

**TESFA INTERNATIONAL SCHOOL
READING WELL BY THIRD GRADE (593)**

I. STATEMENT OF GOALS AND OBJECTIVES

Pursuant to MN Statute 122A.06, Tesfa International School is committed to providing comprehensively, scientifically based reading instruction so that all students may succeed at reading.

Based on the findings of the National Reading Panel (2000), Tesfa International School will provide a reading program that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction for its students.

Tesfa International School is also committed to ongoing assessment and evaluation of our students' reading skills. Tesfa International School will notify parents in a timely manner regarding their child's progress in reading.

Tesfa International School students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate NWEA Measure of Academic Progress reading test. (Grade level norms will be updated as NWEA norms are updated.)

II. STATEMENT OF PROCESS TO ACCESS STUDENTS

Tesfa International School will provide screening, diagnostic, and progress monitoring in order to assess the student achievement in reading.

A. Literacy Areas Assessed:

Grades K-1 Map for Primary Grades

Phonemic Awareness
Phonics
Concepts of Print
Vocabulary and Word Structure
Comprehension
Writing

Grade 2-6 Map Reading Test

Word Recognition and Vocabulary
Comprehension: Informational Text
Comprehension: Narrative Text
Literature

Grade 2-6 MAP Language Test

Writing Types: Research
Elements of Composition

Grammar and Usage
Spelling/Punctuation/Capitalization

B. Assessment Instruments Used:

Tesfa International School will use NWEA MAP for Primary Years and MAP tests as its main reading assessments.

Classroom teachers will use the assessments provided in the school's scientifically-based guided reading curriculum, *Benchmark Literacy*.

C. Frequency of Assessments:

The NWEA MAP for Primary Grades (Grades K and 1) and MAP (Grades 2-6) will be administered three times per year (fall, winter and spring.)

Benchmark Literacy assessments will be administered on an on-going basis throughout the school year during each unit of study.

D. Administration of Assessments:

Homeroom teachers will assess each student's reading progress using the tools mentioned above.

E. Use of Data:

The use of data collected about student reading achievement will be used for the following purposes:

- by the administration to assess the overall efficacy of the school's reading program;
- by the administration and teachers to identify students who may need special interventions or services in order to be successful readers; and
- by classroom teachers in order to appropriately group students for guided reading and to provide individualized reading help as needed.

F. Determination of Proficiency:

Students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate Measure of Academic Progress (MAP) reading test.

G. Benchmark Assessments:

The following SMART goals will be used to benchmark our reading program.

- Students who meet their growth target on the MAP test will increase by 5% each academic year.

- Students who are deemed proficient (as defined above in this policy) will increase by 5% each year.

III. PARENT NOTIFICATION AND INVOLVEMENT

A. Parent Communication:

Results of the MAP testing will be mailed home to parents three times each year. In addition, each trimester report card will indicate whether a student is on, at, or above grade level in reading. Teachers will discuss with parents the results of MAP testing at fall and spring conferences.

Parents of students who are identified for reading intervention programs will be notified by mail regarding the student's status. Parents may also discuss student progress at conferences with their child's intervention teacher.

B. Resources for Parents:

Homeroom teachers in Grades K-3 will regularly provide information regarding strategies for parents to use at home to help their students become better reading and to foster a love of reading.

The school's website will identify reading sources that parents can use at home with their students.

IV. INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Tesfa International School has chosen *Benchmark Literacy*, a reading curriculum that aligns to Minnesota's state reading standards.

Tesfa International School will provide a multi-tiered system of support that includes interventions within the classroom, interventions for EL students, interventions for students who are behind grade level, and interventions for student who are identified with special education needs.

A. Intervention and Supports:

The following interventions may be available for students who are not reading at or above grade level:

- Appropriate placement in a guided reading group during reading time;
- Individualized reading assignments as determined by the homeroom reading teacher;
- Small group ESL push-in instruction;
- Small group ESL pull-out instruction;
- Small group pull-out reading instruction;
- Special education services.

B. Intervention Providers, Frequency and Purpose:

- Licensed teachers will provide all interventions.
- The duration and frequency of the intervention will depend on the needs of the individual students. Services may be provided within the classroom or outside of the classroom depending upon what best meets the needs of the student.
- Before or after school services may be provided depending upon individual student needs. If at all possible, interventions will be provided during the normal school day.

C. Use of Data to Match Student Need to Intervention Program:

A combination of MAP assessment data, *Benchmark Literacy* assessments, local assessments, MCA data (if available), as well as teacher observations will be used to determine whether or not a student needs intervention services.

V. SCIENTIFICALLY BASED PROFESSIONAL DEVELOPMENT

A. Alignment and Collaboration:

Tesfa International School will provide professional development that will allow our teachers to provide scientifically-based reading instruction. Tesfa International School is committed to providing best-practice reading instruction for its students and best-practice professional development for its teachers.

All teachers at Tesfa International School will be required to participate in annual reading professional development as well as Sheltered Instruction Observation Protocol (SIOP) professional development on an on-going basis.

The curriculum coordinator will provide ongoing literacy coaching for all teachers at Tesfa International School.

B. Use of Performance Data to Inform Professional Development Plan:

On an annual basis, the administration will review all reading data to identify areas of improvement for reading instruction. Data will include student performance data as well as data regarding the efficacy of individual teachers of reading. Staff development activities will be determined based on demonstrated need from this data as well as the expressed needs of the teachers.

VI. CURRICULUM AND INSTRUCTION SYSTEM

A. Curriculum Resources:

Curriculum resources and information regarding Tesfa International School's reading program can be found on the Tesfa International School website.

VII. STUDENT SUPPORT SYSTEM FOR EL LEARNERS

A. Training and Support for EL Students:

Given the high percentage of EL students at Tesfa International School, coaching and resources for teachers to be successful with EL students is a high priority. Ongoing SIOP training will be provided for all teachers throughout each school year.

B. Language Objectives:

All teachers will identify language as well as content objectives for their lessons. Teachers will be given feedback on the quality of their language objectives.

VIII. COMMUNICATION SYSTEM FOR ANNUAL REPORTING

Tesfa International School will publish a link to this reading plan on the school's webpage. The school's curriculum coordinator will be designated as the official contact for our reading program. Ongoing information about the reading plan will be updated as necessary.

Tesfa International School will submit an annual report to the Commissioner of Education regarding the reading progress of its students as required by Minnesota Statute 120B.12.

The school will report annually through the school's newsletter or website the following information:

- Objectives of the reading assessment program
- Names of tests given at each grade level
- Progress of students in reading

Tesfa International School will seek feedback through surveys (or other means) from stakeholders (staff and parents) in the school regarding the following:

- Accessibility of information regarding this program;
- Usefulness of documents;
- Support for parent implementing reading strategies;
- Effectiveness of support provided to implement the program.

VII. SCHOOL BOARD REVIEW

The Tesfa International School board will review this policy at least every three years or more frequently as needed to ensure the success of the policy.

Adopted: