

## St. Croix Preparatory Academy

*Inspiring Great Thinkers*



## Reading Well By Third Grade: Local Literacy Plan

### **Literacy Plan Committee**

Joann Karetov, Lower School Director

Emily Croaston, Reading Specialist

Deb Keyes, First Grade Teacher and Board Member

*Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.*

-International Reading Association

## Overview of St. Croix Preparatory Academy Local Literacy Plan

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third”. The literacy plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how St. Croix Preparatory Academy plans to address each of these requirements for our students in Kindergarten through Third grade.

### Belief Statement from Minnesota Department of Education

*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 all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding 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. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. – Minnesota Department of Education*

### St. Croix Preparatory Academy Local Literacy Plan Goals

1. All students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
2. All students who are exceeding reading grade level benchmarks will be supported and challenged in order to make projected growth.
3. All stakeholders will be informed about the instructional efforts to insure that all our students will be reading well by 3<sup>rd</sup> grade.

### How Will SCPA Know If Our Students are Reading Well by Third Grade?

Reading proficiency will be defined as students who score at or above established SCPA benchmarks and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in Kindergarten through grade 3 by multiple measures of

assessment, data driven decision-making, and a Response to Intervention (RTI) approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions and their progress will be monitored until proficiency is attained. Interventions will supplement and supplant core reading instruction.

Core curriculum is aligned to the Minnesota English Language Arts Standards. Curriculum maps are updated annually. On a yearly basis, the SCPA core curriculum is aligned vertically and horizontally.

### What Kind of Assessments will be Used and When?

Elementary students at St. Croix Preparatory Academy are assessed in their reading skills utilizing the Strategic Teaching and Evaluation of Progress (STEP) reading assessment. STEP is an assessment tool created by the University of Chicago Urban Education Institute. The assessment evaluates key elements of literacy development for students from kindergarten through third grade including phonemic awareness, letter/word knowledge, reading accuracy and use of reading strategies, fluency and reading rate, as well as literal and inferential comprehension.

The levels of the STEP reading assessment start at the Pre-Reading STEP and go up to STEP 12. It is the goal that all students will achieve STEP 12 by the end of third grade. The table below shows the quarterly STEP level benchmarks.

	End of Qtr. 1	End of Qtr. 2	End of Qtr. 3	End of Qtr. 4
	STEP	STEP	STEP	STEP
K	Pre-Reading	1	2	3
1	3	4	5	6
2	6	7	8	9
3	9	10	11	12

Students are assessed using STEP at least four times per year. Students read a leveled book with increasing difficulty at each STEP level. The teacher takes notes of reading behaviors and records the student's reading accuracy and fluency. After reading the book, the test administrator has a comprehension conversation with the child about the book. There are additional components of the STEP assessment that target specific reading skills aligned with the leveled texts. The table below summarizes the scores needed for students to meet grade level benchmarks in each component of the quarterly STEP assessments.



Grade Level	First Quarter Benchmarks	Second Quarter Benchmarks	Third Quarter Benchmarks	End of Year Benchmarks
Kindergarten	Name Assessment: 4/5	Letter-Name Identification: 35/54	Letter-Name Identification: 50/54	Letter-Sound Identification: 24/26
	Letter-Name Identification: 15/54	Letter-Sound Identification: 8/26	Letter-Sound Identification: 18/26	Phonemic Awareness: 8/10
	Letter-Sound Identification: 0/26	Phonemic Awareness: 6/10	Phonemic Awareness: 4/10	Developmental Spelling: 18/30
	Phonemic Awareness: 6/10	Developmental Spelling: 5/30	Developmental Spelling: 12/30	Reading Accuracy: 88/100
First	Concepts about Print: 5/12	Concepts about Print: 10/13	Reading Accuracy: 89/100	Comprehension: 4/5
		Reading Record: 5/5	Comprehension: 4/5	
	Letter-Sound Identification: 24/26	Reading Accuracy: 90/100	Reading Accuracy: 90/100	Reading Accuracy: 90/100
	Phonemic Awareness: 8/10	Reading Rate: 30/75	Reading Rate: 40/75	Reading Rate: 40/75
Second	Developmental Spelling: 18/30	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Reading Accuracy: 88/100	Comprehension: 5/6	Comprehension: 5/6	Oral Reading Comprehension: 3/4
	Comprehension: 4/5	Developmental Spelling: 16/30	Developmental Spelling: 24/30	Silent Reading Comprehension: 3/4
	Reading Accuracy: 90/100	Reading Accuracy: 90/100	Reading Accuracy: 90/100	Reading Accuracy: 90/100
Third	Reading Rate: 40/75	Reading Rate: 50/101	Reading Rate: 50/101	Reading Rate: 50/101
	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Oral Reading Comprehension: 3/4	Oral Reading Comprehension: 3/4	Comprehension: 6/8	Written Comprehension: 2/3
	Silent Reading Comprehension: 3/4	Silent Reading Comprehension: 3/4	Retell: 3/4	Oral Comprehension: 4/5
Third	Reading Accuracy: 90/100	Reading Accuracy: 90/100	Reading Accuracy: 90/100	Reading Accuracy: 90/100
	Reading Rate: 50/101	Reading Rate: 75/126	Reading Rate: 75/126	Reading Rate: 75/126
	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4	Fluency: 3/4
	Written Comprehension: 2/3	Written Comprehension: 2/3	Written Comprehension: 2/3	Written Comprehension: 2/3
Third	Oral Comprehension: 4/5	Oral Comprehension: 4/5	Oral Comprehension: 4/5	Oral Comprehension: 4/5
	Retell: 3/4	Retell: 3/4	Retell: 3/4	Retell: 3/4

