum by the end of the school year.</p> <p>All students will show proficiency as measured by passing their reading assessments in Journeys.</p> <p>All students will score at grade level (34th percentile) or above on the NWEA MAPS Assessment by the end of the year.</p> <ol style="list-style-type: none"> 1. Segmenting words (55 phonemes per minute) 2. Reading sounds (45 sounds per minute) 3. Naming letters (65 letters per minute) 4. Reading high frequency words (50 per minute) 5. Read Grade level Passage (60 words per minute) 6. Reade 0-100 Fry Word List with 80% accuracy. 	<p>All Second Graders will complete Level 2 of Journeys Reading curriculum by the end of the school year.</p> <p>All students will show proficiency as measured by passing their reading assessments in Journeys.</p> <p>All students will score at grade level (34th percentile) or above on the NWEA MAPS Assessment by the end of the year.</p> <ol style="list-style-type: none"> 1. Reading high frequency words (70 per minute) 2. Read Grade level Passage (90 words per minute) 3. Read 101-200 Fry Word List with 80% accuracy. 4. Score 9/12 on Easy CBM 2nd Gr. Vocabulary Assessment 	<p>All Second Graders will complete Level 3 of Journeys Reading curriculum the end of the school year.</p> <p>All students will show proficiency as measured by passing their reading assessments in Journeys.</p> <p>All students will score at grade level (34th percentile) or above on the NWEA MAPS Assessment by the end of the year.</p> <ol style="list-style-type: none"> 1 Read Grade level Passage (120 words per minute) 2. Read 201-300 Fry Word List with 80% accuracy. 3. Word Reading Fluency 4. Score 16/20 on Easy CBM 3rd Gr. Vocabulary Assessment

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Reading Placement	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<p>Defines how students will be placed in reading groups</p> <p>Defines how flexible grouping takes place</p>	<p>All Kindergartners will be tested the end of July</p> <ul style="list-style-type: none"> • Read upper & lower case alphabet • Take Level 1 Reading Mastery Test • Say phonemic sounds for letters <p>Some students may be asked to:</p> <ul style="list-style-type: none"> • Read Reading Mastery Word Lists <p>Students may be tested to move up in Reading Mastery during the year based on:</p> <ul style="list-style-type: none"> • Teacher recommendation • Verification or passing Checkouts and Tests <p>The Reading Coach will test the student and make the determination.</p>	<p>Continuing students will continue where they left off in reading in Kindergarten</p> <p>New students will begin the Journeys Curriculum levels 1</p> <p>Students may be tested to move up in Journeys during the year based on:</p> <ul style="list-style-type: none"> • Teacher recommendation • Verification of Reading Fluency Assessments <p>The Reading Coach will test the student and make the determination.</p>	<p>Continuing students will continue where they left off in reading in First Grade</p> <p>New students will begin the Journeys Curriculum levels 2</p> <p>Students may be tested to move up in Journeys during the year based on:</p> <ul style="list-style-type: none"> • Teacher recommendation • Verification of Reading Fluency Assessments <p>The Reading Coach will test the student and make the determination.</p>	<p>Continuing students will continue where they left off in reading in Second Grade</p> <p>New students will begin the Journeys Curriculum levels 3</p> <p>Students may be tested to move up in Journeys during the year based on:</p> <ul style="list-style-type: none"> • Teacher recommendation • Verification of Reading Fluency Assessments <p>The Reading Coach will test the student and make the determination.</p>

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II. Process to Assess Students	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<p>Defines how students will be assessed to measure Reading Proficiency and what Tests will be used</p>	<p>Phonemic Awareness, Phonics, Sight Words and Comprehension will be assessed in Kindergarten</p> <p>Easy CBM Webiste will be used for the assessment along with Fry List of Sight Words.</p> <p>Test will be administered three times a year, once in September, January and May.</p> <p>The Title I teacher will administer. If needed, a district substitute will be brought in and trained to assist.</p> <p>The data is used to determine which students may need additional instruction in specific areas for both the classroom teacher as well as the Title I teacher</p>	<p>Phonics, Sight Words, Fluency, Comprehension will be assessed in First Grade</p> <p>Easy CBM Webiste will be used for the assessment along with Fry List of Sight Words.</p> <p>Test will be administered three times a year, once in September, January and May.</p> <p>The Title I teacher will administer. If needed, a district substitute will be brought in and trained to assist.</p> <p>The data is used to determine which students may need additional instruction in specific areas for both the classroom teacher as well as the Title I teacher</p>	<p>Sight Words, Fluency, Comprehension will be assessed in Second Grade</p> <p>Easy CBM Webiste will be used for the assessment along with Fry List of Sight Words.</p> <p>Test will be administered three times a year, once in September, January and May.</p> <p>The Title I teacher will administer. If needed, a district substitute will be brought in and trained to assist.</p> <p>The data is used to determine which students may need additional instruction in specific areas for both the classroom teacher as well as the Title I teacher</p>	<p>Sight Words, Fluency, Comprehension will be assessed in Third Grade</p> <p>Easy CBM Webiste will be used for the assessment along with Fry List of Sight Words.</p> <p>Test will be administered three times a year, once in September, January and May.</p> <p>The Title I teacher will administer. If needed, a district substitute will be brought in and trained to assist.</p> <p>The data is used to determine which students may need additional instruction in specific areas for both the classroom teacher as well as the Title I teacher</p>
<p>Students in Grades 4-8</p>	<p>Students in grades 4-8 will be assessed using the NWEA MAPS test and the Minnesota Comprehensive Assessment in reading. They will be expected to meet their NWEA Goal and score proficient on their MCA</p>			

