



Read Well by Third Grade

Literacy Plan

WHAT IS THE 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.

WHAT ARE OUR 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.

HOW WILL WE KNOW IF OUR STUDENTS ARE READING WELL BY THIRD GRADE?

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, data driven decision making, 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 benchmark 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-6 staff.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

- Screening measures such as and Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) reading assessment and Early Literacy CBMs (Houghton Mifflin Harcourt) 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.

Both MAP and CBMs are administered in the fall, winter, and spring to students in kindergarten through grade 3. NWEA MAP is computer based and given in the fall, winter, and spring to students in grades K-6. Both screening measures are 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 Pennell 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
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HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

- 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.

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

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.

Tiers of Support include:

- Tier 1: Core Support

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. 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-6
- ❖ Differentiated Instruction & Guided Reading: grades K-6
- ❖ Scholastic iRead program in K-3 classrooms

- 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

- ❖ Additional time to reinforce classroom skills
- ❖ Title I Instructional Support
- ❖ Dyslexia Specialist Instruction

· 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

WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

STRIDE Academy's English Language Learners (ELL) Department offers content-based ELL instructional programs which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners (ELs) acquire English through participation in age-appropriate instruction aligned to district content standards as well as English language proficiency 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, trained general education teachers (EL cluster teachers), ELL licensed teachers, and EL support staff collaborate to teach language through content using district curriculum, supported by programming, in addition to EL second language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are

provided to make content standards and curriculum accessible for ELs at all levels of proficiency.

EL students who are reading below grade level may receive reading interventions and response services.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR 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.

WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY AND COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?

Spring MAP data for grades K-3 will be reported annually to the Minnesota Department of Education Commissioner.

Data will include percentage of students proficient in:

- •Kindergarten: phoneme segmentation fluency and nonsense word fluency
- •First Grade: oral reading fluency
- •Second Grade: oral reading fluency
- •Third Grade: oral reading fluency

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

WHAT ARE OUR NEXT STEPS?

During the 2018 -2019 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. We have purchased a large amount of guided reading book sets so that reading instruction can be more at each learner's instructional level. We will also be implementing a new screening and progress monitoring system, Fastbridge.