SCPA students are screened at the end of each quarter. This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. Additionally, students who are receiving extra help, or targeted assistance, are progress-monitored regularly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction as needed to maximize growth towards grade level expectations.

Our primary assessment is STEP, but students are also considered for targeted services if they fall below the target score on any of the screening assessments. These students will be considered for small-group Tier II interventions provided by the Reading Specialist or Educational Assistant. Data used to determine whether they receive services includes, but is not limited to the STEP assessment, MCA (grade 3 and 4), Imagine It! Benchmarks, and classroom observational data. Students are considered meeting grade level expectations if they maintain at or above grade level benchmarks on assessments. Students who qualify for special education services in reading will receive their targeted interventions through their IEPs.

SCPA will assess all students who were previously below benchmark each September, within the first 3 weeks of school. New students to SCPA will be assessed their first week of school.

### How Will Parents Be Informed That Their Child is not Reading Proficiently?

Communication with families is an ongoing process. It starts with Back to School Open House and continues throughout the year. Parents are provided information that shows the reading growth of their child through the course of their elementary years.

The parents of students not reading proficiently will be sent a formal notification and will explain entrance / exit criteria and support services. Opting out of pullout literacy support is considered on a case-by-case basis with administrative approval, and only occurs when the family and the school have a clear plan outside of the school day to address the reading deficit.

Progress in reading grades and performance can be viewed electronically in the student information software. Grades are reported four times per year and indicate individual student performance, and whether students are reading at grade level.

During fall and spring conferences and ongoing communication with parents, SCPA will provide parent information in regard to utilizing literacy strategies to accelerate their child's literacy development in areas where a skill deficit has been identified.

Each summer, a letter will be sent to families of children who are not meeting grade level expectations / benchmarks. The letter will include results from the most recent assessment window and parent resources for continued literacy support.

Sample Parent Notification Letter

Dear parent(s) of \_\_\_\_\_,

Through ongoing communication with your child’s teacher this past year, you have received information regarding \_\_\_\_\_’s growth in reading skills. According to the **Reading Well by Third Grade** legislation, all Minnesota schools are required to notify families when their child is not on track to read at or above grade level by the end of third grade.

All students are tested to determine how well they are progressing toward current grade-level expectations each fall, winter, and spring. Your child has been identified as not meeting some or all the benchmark criteria based on our assessment data.

You have previously received some or all of the following assessment information: Early Reading (K), STEP, Imagine It! (grade K-4), MCA (Minnesota Comprehensive Assessment, grades 3 and 4). Please understand that we recognize the growth your child has made this year. It is our hope that with daily support at home and school, your child will make gains toward reaching the goal of “Reading Well” by the end of third grade.

In order to “Read Well by Third Grade” your child should be at or above the SCPA quarterly benchmarks. Currently, \_\_\_\_\_ is below these SCPA’s established benchmarks:

	<b>SCPA Benchmark:</b>	<b>Present Level:</b>	<b>Area of Remediation Focus:</b>
<b>STEP (K-4)</b>			

Research has shown that children who practice their reading during the summer are less likely to lose the reading skills that they have worked hard to develop. A good summer routine should include reading each day with your child. Enclosed you will find resources and activities that you and your child can do together to prevent summer reading loss. ☐

If you have any questions, please contact me.