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Parent Notification	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<p>Sharing Data with Parents/Families</p>	<p>Parents/families will be given the results of the NWEA MAPS Testing results yearly.</p> <p>Students will be considered at grade level on the NWEA MAPS Test if they score above the 34th percentile</p> <p>Mid-term reports and report cards will each be sent out 4 times a year.</p> <p>Two parent teacher conferences will be held. One in the fall and one in the late winter or early spring.</p> <p>Goal is to have student lead conferences where the students will take the initiative to share their work, discuss their strengths and weaknesses and set goals.</p>	<p>Parents/families will be given the results of the NWEA MAPS Testing results yearly.</p> <p>Students will be considered at grade level on the NWEA MAPS Test if they score above the 34th percentile</p> <p>Mid-term reports and report cards will each be sent out 4 times a year.</p> <p>Two parent teacher conferences will be held. One in the fall and one in the late winter or early spring.</p> <p>Goal is to have student lead conferences where the students will take the initiative to share their work, discuss their strengths and weaknesses and set goals.</p>	<p>Parents/families will be given the results of the NWEA MAPS Testing results yearly.</p> <p>Students will be considered at grade level on the NWEA MAPS Test if they score above the 34th percentile.</p> <p>Mid-term reports and report cards will each be sent out 4 times a year.</p> <p>Two parent teacher conferences will be held. One in the fall and one in the late winter or early spring.</p> <p>Goal is to have student lead conferences where the students will take the initiative to share their work, discuss their strengths and weaknesses and set goals.</p>	<p>Parents/families will be given the results of the NWEA MAPS Testing results yearly.</p> <p>Students will be considered at grade level on the NWEA MAPS Test if they score above the 34th percentile</p> <p>Mid-term reports and report cards will each be sent out 4 times a year.</p> <p>Two parent teacher conferences will be held. One in the fall and one in the late winter or early spring.</p> <p>Goal is to have student lead conferences where the students will take the initiative to share their work, discuss their strengths and weaknesses and set goals.</p>

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Intervention Supports	Kindergarten	1st Grade	2nd Grade	3rd Grade
<p>Intervention Opportunities in addition to the regular time allotted to the core literacy instruction</p>	<p>Students will be assessed the end of July to determine their placement in Reading. Students will be grouped in homogenous groups based on their ability. Students will be monitored by the Title Teacher/Instructional Coach and through collaboration with the Kindergarten teachers. The September/January Testing will be used to indicate students that may need additional support. Students needing addition literacy reinforcement will be pulled a minimum of 20 minutes a day to work with the Title I Teacher in the afternoon. Focus will be on the following:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Blending and Segmenting • High Frequency Words • Reading Comprehension • Reading Fluency 	<p>Students will be grouped in homogenous groups based on their ability from the previous year. Students in the will be monitored by the Title I Teacher/Instructional Coach and through collaboration with the First Grade teachers. The MAS District Testing from past year and the January Testing will be used to indicate students that may need additional support. Students needing addition literacy reinforcement will be pulled a minimum of 20 minutes a day to work with the Title I Teacher in the afternoon. Focus will be on the following:</p> <ul style="list-style-type: none"> • Phonics • Blending and Segmenting • High Frequency Words • Reading Comprehension • Reading Fluency 	<p>Students will be grouped in homogenous groups based on their ability from the previous year. Students will be monitored by the Title I Teacher/Instructional Coach and through collaboration with the Second Grade teachers. The MAS District Testing from past year, the NWEA MAPS Testing and the January Testing will be used to indicate students that may need additional support. Students needing addition literacy reinforcement will be pulled a minimum of 20 minutes a day to work with the Title I Teacher in the morning. Focus will be on the following:</p> <ul style="list-style-type: none"> • High Frequency Words • Reading Comprehension • Reading Fluency <p>In addition, students scoring below grade level will be invited to participate in the after-school Targeted Services Program.</p>	<p>Students will be grouped in homogenous groups based on their ability from the previous year. Students will be monitored by the Title I Teacher/Instructional Coach and through collaboration with the Third Grade teachers. The MAS District Testing from past year, the NWEA MAPS Testing and the January Testing will be used to indicate students that may need additional support. Students needing addition literacy reinforcement will be pulled a minimum of 20 minutes a day to work with the Title I Teacher in the morning. Focus will be on the following:</p> <ul style="list-style-type: none"> • High Frequency Words • Reading Comprehension • Reading Fluency <p>In addition, students scoring below grade level will be invited to participate in the after-school Targeted Services Program.</p>

