



Minnesota ISD #4263
5929 Brooklyn Boulevard
Brooklyn Center, MN 55429
www.progenyacademy.org

Reading Well by Third Grade/Local Literacy Plan

I. Introduction

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.

Read Well by Third Grade, MN Statute 120B.12

<https://education.mn.gov/MDE/dse/READ/local/>

Consistent with MN Statute 201B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by grade three. Districts must post their plans to the District website and submit proficiency data to the commissioner annually.

- provides comprehensive, scientifically based reading instruction
- assesses students' level of reading proficiency and identify students not yet reading at grade level
- notifies and involves parents/guardians of students who are not yet reading at grade level
- intervene and accelerate learning growth for students who are not yet reading at grade level
- train and support all elementary teachers in order to provide, comprehensive, Scientifically-based and culturally sensitive instruction
- annually adopt and post a "Local Literacy Plan" outlining steps to ensure that all students are reading at or above grade level by the end of third grade

II. Purpose

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 continue to develop over time.

III. 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.

IV. District Benchmarks to Assess if Students are Reading Well by Third Grade

- Students in grades K-4 will be assessed ongoing using FastBridge assessment program. Reading proficiency will be defined as reading at or above benchmark and who perform at grade as defined by FastBridge 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.
- For the 2024 – 2025 school year Progeny Academy will be working with tutors throughout the Twin Cities community that will provide additional support outside of the school day for students to practice literacy skills.
- The school is also engaging in NWEA/MAP assessments for all students in grades K – 4. Assessing students in fall, winter and spring will provide teachers with immediate data to track base line data and progress throughout the year.
- Teachers are engaging in semi-monthly assessments in reading comprehension and vocabulary to have current data with which to do instructional planning.

V. Types of Assessment and Timelines

All students will participate in the FastBridge/NWEA assessments by October 31, 2024. Students will be assessed in the fall, winter and spring for growth comparison.

In addition, all students in grades K- 4 will be benchmarked in FastBridge by September 30 of the school year. Students in grade 3 will be benchmarked in MAP Reading Fluency by October 2024. Teachers will be able to begin 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 FASTBridge / MAP Reading Fluency benchmarking in January, 2025 as well as a third in May, 2024 that will help determine growth. Progeny Academy will use the MAP Reading Fluency 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 2025 for students in grade 3.

* District screen, Kindergarten: Self-made assessments in: Phonemic awareness, 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, teacher running record of student's fluency and comprehension quizzes. FastBridge 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. FastBridge 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. FastBridge assessments: Oral reading fluency and reading comprehension

VI. Norms used to Provide Information on Student Progress

Progeny Academy will use the MAP Reading Fluency benchmarking from fall (grades 3+), winter and spring (all grades) to help us determine student growth in reading. In addition, Staff will use the NWEA outcomes from fall to spring to give information on how the students have grown this year.

VII. Informing Families

- 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 every two weeks and at the end of each Trimester, will indicate the areas of need and whether students are reading at grade level.

VIII. Instructional Supports and Interventions

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 45-minute consecutive block each day and an additional 30-minute block in reading each day. (Total of 85 minutes of literacy instruction each day.) In addition, the schedule includes additional small group and one-to-one supports within the classroom on Fridays.

*For the upcoming school year, students in grades K – 3 Progeny Academy will use the Groves Literacy Curriculum to support student learning in reading. Teachers, administration, specialists and support staff will partake in LETRS training to better implement instructional support.

Tier 2: Extra support

Students who are below grade level through classroom small group and individual instruction. This instruction is based on AIMSWEB and Map Reading Fluency screening as well as NWEA testing. AIMSWEB and MAP Reading Fluency benchmarking will happen three times as well as 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 and MAP Reading Fluency program.

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

Students scoring in the "orange" 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. 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. There will be intervention time that is in ADDITION to the general curriculum time in reading each day.

Intervention programs may include:

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

IX. Supports in Place for English Learners?

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 multiple times each week. The ELL teacher may pull students that need intensive or extra support as needed.

X. District Screening Process 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 through FastBridge. 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 a 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.

XI. District Screening 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 2024-2025 School Year.

XII. Professional Development Opportunities for Staff

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

- There are 15 professional development days for all teaching and support staff.
- Teachers have collaboration time each Wednesday from 7:30-8:30am, 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 2024 – 2025 will be 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 two formal classroom observations with pre-meetings and postmeetings. All staff have been given and trained in the observation tool.

XIII. Reporting Annual Student Data to Stakeholders and Feedback Collection

Spring FastBridge (when Progeny Academy begins serving K-3 students) and 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. NWEA fall, winter and spring data will be reported for students in grade 3 and above.

Progeny Academy Charter School's Read Well by Third Grade Plan will be posted to the District 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

XIV. Next Steps and Additional Notes

For the 2024 - 2025 school year Progeny Academy Charter School will work at improving the academic skills of all of its students. The District will critically review its Read Well by Third Grade and Literacy Plan and make changes to address the needs of all of its students. Staff will analyze data to assist in developing their strategies. Data and staff input will be used to develop the District's staff training plan. Based on preliminary data analysis from spring assessments, it has determined that 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 word problems.