Sincerely,

Joann Karetov  
Lower School Principal  
651-395-5921

### What Instructional Supports and Interventions Will Be Used?

If a student is identified as not reading at or above grade level, and/or not meeting some or all benchmarks during the previous school year, they will automatically qualify for support.

The foundations of reading will be met through our core curriculum. Teachers will foster students' understanding and working knowledge of concepts of print, phonemic awareness, fluency, and other basic conventions. In addition, a necessary and important component of an effective reading program is that it is structured to develop proficient readers with the capacity to think critically, read fluently, and comprehend texts across a range of text structures.

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support that includes research-based interventions. These interventions target skill deficits in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### **Tiers of Literacy Support include**

Tier 1: Core Support The core curriculum includes Early Reading Company (Kindergarten), SRA Imagine IT! (K-4), differentiated instruction and guided reading (K-4) and balanced literacy utilizing the Daily 5 Model (K-4).

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below grade level will receive additional services through Tier 2 and /or Tier 3 support.

Tier 2: Extra Support Students who are below grade level are supported through classroom guided reading, small group, and/or individual instruction. Additional support is provided during a pre-determined and scheduled block. To gauge the effectiveness of specific interventions, staff will monitor student progress using the STEP and other formative assessments. Once a student is boosted to grade level benchmarks, he/she will be placed on a "monitor" status and the amount of extra support in Tier 2 will be reduced. Teachers will continue to monitor progress to ensure that mastery is maintained.

Instructional supports can include but are not limited to: Research based interventions for the targeted skill, additional time to reinforce classroom skills with trained Educational Assistant and/or Reading Specialist.

Tier 3: Intense Support Students who are significantly below grade level in reading may

be evaluated, and may qualify for an Individual Education Plan (IEP) to address their reading needs.

### What Supports are in place for English Learners?

Our SCPA English Learners (EL) teacher offers content-based EL instructional programs, which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners acquire English through participation in age-appropriate instruction aligned to district content standards as well as English Language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, the EL teacher collaborates with the general education teacher to support the language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for English Learners at all levels of proficiency.

English Learners who are reading below grade level may receive reading interventions and Tier 2 programming in addition to EL services.

### What Opportunities Do Teachers Have For Professional Development?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school goals.

There are 8 professional development days scheduled for the 2016-17 school year. SCPA utilizes formal and informal evaluations to identify teacher-training needs. In addition, teachers will meet for grade-level/specialty area Professional Learning Community (PLC) meetings for 180 minutes a month. Much of this time will be devoted to reviewing data, setting goals, discussing instructional effectiveness, writing common assessments, and reviewing curriculum standards. New teachers receive an additional week of training before the school year begins.

Additionally, time will be given for our literacy team to meet quarterly and review student progress- monitoring data, interventions being used, and to make adjustments to individual student plans through bi-weekly grade-level meetings with the principal.