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Matching Student to Intervention Program	Kindergarten	1 st Grade	1 st Grade	1 st Grade
<p>How it will be determined the Intervention Program</p>	<p>Data from the District Testing will be used to determine the intervention to be used.</p> <p>If student is not progressing in accordance with the curriculum and District Testing, then additional time will be spent on;</p> <ul style="list-style-type: none"> • Reading/writing the sounds taught in Journeys • Blending/Segmenting-segmenting and blending words. • Reading the High Frequency Words taught in Journeys • Retelling stories to increase comprehension • Re-reading stories once they begin in stories in Journeys to build fluency 	<p>Data from the District Testing will be used to determine the intervention to be used.</p> <p>If student is not progressing in accordance with the curriculum and District Testing, then additional time will be spent on;</p> <ul style="list-style-type: none"> • Making words to work on decoding • Blending/Segmenting-segmenting and blending words. • Reading the High Frequency Words taught in Journeys • Retelling stories to increase comprehension • Re-reading stories once in Journeys to build fluency 	<p>Data from the District Testing and the NWEA MAPS Testing will be used to determine the intervention to be used.</p> <ul style="list-style-type: none"> • Reading the High Frequency Words taught in Reading Mastery • Retelling stories to increase comprehension • Re-reading stories from Journeys to build fluency 	<p>Data from the District Testing and the NWEA MAPS Testing will be used to determine the intervention to be used.</p> <ul style="list-style-type: none"> • Reading the High Frequency Words taught in Reading Mastery • Retelling stories to increase comprehension • Re-reading stories from Journeys to build fluency

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IV. Professional Development	Across Grade Levels in the Elementary School			
Alignment and collaboration of Professional Development on Scientifically-based Reading Instruction (SBRI)	<ul style="list-style-type: none"> • STRIDE Academy will use Journeys as their reading curriculum. This curriculum is SBRI curriculum. • Teachers have mapped the standards to align with the reading curriculum. • All staff have attended training on Journeys and best practices are discussed at Professional Learning Communities (PLC). • Instructional Coach is available to support and ensure best practices are used in the classroom. • Each month the PLC will focus on strategies to implement in the classroom, looking at student work, watching video of best practices, phonemic awareness, fluency, segmenting & blending and comprehension. • Data from all District Assessments will be analyzed at PLC to determine intervention needs for students 			
V. Curriculum & Instruction System	Across Grade Levels in the Elementary School			
Horizontal and Vertical Alignment	<p>Curriculum is aligned to the MN Academic Standards. Through our PLC we will look at this alignment at the beginning of each year to clearly understand how the instructional opportunities support the MN Academic Standards in grades Kindergarten through third grade.</p> <p>We do not have any Pre-Kindergarten at STRIDE Academy.</p>			
Curriculum Resources	<p>We used Journeys, Study Island, Orton Gillingham Phonics, Frye’s List of Frequent Words, all of these are proven SBRI that are systematic and explicit in their instruction.</p>			
VI. Student Support System for EL Learners	Across Grade Levels in the Elementary School			
Training and Support to Ensure K-3 Staff can meet the diverse needs in cross-cultural settings	<p>STRIDE Academy has contracted with Willow Sweeney of <i>Top 20 Teachers</i> to conduct ongoing training to ensure that our teaching staff and support staff understand the needs of all cultures and sup-groups.</p> <p>STRIDE also uses Stephen Covey’s <i>Leader in Me</i> in book studies and as a requirement for all new teachers.</p> <p>English Language Learners will be tested by our EL Coordinator to determine their needs. If it is determined they are deficient area of reading, writing or speaking, then they will receive services for the EL teacher(s).</p>			

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VII. Annual Reporting	Across Grade Levels in the Elementary School
Annual reporting to the Commissioner of Education	<p>Reading Well by Third Grade Assessment Data Submission will be sent to MDE on July 1st. That form will address the screening/diagnostic tests used and the criteria to determine proficiency, (That information is also found in this document under II. Process to Assess Students.</p> <p>Our annual report to the Commissioner is available from the office of the Title I Teacher.</p> <p>STRIDE Local Literacy Plan can be found on our web page, http://www.strideacademy.org</p>
Community Stakeholder Communication and Input	<p>Questions regarding this plan may be directed to the administration at STRIDE Academy Elementary School.</p>
Feedback from Stakeholder Groups	<p>Please feel free to give feedback at mschraut@strideacademy.org on the following:</p> <ul style="list-style-type: none">• Accessibility of information in this document• Usefulness of document• Support provided for strategies to use at home• Effectiveness of support to implement this plan