

STEAM Academy, District 4270-07

**2021 - 2022 School Year
Read Well by Third Grade
Plan**

As written by Minnesota Statute 120B.11, 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 understanding 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 in grades K-3 will be assessed ongoing using the NWEA assessments.

Reading proficiency will be defined as reading at or above benchmark and who perform at grade as defined by NWEA assessing three times per school year. Reading proficiency will be assured for all students in Kindergarten through grade 3 through multiple measures of assessment, data driven instruction and a robust response to intervention program to build literacy skills. Students not reading at grade level will receive support, intervention, and progress monitoring until proficiency is attained. Interventions will supplement instruction not supplant instruction.

- Teachers are engaging in bi-weekly assessments in reading comprehension and vocabulary to have current data from which to do academic planning.

What kind of assessments will be used and when?

All students participate in the MAP / NWEA assessments by October 1, 2021. Students were also assessed in both the fall, winter and spring for growth comparison. NWEA assessments will be done in December and May for final follow up.

MCA III testing will be completed as scheduled in the spring of 2022 for students in grade 3.

District screen, Kindergarten: Self-made assessments in: Phonemic awareness, letter naming, and letter sound correspondence. AIMSWEB assessments in: Letter naming fluency, letter sound fluency, oral reading fluency.

District screen, Grade 1: Self-made assessments in: Concepts of print, high frequency / site words, vocabulary, comprehension, teacher running record of student's fluency and comprehension quizzes. AIMSWEB assessments in: Oral reading fluency

District screen, Grade 2: Self-made assessments in: Oral language development, high frequency / site words. Assessments for each ELA standard, given and monitored by the teacher. Journeys assessments in: Phonics / decoding, vocabulary, comprehension. AIMSWEB assessments 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. NWEA 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 MAP Reading Fluency 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, and will indicate the areas of need and whether students are reading at grade level.

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 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 120 minute consecutive block each day and an additional 30 minute block in reading each day. (Total of 120 minutes of literacy instruction each day.) In addition, the schedule includes a 30 minute "WIN" (what I need) time for reading Mondays through Thursdays.

For grades K - 3, STEAM Academy Charter School uses the Into Reading 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 NWEA testing and teacher observation / assessment. NWEA testing will be done 3x a year 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.

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:

-Student who are in need of added support can be part of the Reading Corp intervention program at STEAM Academy. Students receive pull out instruction IN ADDITION to grade level instruction three times a week.

-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. This is done through our "WIN" (what I need) support time for reading, each day Monday through Thursday.

-Small group instruction supported by paraprofessional support within the classroom. 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 MAP Reading Fluency 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
- Moby Max 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 part 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 multiple times each week. The ELL teacher may pull students that need intensive or extra support as needed.

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 using the Shaywitz Dyslexia Screener for those students in grades K-2.. Parents are contacted and encouraged to bring their child to

their pediatrician if the student “flags” for dyslexia. In addition, these findings are taken into account when the school has problem solving meetings regarding student progress.

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 the school’s reading screening, a dyslexia specific screening assessment will be administered. Parents may also request a dyslexia specific screening if they have concerns.

During the 2021 - 2022 school year the STEAM Academy screened students in grades K-2 using the Shaywitz dyslexia screener. During the school year 10 students in K - 2 were screened.

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, 2022 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 STEAM Academy. It is delivered in a variety of formats and is aligned to district and school goals.

- There are 17 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 focus of staff training for 21 - 22 was to develop skills in identifying strategies for comprehension (both reading and math) as well as vocabulary building for all learners. Staff will continue to work collaboratively to define mastery of the standards and to review student work to discuss student progress in relation to comprehension and vocabulary.
- 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.
- 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 NWEA data will be reported to the Commissioner of the Department of Education. Data will include students who are proficient in K, 1 and 2.

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 2021 - 2022 school year STEAM Academy Charter School continued 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. Through a staff survey we have determined that our staff learning priorities are comprehension and vocabulary across the curriculum. This includes both academic vocabulary as well as content specific vocabulary. The comprehension indicator includes all subject areas, but more specifically mathematics where many EL learners struggle with proper nouns and making sense of number problems.

Data report - STEAM Academy 2022

NWEA Reading assessment / Spring

% of students that are on grade level by national norm

Grade K: 3 / 9 33%

Grade 1: 1 / 3 33%

Grade 2: 0 / 2 0%

Grade 3: 3 / 5 60%

School total:

7 / 16 44%