



Local Literacy Plan – 2022-2023

INTRODUCTION

The literacy goal of Minnesota state statute 120B.12 states: *The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction. . .*

SciTech Academy is committed to providing research-based balanced literacy instruction which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills. This supports the mission of the school which is “to empower and educate ALL students to reach high performance while eliminating the achievement gap. . .” A rigorous and comprehensive literacy program that is integrated into all curricular areas including Special Education and English as a Second Language, along with using assessment data to inform instruction and reach struggling learners, will help ensure that our students will attain reading proficiency by the end of 3rd grade.

STATEMENT OF GOALS AND OBJECTIVES

SciTech Academy students will demonstrate grade-level reading proficiency by the end of their 3rd-grade year. This means students will be able to read grade-level material accurately and fluently and will be able to comprehend and interact with texts that are read. It also means that students have “learned to read” and are now ready to “read to learn”.

The objectives to reach this goal are as follows:

1. Students will have access to high-quality literacy instruction that includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills, and will align with Minnesota state standards.
2. Teachers will present instruction through whole groups, small groups, individual student conferences, and cooperative, project-based activities to meet the needs of all learners.
3. Teachers will use data to inform their instruction, they will differentiate instruction to meet the needs of all learners in their classrooms, and will monitor those who struggle the most to ensure they are getting the school-wide support that they need.
4. A multi-tiered system of support will be used to determine and meet the needs of all readers in the school. Intervention, English Language Learner, and Special Education programs will be utilized to meet individual student needs in literacy.
5. Students will read and write every day and across all curricular areas.
6. Teaching staff will receive professional development on best practices in literacy instruction each year. It will meet in Professional Learning Communities where literacy will be a focus at different times throughout the year.

7. Teaching staff will receive professional development on best practices for teaching English Language Learners in their classrooms each year in order to most effectively reach our high population of ELL students.

8. Parents are considered partners in the education of their children. Parents will be notified of their child's progress and proficiency and will be given strategies to use at home to help their child meet their reading goals.

ASSESSMENT PLAN

All students are given FastBridge FASTrack Reading assessments three times per year. Having a high population of ELL students and a high number of very low readers, it is important that teachers use classroom assessments on a regular basis to determine individual student needs in order to differentiate appropriately and to take advantage of school-wide support for struggling students.

Kindergarten Assessments and Low Risk Benchmarks

Assessment	Fall	Winter	Spring
Concepts of Print	7	11	12
Letter Names	14	42	50
Letter Sounds	3	26	41
Onset Sounds	11	16	16
Decodable Words	0	3	10
Word Segmenting	3	25	30
Sight Words	1	9	13

First Grade Assessments and Low Risk Benchmarks

Assessment	Fall	Winter	Spring
Decodable Words	6	17	28
Sight Words	16	49	65
Word Segmenting	28	31	32
Sentence Reading	12	51	X
CBMreading-English	14	37	66

Second and Third Grade Assessments and Low Risk Benchmarks

Grade Assessed with a-Reading	Fall	Winter	Spring
Second	469	481	490
Third	490	498	503
CBMreading-English	Fall	Winter	Spring
Second	56	84	101
Third	87	110	125

ENGLISH LANGUAGE LEARNERS

Over 90% of the student population at SciTech Academy qualify as English Language Learners. Students who have a language other than English indicated on the MN Language Survey, and who do not have previous ACCESS information available, are screened for English language proficiency using the WIDA System.

All four domains of the ACCESS test (speaking, listening, reading, and writing) will be given to all students who have not tested as proficient in the previous year or in the screener. This data will be used to determine the ELL program services each student receives. Students scoring the lowest in language, (newcomers), will take part in pull-out ELL instruction. The next level up will have some pull-out with some push-in support, higher students will be supported in the classroom with strategies used by the classroom teacher and extra support from Multilingual support staff and/or classroom Educational Assistants. Teachers will be provided professional development in classroom strategies and best practices for teaching English Language Learners so they can meet the needs of all students in their classroom.

CURRICULUM AND LITERACY INSTRUCTION

Wonders for ELLs, published by McGraw Hill is used for literacy instruction in grades K-5. The literacy program includes instruction in all literacy areas including phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. It also includes instruction and practice in WIDA standards for ELL students. The Heggerty phonemic awareness curriculum is used for direct instruction to close phonemic awareness gaps. Also, Heggerty's Bridge the Gap curriculum is used as a schoolwide intervention program to improve academic achievement and close the gaps. For 2023-24, in addition to the Bridge the Gap curriculum, the new Heggerty Bridge to Reading curriculum will be added in K-2. It is a phonemic awareness and phonics foundational skills curriculum to provide all students essential reading skills.

