

# #4127 TEAM Academy Local Literacy Plan

## Goals and Objectives

The purpose of this literacy plan is to ensure that students will achieve grade-level proficiency and read well by Grade 3.

Current School-Wide Reading Goals:

1. At least 70 percent of students will have a Student Growth Percentile of 51% or greater from Fall to Spring on the AIMSweb Early Literacy assessment (Letter Naming Fluency and Letter Word Sounds Fluency)
2. At least 70 percent of students will have a Student Growth Percentile of 51% or greater from Fall to Spring on the AIMSweb Reading Battery.

In order to meet these goals, TEAM Academy teachers and staff continually work to improve academic achievement by implementing researched-based curriculum and interventions, engage in self-reflection to improve teaching practices and make every effort to build cooperative relationships with parents. The Minnesota English Language Arts Standards and data from various literacy assessments guide the selection of curriculum and determine levels of academic support at TEAM Academy. Assessment measures such as the Minnesota Comprehensive Assessments (MCA) and Aimsweb are used to measure year-long growth. Monthly and weekly progress is determined using Aimsweb progress monitoring. These results indicate which students are on target for reading proficiency and which students need further literacy support. At TEAM Academy, reading proficiency is defined as students who score at or above grade level on these tests and who also perform at or above grade level in the classroom. Parent communication occurs a minimum of four times a year with a focus on using these measures to report student progress toward proficiency.

## Process to Assess Students

All students are screened a minimum of three times a year using Aimsweb Plus testing and locally developed standards based assessments in order to determine general levels of reading aptitude as well as proficiency in specific areas of literacy. New students are tested when they first enroll at TEAM Academy. This assessment is given individually to each student by their classroom teacher. Aimsweb Plus testing takes place in the fall, winter, and spring for all students.

### Screening Assessments and Skills by Grade Level

Grade Level	Screener	Skills Assessed
Kindergarten	Aimsweb Plus	Letter naming fluency, letter sound fluency, phoneme segmentation fluency, and nonsense word fluency
1st Grade	Aimsweb Plus	Letter naming fluency, letter sound fluency, phoneme segmentation fluency, and nonsense word fluency
2nd Grade	Aimsweb Plus	Phonological Awareness, Phonics, Concepts of Print, Vocabulary and Word Structure, Comprehension, Writing
3rd Grade	Aimsweb Plus	Reading Fluency, Comprehension

Students for whom screening data indicates are not reading at grade level receive research-based interventions that are specific to their areas of need and are frequently monitored to track progress and measure the effectiveness of a particular intervention. A multi-tiered approach is used to help match the level of student need with appropriate instructional practices and level of intervention.

Teachers will communicate screening, diagnostic and progress monitoring results to parents at fall, winter and spring conferences. Grades are also reported three times a year and will indicate areas of need and whether a student is reading at grade level. Parents will also be notified each time their child moves to a different or more intensive level of intervention.

## **Parent Notification and Involvement**

All parents are communicated with a minimum of four times during the year. Before school starts, parents and students are invited to an individual parent meeting where they are able to meet their child's teacher and learn the expectations of the classroom. The parent meeting gives the teacher and parents a chance to connect and allows the teacher to communicate educational and behavioral expectations as well as to establish a platform for further communication during the year. During this meeting, teachers explain what will happen if a student is identified with a need for intervention and the parent signs a contract indicating they understand the intervention process.

The next regularly scheduled parent-teacher meeting happens at fall conferences, which is when teachers share assessment results with the parents and highlight what skills the student has succeeded and what skills the student needs to focus on next. Literacy goals are set and parents are given specific strategies in which they can support their child's development at home. Parents are also notified of the link on the TEAM Academy website containing information and ideas on literacy development. Winter and spring conferences as well as trimester report cards are used to further inform parents about their child's reading growth and progress toward obtaining proficiency.

# Intervention and Instructional Supports

## CORE READING INSTRUCTION

TEAM Academy's core reading instruction is aligned with the 2010 English Language Arts (ELA) Academic Standards. Instructional practices are scientifically based and balance all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as outlined in Minnesota Statute, section 122A.06, subdivision 4. Core instruction is considered to be general instruction for all students in the regular classroom and is designed to represent on grade-level curriculum. Students making adequate growth and those reading at or above grade level will have their literacy needs met through instruction in the core curriculum.

