

**Success Academy, District 4232**  
**2018 – 2019 School Year**  
**Read Well by Third Grade Plan**

As written by Minnesota Statute 120B.12, a Minnesota school district must adopt a local literacy plan to have every student reading at or above grade level by the end of third grade. The local literacy plan must have a process to assess students' level of proficiency, notify and consult with parents, and intervene with students who are not reading at or above grade level. In addition, the district must have a staff development plan to assist students in meeting these goals. The district must also post its literacy plan on its public website.

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 academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.

**What is the purpose of this plan?**

The purpose of the literacy plan is to provide an overview of how our staff will continually work to improve the academic achievement of all students by identifying needs, implement research-based instruction, engage in on-going professional development to improve the practice of teaching and involve parents and the community in a partnership to meet the needs of our students.

This plan will develop over time.

**What are our literacy plan goals?**

- All students who are not meeting grade level expectations will be provided support to close the gap of achievement and reach grade level.
- All students who are exceeding grade level will be provided instruction to challenge them and increase their learning.
- All stakeholders in the district will be informed of the efforts to ensure all of our students will be reading "well" by third grade.

**How will we know if our students are reading well by third grade?**

- Our students will be assessed ongoing using the AIMSWEB reading improvement program. Reading proficiency will be defined as reading at or above benchmark and who perform at grade as defined by AIMSWEB benchmarking level in the classroom. Reading proficiency will be ensured for all students in kindergarten through

grade three by multiple measures of assessment, data driven instruction and a response to intervention approach to build literacy skills. Students not reading at grade level will receive support, intervention and progress monitoring until proficiency is attained. Interventions will supplement not supplant reading instruction.

- The school is also engaging in NWEA / MAP assessments for all students in grades K – 3. We are assessing students in fall, winter and spring using this test and teachers receive feedback immediately once the tests are completed as to student progress.

### **What kind of assessments will be used and when?**

All students will participate in the MAP / NWEA assessments by October 1, 2018. Students will be assessed in both the fall, winter and spring for growth comparison.

In addition, all students in grades K- 3 will be benchmarked in AIMSWEB by October 15, 2018. Teachers will be able to schedule interventions for Tier II and Tier III students after the initial benchmarking. There will be ongoing progress monitoring for Tier II and Tier III students throughout the year. There will be a second AIMSWEB benchmarking in January, 2019 as well as a third in May, 2019 that will help determine growth. We will use the AIMSWEB tools to develop a more comprehensive view of each student and their progress.

MCA III testing will be completed as scheduled in the spring of 2018 for students in grade 3.

District screen, Kindergarten: Self-made assessments in: Phonemic awareness, letter naming, and letter sound correspondence. AIMSWEB assessment in: Concepts of print, Letter Naming Fluency, Letter Word Sounds Fluency, Phoneme Segmentation, Word Reading Fluency, Auditory Vocabulary

District screen, Grade 1: Self-made assessments in: Concepts of print, high frequency / site words, vocabulary, comprehension. AIMSWEB assessment in: Oral reading fluency

District screen, Grade 2: Self-made assessments in: Oral language development, high frequency / site words. Journeys assessments in: Phonics / decoding, vocabulary, comprehension. AIMSWEB assessment in: Oral reading fluency, vocabulary and reading comprehension.

District screen, Grade 3: Self-made assessments in: Phonemic awareness, letter sound correspondence, high frequency / site words, vocabulary. AIMSWEB assessment in: Oral reading fluency and reading comprehension

### **What norms will be used to inform us of how students are doing?**

We will use the AIMSWEB benchmarking from fall, winter and spring to help us determine student growth in reading. In addition, we will use the NWEA outcomes from fall to spring to give us information on how the students have grown this year.

### **How will parents be informed if their child is not reading with proficiency?**

- Teachers will report student diagnostic and progress monitoring to parents at fall and spring conferences.
- Parents will be invited to a literacy session where there will be information on how to improve their students reading skills. Staff will also send parent newsletters with literacy tips for families.
- Grades are reported quarterly, will indicate the areas of need and whether students are reading at grade level.
- Parents will be notified when students are participating in additional pull out reading support.

### **What instructional supports and interventions will be used?**

Intervention programs provide support for students who are struggling with literacy. Based on diagnostic assessments and teacher observation students will receive multi-tiered levels of intervention support that is based on researched based interventions. These interventions provide support in the areas of phonics, comprehension, vocabulary and fluency.

Tiers of support:

Tier 1: Core in-class instruction

All students receive core in-class instruction. The school will use the Daily 5 plan to develop literacy skills in all students. Students who are at or above the benchmark as indicated by AIMSWEB and NWEA fall testing and making sufficient academic growth will have their needs met in the core in-class instruction. Students who are below or significantly above grade level benchmarks will receive additional reading services on top of regular instruction in Tier 2 or Tier 3.

Students have a 90 minute consecutive block each day and an addition 30 minute block in reading each day.

Success Academy Charter School uses the Journeys curriculum, which is aligned with Minnesota standards.

#### Tier 2: Extra support

Students who are below grade level through classroom small group and individual instruction. This instruction is based on AIMSWEB screening as well as NWEA testing. AIMSWEB benchmarking will happen three times as well NWEA testing so students who improve have a chance to exit Tier II or Tier III. Additional support is provided during a schedule block or "response" time. To gauge the effectiveness of instruction, staff progress monitors students through the AIMSWEB program.

Students scoring in the "green" level: Progress monitoring done monthly

Students scoring in the "yellow" level: Progress monitoring three times a month

Students scoring in the "red" level: Progress monitoring weekly

If students score above their goal three to five consecutive times, including once above the benchmark score, this intervention may be discontinued. However, teachers will continue monitoring progress to ensure mastery.

Instructional supports can include:

- Researched based interventions based on the desired skill.

- Added time to reinforce taught skills. All students receive grade level instruction and then additional support as needed.

- Small group instruction with an interventionist. Depending on size of group, the teacher may do the intervention group and a support person will work with the students that need more challenge in the class.

#### Tier 3: Intensive support

Students who are significantly below grade level are supported by programming and instruction that may occur outside the classroom. Interventions are performed by trained staff three to five times per week. To gauge the effectiveness of interventions staff will progress monitor students using the AIMSWEB program. Students who score above their goal three to five consecutive times, including one above their benchmark score may have their intervention reduced or discontinued. However, teachers will continue to monitor progress to ensure mastery. We will have intervention time that is in ADDITION to the general curriculum time in reading each day.

Intervention programs may include:

- After school tutoring with teachers
- Weekend tutoring with teachers
- IXL online work
- Referral to the problem-solving team to discuss pre-special education referral interventions
- Depending on intervention outcomes, possible special education referral

### **What supports are in place for ELL students?**

The school employs a full time ELL teacher who will administer ACCESS testing for all students. The ELL teacher will do a professional development program that focuses on the "can do" indicators so that staff will have an idea about what students are capable of doing. For those students that score lower level ACCESS scores, the ELL teacher will work with all classroom teachers to help design programming for higher need students. The ELL teacher works with the students by pushing-in for whole group work 2 days per week and pulling small groups 2 days per week.

### **How will the district screen students for dyslexia?**

**Screening:** The district makes an effort to screen and identify students with dyslexia and students with convergence insufficiency disorder by informing teachers and specialists what to look for. These disorders are taken into consideration when student concerns are discussed at Problem Solving Team and before being referred to child study.

**Dyslexia** is a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Also called specific reading disability, dyslexia is a common learning disability in children.