Literacy instruction is presented in the workshop model with time for whole group instruction, small group instruction, and individual practice during independent work time. Students are grouped according to skill or intervention needs. Students identified on the Fastbridge test as needing intervention are given research-based instruction in small groups with Fastbridge interventions, as well as approved supplemental interventions if necessary. Pull-out intervention services are provided to students who struggle the most and need extra literacy teaching and practice as identified by Fastbridge scores and teacher input. Whole group interventions, as identified by Fastbridge, are included in weekly literacy teaching.

Differentiation is an integral part of literacy instruction as it provides multiple-tiered systems of support. Teachers are given professional development training on best practices for literacy instruction and are expected to seek out extra literacy training on their own in order to meet the needs of all students in their classrooms.

Every classroom, grades K-5, spends a minimum of 90 minutes on literacy instruction each day, with additional literacy practice being provided by integrating literacy skills throughout all curricular areas each day. Every classroom K-5 has daily read-alouds and provides time for independent reading.

MULTIPLE-TIER SYSTEMS OF SUPPORT AND INTERVENTIONS

SciTech Academy provides a multi-tiered system of support for all students in all areas including reading. The intent is to take the basic 3-tiered system associated with RTI and build differentiation into each tier to make sure individual student needs are met in all tiers. The tiers are a guide as to who will be providing support and what those supports will look like.

Tier One All students	Tier one students are those identified as low risk or college pathway on the Fastbridge assessment and who are accessing classroom curriculum and making progress at the same pace as most of their peers. Tier one instruction is provided in the classroom by the classroom teacher. All students take part in this instruction each day. Differentiation and remediation are provided at all levels of instruction, including tier one. Consistent formative assessment is used to differentiate and group students for growth and success.
Tier Two Some students	Tier two students are those identified as some risk or high risk on the Fastbridge assessment with scores at or above the 20 th percentile measured school-wide. These students receive extra instructional support in the classroom in small groups. Targeted interventions from Fastbridge and other approved providers will be used in the classroom to supplement the reading instruction provided in tier one. Data collected from focused assessment and progress monitoring is used to determine the best intervention for each individual student.
Tier Three Individual students	Tier three students are those who are identified as high risk on the Fastbridge assessment and score below the 20 th percentile measured school-wide. Tier three students participate in pull-out small groups and receive targeted instruction to match their literacy needs. FastBridge and other approved, research-based interventions are provided in a small group setting where students take part in intensive instruction and practice. Data collected from focused assessment and progress monitoring is used to determine the best intervention for each individual student.

PROFESSIONAL DEVELOPMENT PLAN

Professional Development for both literacy and teaching English Language Learners are provided throughout the year in several different ways.

1. District-wide Professional Development: Teaching staff is provided multiple trainings in pre-service workshops before the beginning of the school year. These focus on the workshop model, curriculum delivery, and research-based strategies for using best practices in reading instruction.
2. Professional Learning Communities: The teaching staff is grouped into two PLC teams who meet twice a month to discuss topics relevant to their team. Literacy practice and instruction are intentionally planned for discussion so teams can share learning experiences, ideas, and best practices that will help in all classrooms.

3. Self-selected Professional Development: Teachers are expected to find opportunities to learn and grow in their teaching practice with literacy as part of that growth process. All classroom teachers are expected to expand their knowledge and improve their practice in the area of literacy, even if reading and writing are not the primary focus of their class. Literacy spans all subject areas and it is expected that literacy strategies are learned and practiced across all curricular areas.

FAMILY PARTNERSHIP

Parents are considered partners in the school and education of their children at SciTech Academy. As trained educators, it is the responsibility of SciTech staff to inform parents about the progress of their children and how parents can help with literacy at home. This is accomplished in the following ways:

1. Parents are informed of student reading growth and proficiency three times per year during parent/teacher conferences.
2. Students are given homework packets each week to practice skills they are learning in school. These packets include practice in literacy skills introduced in the classroom. Daily reading is also part of the homework expectation.
3. All students are given access to a school-wide IXL Learning account. With this account, they can practice literacy skills at home on any electronic device.
4. Ideas for reading with children are provided to parents of students who struggle or parents who voice a desire to work with their children at home.