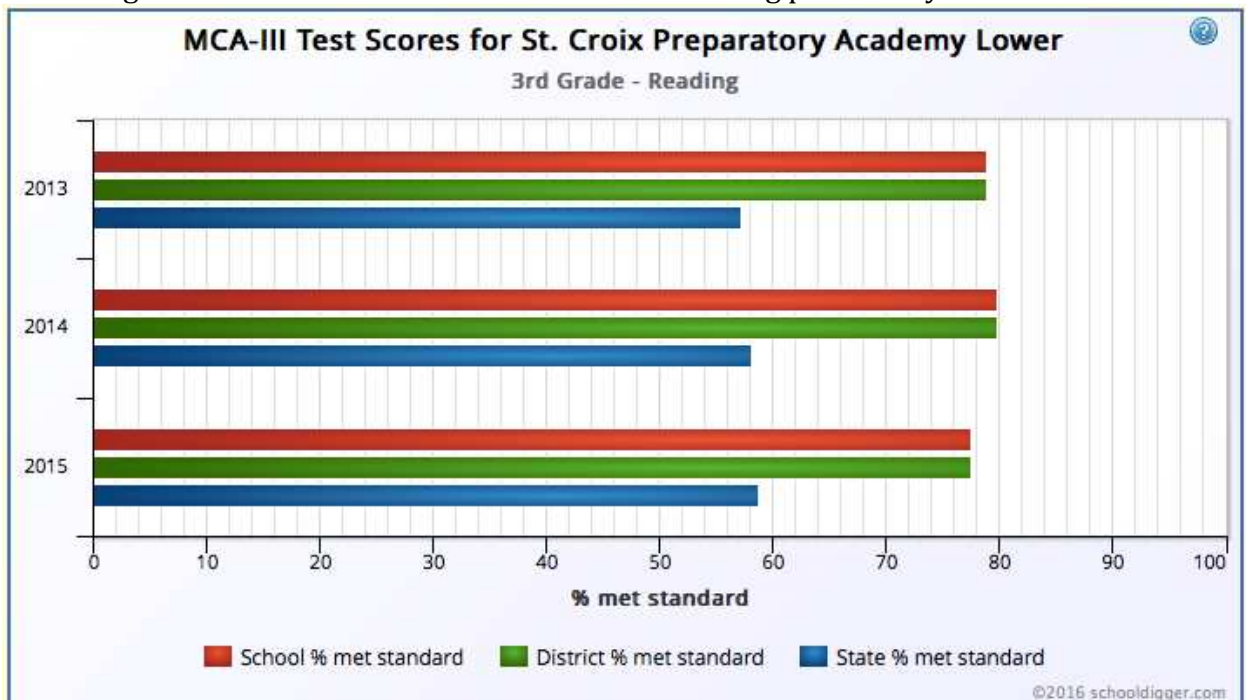


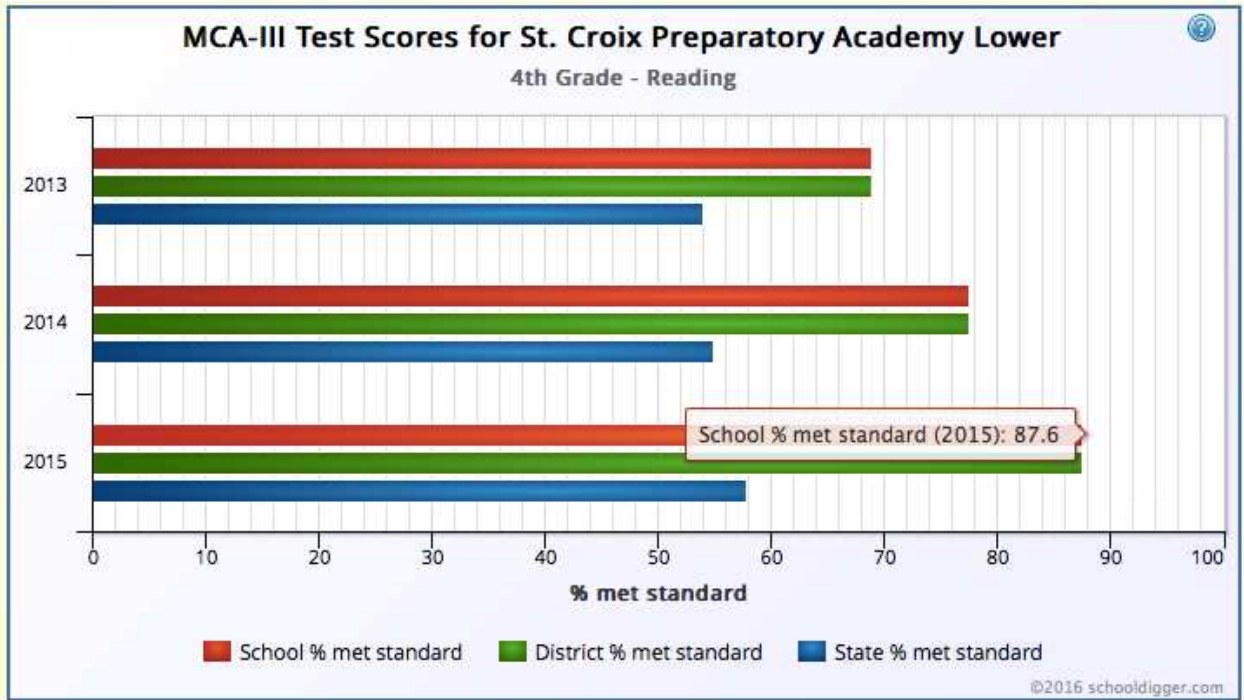
### How Are SCPA Students Currently Performing?

