



## **LOCAL LITERACY PLAN (593)**

### **I. STATEMENT OF GOALS AND OBJECTIVES**

Pursuant to the READ Act, MN Statutes 120B.1117 to 120B.124 , Twin Lakes STEM Academy 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), Twin Lakes STEM Academy will provide a reading program that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction for its students.

Twin Lakes STEM Academy is also committed to ongoing assessment and evaluation of our students' reading skills. Twin Lakes STEM Academy will notify parents in a timely manner regarding their child's progress in reading.

Twin Lakes STEM Academy 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**

Twin Lakes STEM Academy 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:**

Twin Lakes STEM Academy 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, *mClass with DIBELS 8th Edition*, as a universal and dyslexia screener for Grades K-6.

**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.)

*Amplify CKLA* assessments will be administered on an on-going basis throughout the school year during each unit of study, including *mClass with DIBELS 8th Edition*.

**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 at 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**

Twin Lakes STEM Academy has chosen *Amplify CKLA*, a reading curriculum that aligns to Minnesota's state reading standards.

Twin Lakes STEM Academy will provide a multi-tiered system of support that includes interventions within the classroom, interventions for ELL students, interventions for students who are behind grade level, and interventions for students 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, *Amplify CKLA* assessments, local assessments, MCA data (when 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:**

Twin Lakes STEM Academy will provide professional development that will allow our teachers to provide scientifically-based reading instruction. Twin Lakes STEM Academy is committed to providing best-practice reading instruction for its students and best-practice professional development for its teachers.

All teachers at Twin Lakes STEM Academy will be required to participate in annual reading professional development as well as professional development in ELL instruction on an on-going basis.

The curriculum coordinator will provide ongoing literacy coaching for all teachers at Twin Lakes STEM Academy.

**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 Twin Lakes STEM Academy's reading program can be found on the Twin Lakes STEM Academy website.

## **VII. STUDENT SUPPORT SYSTEM FOR ELL LEARNERS**

### **A. Training and Support for ELL Students:**

Given the high percentage of ELL students at Twin Lakes STEM Academy, coaching and resources for teachers to be successful with ELL students is a high priority. Ongoing 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**

Twin Lakes STEM Academy will publish a link to this reading plan on the school's web page. 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.

Twin Lakes STEM Academy 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

Twin Lakes STEM Academy 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 Twin Lakes STEM Academy board will review this policy at least every three years or more frequently as needed to ensure the success of the policy.

*Adopted:*