### **Symptoms:**

A person with dyslexia may have a hard time with:

- Identifying words
- Recognizing the sounds that make up words
- Understanding and remembering what is read

- Translating printed words into spoken words
- Spelling
- Organizing or sequencing thoughts
- Rhyming words
- Learning the alphabet and numbers during preschool and kindergarten

If a student scores below benchmark on their school's reading screening, a dyslexia specific screening assessment will be administered. Parents may also request a dyslexia specific screening if they have concerns.

### **How will the district screen students for convergence insufficiency disorder?**

**Convergence insufficiency Disorder** is a common eye muscle co-ordination problem in which the eyes have a strong tendency to drift outward when reading or doing close work.

#### **Symptoms:**

Signs and symptoms occur while you're reading or doing other close work and may include:

- Eyestrain
- Headaches
- Difficulty reading - words blur or seem to move on the page
- Double vision
- Difficulty concentrating
- Squinting or closing one eye

The district will provide professional learning around dyslexia and convergence insufficiency disorder during the fall, 2018 workshops and again if we have new staff members that join the staff during the school year.

### **What opportunities do teachers have for professional development?**

Professional development is inclusive for all teachers at Success Academy. It is delivered in a variety of formats and is aligned to district and school goals.

- There are 15.5 professional development days for all teaching and support staff.
- Students are dismissed each Friday at 11:30 AM, allowing for teachers to meet weekly in Professional Learning Communities to review student progress, collaborate on instructional practice and to build skills on Minnesota academic standards.

- The staff will have ongoing training on AIMSWEB best practice and usage. The training will include all teachers and interventionists who will support students. Teachers had two full days of training on AIMSWEB during pre-school workshop.
- The focus of staff training for 18 – 19 will be to continue to develop skills in identifying mastery in both the language arts and math standards. Staff will be working collaboratively to define mastery of the standards and to review student work to discuss student progress in relation to mastery.
- Administrators will use formal and informal evaluations to assist teachers in developing their overall practice.
- Staff input will be taken throughout the year by survey to gain insight into teacher needs for professional learning.
- Teacher achievement compensation: Success Academy Charter School teachers will develop their own student achievement compensation program. Besides being observed both formally and informally teachers will observe each other three times a year and engage in professional conversation to improve their teaching skills. Teachers will also develop their own Individual Professional Plan as part of the student achievement bonus for the school.
- Each teacher will have three formal classroom observations with pre-meetings and post meetings. All staff have been given and trained in the observation tool.

### **What is our plan to report our annual student data and report to our stakeholders for feedback?**

Spring AIMSWEB and NWEA data will be reported to the Commissioner of the Department of Education. Data will include students who are proficient in:

- Kindergarten:
- First Grade:
- Second Grade:
- Third Grade:

Success Academy Charter School's Read Well by Third Grade plan will be posted to our school website by June 30 each year. A survey will be accessible through the web page where stakeholders can provide feedback on:

- Accessibility of information
- Usefulness of information
- Support for implementation of strategies at home

**Next steps:**

During the 2018 - 2019 school year Success Academy Charter School will continue to work at improving the academic skills of all of our students. We will critically review our Read Well by Third Grade and Literacy plan and make changes to address the needs of all of our students. We will analyze data to assist us in developing our strategies. We will use our data and staff input to develop our staff training plan.



## DATA REVIEW FROM 2017 – 2018 SCHOOL YEAR

### ASSESSMENT USED IN GRADES K – 3: AIMSWEB

NUMBER OF STUDENTS	FAR BELOW	BELOW	AVE	ABOVE AVE	FAR ABOVE
GRADE K	2	1	7	2	1
GRADE 1	0	3	6	3	2
GRADE 2	2	3	2	0	2
GRADE 3	3	2	5	0	0

GRADE K – all students completed spring assessment

GRADE 1 – 1 student did not complete spring assessment

GRADE 2 – 3 students did not complete spring assessment

GRADE 3 – 2 students did not complete spring assessment

Grades K and 1: Early literacy assessments

Grades 2 and 3: Reading assessments