1. Percentage of K-4 students at or above STEP benchmark Goal



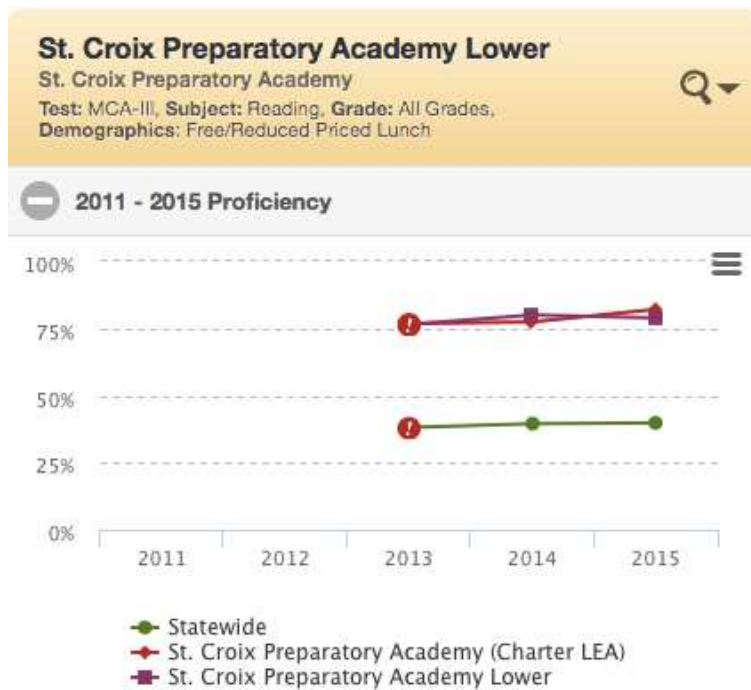
2. Percentage of Grade 3 and 4 students at or above reading proficiency on MCA.



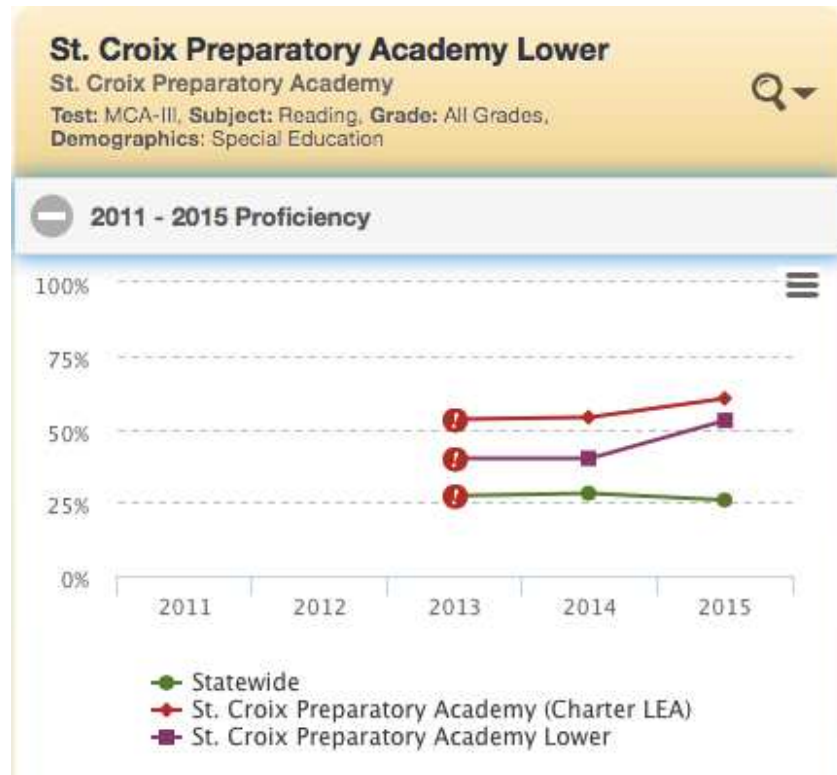


The two graphs above will be updated after official MCA scores are released at the end of the summer. The graphs below have been updated.

3. Percentage of Grade 3 and 4 FRP at or above reading proficiency on MCA.



3. Percentage of Grade 3 and 4 Special Education students Meeting or Exceeding Reading Standards on MCA.



**Please Note:**

- When compared to the statewide average, students in St. Croix Preparatory Academy Lower School consistently outperform the state averages in Reading.
- Annual data will continue to be posted in the literacy plan and testing results located on the SCPA website.