### TEAM Academy Core Curriculum

Area Of Literacy	Grade	Core curriculum
Reading Comprehension	K-3	Reading Street
Vocabulary		
Phonics		
Phonemic Awareness		
Fluency		

## INTERVENTION I

Screening results obtained from Aimsweb are the primary means used to measure student growth. An intervention is implemented to help bridge the learning gap for students who score lower than peers who are exposed to the same instruction, or whose assessment results do not indicate they are on target to make grade level goals.

Aimsweb results also help teachers determine which component of reading a student may most benefit from additional instruction. Students are then assigned to a reading intervention group where they work on skills specific to helping them obtain reading proficiency. Regular progress monitoring is conducted to gauge effectiveness of the intervention. When a student shows mastery of a skill they are either moved to a different reading intervention group that focuses on a separate area of need for the student or are included in reading group of students who are on target for proficiency in all areas of reading.

## INTERVENTION II

If, after four to six weeks, a student is not making adequate progress with the reading intervention or they are significantly below grade level targets according to Aimsweb, a second intervention is added in addition to the core curriculum and reading intervention time. This intervention utilizes a one-on-one or small group setting. Weekly progress monitoring measures the effectiveness of the intervention. If necessary, adjustments are made to instruction in order to maximize the effectiveness of the intervention.

## AFTER SCHOOL PROGRAM / SUMMER SCHOOL

Extended day and extended year opportunities are provided at TEAM Academy. Families will be sent a letter recommending their participation if their child is not on target to meet standards based assessment reading goals, are not performing at grade level according to Aimsweb testing or if core curriculum assessments indicate they are performing below their peers.

## **Professional Development on Scientifically-Based Reading Instruction**

Professional development at TEAM Academy is data-driven, research-based and focused on teacher and student need. Teacher leaders are used to facilitate training on topics for which they are experienced. Additionally, staff members are also encouraged to seek relevant professional development opportunities outside of the school building. In order to do this, a written request is submitted to the director and the Professional Development Committee explaining how the selected training would help them meet students' needs. The director and Professional Development Committee review and approve or deny all requests.

PLC groups are also utilized to promote job embedded professional development. These groups seek out opportunities and resources to address the instructional goals they set each year. These groups also aim to understand the needs of diverse learners through various activities.

## **Curriculum and Instruction System**

The reading curriculum at TEAM Academy is designed to provide coherent instructional practices and support literacy growth for all stages of development. TEAM Academy's core instruction and intervention support systems are aligned with the Minnesota English Language Arts Standards.

## **Student Support Systems for English Language (EL) Learners**

English Learners (ELs) at TEAM Academy spend a majority of their day in the mainstream classroom. Our teachers use instruction strategies that allow students to acquire English language skills while also learning grade level content according to state standards. In addition, many ELs also receive pull-out instruction in English language development and additional work with the content they are learning in their mainstream classrooms. Instructional tools used include various leveled readers, Daily 5, Reading Street, and SuccessMaker. Upon beginning their educational journey at TEAM Academy, EL students are assessed using the WIDA MODEL test. In addition to the various assessments given to all TEAM Academy students, ELs are assessed yearly using the WIDA ACCESS for Ells. Depending on their needs, students in the EL program also may participate in various interventions.

## Communication System for Annual Reporting

The TEAM Academy website contains a working link to our Local Literacy Plan, which outlines how we will ensure students are reading proficiently by third grade. Literacy assessment methods and data can be found within this plan. TEAM Academy's website also includes ideas to support literacy development within the parents and families link. This is where ongoing information about our literacy program and additional resource links for parents and other stakeholders can be found. Contact information for persons wishing to express questions or comments can also be found on the school website.

TEAM Academy continuously strives to improve our practices. One strategy we utilize to gain feedback from our stakeholders is our biannual satisfaction survey that is conducted at fall and winter conferences. The yearly survey will specifically seek feedback from families and staff that will help us evaluate and improve our current practices regarding accessibility of information, usefulness of documents, quality of resources and support for implementing effective strategies at home and for the overall implementation of the Local Literacy Plan.

### Percent of students scoring in Tier 1 on Spring AIMSweb Plus Reading assessments

Grade	Percentage
Kindergarten	29%
1 <sup>st</sup> Grade	50%
2 <sup>nd</sup> Grade	55%
3 <sup>rd</sup> Grade	62%