

Success Academy Literacy Plan, ISD 4232 - School year: 2021 - 2022

Reading proficiency goals and objectives, grades K - 3

SMART GOAL: By Spring, 2022 Success Academy will increase student achievement in reading so that 80% of students are performing at the 50th percentile or above on grade level reading skills. Each grade, K - 3, will assess students quarterly using a standards based checklist.

Literacy goal areas, grades K - 3

Phonemic awareness - assessed grades K and 1
Recognition of and letter naming - assessed K, 1, 2
ABC sounds - assessed K, 1, 2
Fluency (WPM) - assessed 1, 2, 3
Sight words - assessed K, 1, 2
Comprehension / Story elements - assessed K, 1, 2, 3
Phonics - assessed K, 1, 2, 3
Vocabulary - assessed K, 1, 2, 3
Language nouns and verbs - assessed K, 1, 2, 3
Writing sentence structure and punctuation - assessed K, 1, 2, 3

Reading proficiency and parent communication

Baseline data will be established through AIMSWEB Plus in coordination with the Groves Literacy Initiative and the NWEA assessments. There will also be teacher made assessments at each grade level to help provide informed instruction.

For AIMSWEB Plus, monitor points are three times a year for grades K - 3. For NWEA, assessments are given in Fall, Winter and Spring. Following assessment completions, time is spent in PLC work to review data and plan for next steps.

Success Academy students in grades 3 and above also take the Minnesota Comprehensive Assessments. Data for grade 3 is shared with the teacher to help in learning about curriculum areas that are of higher need to cover the following year.

The school has a Problem Solving Team that works on behalf of students who need RTI services to prevent special education referrals.

NWEA results, MCA individual student reports and AIMSWEB outcomes are communicated with parents multiple times a year at parent conferences.

Parent Involvement

Expectation checklists are given to parents at before school conferences in grade K and at parent conferences in October. Families of students who are falling behind are communicated with during the school year. The school uses different online work to give to students so they can work at home as well.

Explanation of interventions

Reading interventions in K - 3:

- sight word flashcards
- computer games and board games
- fluency problem
- visual phonics
- magnetic letter boards for sounds and spelling
- what I need time with the classroom teacher
- Minnesota Reading Corp
- Groves Literacy Initiative
- book clubs
- comprehension using Reading A to Z
- comprehension using NEWSELA
- Daily 5 reading interventions

Staff Development

Success Academy staff have extended staff development time with 10 days before the start of the year and ½ days each week on Fridays after student release. Teachers initially receive training on the school's reading programs (Journeys in Bloomington, Into Reading in St. Cloud) from the product company staff. In addition, there are specific literacy training programs planned for writing, comprehension, vocabulary strategies, as well as early literacy skills of phonics, phonemic awareness. These experiences are shaped based on administrative observation of needs, teacher self reports of needs, and review of data. In addition, Success Academy's K - 3 teachers receive extended instruction from the literacy coaches as part of the Groves Literacy Initiative.

Implementation of reading instruction

In Bloomington students use the Journeys program for grades K - 3. In St. Cloud students in K - 3 use the Into Reading program.

For 2021 - 2022 school year, the K - 3 students in Bloomington will receive phonics instruction based on the Groves Literacy Initiative program. For 2021 - 2022 school year, the K - 2 students in St. Cloud will receive phonics instruction based on the Groves Literacy Initiative.

Students that are below grade level at both sites will receive individual improvement work through the Minnesota Reading Corp. Students meet two times a week with tutors.

The school's EL teachers will provide a staff inservice at both schools to discuss how to improve student reception of math vocabulary.

The district administration as well as outside partners (Groves Literacy coach) will review AIMSWEB and NWEA outcomes with teachers to provide more focus for instruction.

Teachers will use the Daily 5 program to provide a balanced approach to literacy.

Cultural diversity at Success Academy

Success Academy campuses have between 65% and 85% of English Language Learners. These challenges impact all instruction across all subjects. Based on ACCESS testing scores and the WIDA screener completed by the district's EL teachers, the schools design an EL program to work to meet the needs of the students.

As the EL teacher works with classroom teachers, the school's use a mix of push in and pull out programming, depending on the needs of students. During the 2020 - 2021 school year in Bloomington, the EL teacher used a deliberate planning process with each classroom teacher to assist students. Sometimes, there was emphasis on math vocabulary building, sometimes there was phonics instruction. But the key is the deliberate planning process.

Post assessment methods and data management

Teachers in the K - 3 grades do an early assessment of student needs using student records as well as teacher made assessments. Teachers collaborate together and with the Director of Instruction about data interpretation and next steps. Each teacher at Success Academy has a full 2 hours inservice at the start of their time in the district to look at how to evaluate data across the classroom, the standards, the individual student responses and individual student responses to specific assessment items.

Literacy items for K - 3 grade levels

Grade K

ABC names

ABC sounds

Concepts of print (holding a book correctly, reading left to right)

Phonemic awareness

Sight words

Story sequencing

Writing name correctly

Words, syllables, sounds - beginning, middle, end

Grade 1

Letter naming fluency

Sight word fluency

Story components - characters

CVC words

High frequency words

Nouns

Verbs

Sentence writing - developing paragraphs of three sentences

Grade 2

100 high frequency words

Fluency measurements

Comprehension

Writing development to include two presentations

Grade 3

Reading fluency

Noun / verb sort

Writing development to include multiple presentations and peer review

Vocabulary through context

Sequencing

Summarizing

Fiction / non fiction writing and reading