Literacy Plan Read Well by Third Grade

GSA is dedicated to the success of all of our students. The Read Well By 3rd Grade Literacy Plan describes the current goals, practices and supports for students in grades K-3. Our local Literacy Plan addresses the guidelines outlined in Minnesota Statute 120B.12 and details the key components of the literacy plan.

- ❖ All students are provided with comprehensive scientifically based reading instruction
- ❖ Parents are notified formally during scheduled parent-teacher conferences and informally through parent phone calls, parent meetings in between for all students and must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered, services available, and strategies parents can use at home to support their student
- ❖ Intervention opportunities provided to students to meet literacy goals
- ❖ Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually
- ❖ Training is provided for all licensed staff to improve reading instruction
- ❖ A Local Literacy Plan is developed and posted to our school website for all

GSA educators are expected to use this literacy plan for the purposes of planning and informing instruction. Support for implementation will be provided to teachers through ongoing professional learning and job-embedded opportunities. We will continue to seek and engage parents in their child's literacy development. This plan is ongoing and annually updated.

Literacy Plan Key Components

1. Instructional leadership at all levels: Leadership provided at all levels Administration, Instructional Coaches, ELL interventionists and classroom teachers

2. Multi-tiered system of support that is aligned to curriculum and instruction: The literacy plan focuses on the core reading curriculum, which includes standards, student learning targets, research based instruction on literacy skills and strategies, resources and standards based assessments. Formative and summative data is used to make instructional decisions for all students and to determine specific intervention needs.

3. Assessments: GSA implements an on-going assessment plan, which includes formative and summative measures.

4. Job-embedded professional learning: GSA director and instructional coach will support Professional Learning Communities (PLCs) with embedded professional learning using the gradual release of responsibility coaching model to implement our literacy plan

5. Family and community partnerships: Parents will be able to help support the school literacy plan by participation in activities, meetings, and communications about their child's progress.

Gateway STEM Academy's literacy plan is a work in progress and serves as a blueprint to outline our commitment to reading instruction in Kindergarten through 3rd Grade. It will allow for documentation of how well the schools are doing in providing high quality reading instruction.

1. Instructional Leadership at All Levels

Leadership is provided at all levels by GSA Director, Instructional Coach, Classroom Teachers, English Language teachers, and classroom teachers. Weekly PLC meetings, staff meeting and parent communication (newsletters, parent phone calls, written communication, etc)

2. Multi-tiered System of Support Aligned to Curriculum and Instruction

Reading instruction is aligned with Minnesota English Language Arts Standards and classroom formative /summative assessments. Our core curriculum is vertically aligned and consistently implemented throughout Kindergarten - 3rd Grade. Parents, teachers, students and administration have access to the specific course work including resources and assessments.

Three Tier Instructional Plan			
	Classroom	Targeted Intervention	Intensive Intervention
Learners	All students	Students scoring below target on a screening measure	Students scoring significantly low on a screening measure and are not showing growth
Instructional Components	Essential Components Kinder - 3: - Phonological awareness - Phonics - Fluency - Vocabulary - Comprehension A balance of fiction and non-fiction text following the Minnesota ELA Standards guide.	Based on the identified need determined by student data and the student's response to the intervention. May include intervention for the following components: - Phonological awareness - Phonics - Fluency - Vocabulary - Comprehension	Intensive, explicit instruction in the components determined to be a priority for the student based on data.
Progress Monitoring	- iReady Diagnostic administered 3 times per school year - Formative and summative assessment to determine student progress towards mastery -Early Reading Tasks assessments -(grade 3) MCA	- iReady Diagnostic administered 3 times per school year - Formative and summative assessment to determine student progress towards mastery - Early Reading Tasks assessments	-iReady Diagnostic administered 3 times per school year -Formative and summative assessment to determine student progress towards mastery -Early Reading Tasks assessments

GSA is committed to recognizing students' diverse needs in all school settings. The school climate is supportive and instruction is tailored to meet the needs of culturally and linguistically diverse students. We focus on improving the academic performance of students from non-English backgrounds and providing early intervention to ensure their academic success as well.

Curriculum and Instruction

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and assessment of all children in the general education classroom. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. As staff gain knowledge and experience in RTI, they will be doing so through a focus on literacy during the 2022- 2023 school year. Descriptions of tier levels are listed below.

Tier I All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention.

To ensure reading proficiency, students will be exposed to reading material that is aligned to:
- ❖ Current Academic Standards
- ❖ Addresses benchmarks at each level
- ❖ Builds foundations on background knowledge

While participating in reading experiences and instruction, students will:
- ❖ Experience a variety of writing, text genres and language models
- ❖ Engage in discussions to build oral language and vocabulary
- ❖ Engage with informational text
- ❖ Participate in critical thinking with teachers and peers

Teachers motivate and engage students. They address their areas of need through flexible grouping with leveled texts to allow students to practice reading skills and strategies at their level. Teachers collect formative and summative assessment data to monitor student progress.

Tier II Based on data from universal screening and Tier I progress monitoring, students in Tier II participate in targeted interventions in small groups. These research -based interventions include oral language, alphabet knowledge, print awareness, phonemic awareness, phonics/word study, vocabulary, fluency and comprehension. Students in Tier II benefit from whole class and flexible grouping instruction in addition to additional time, differentiated materials or instruction to accelerate their growth to reach their academic goals. To monitor the effectiveness of specific interventions and measure growth, staff will progress monitor using iReady Standards Mastery, iReady Early Reading Tasks or other diagnostic measures.

Tier III – Students who are not making sufficient growth with classroom and differentiated instructions receive intensive support. Tier III supports students who are significantly below grade level and are in need of additional interventions and more specific programming. Trained staff administers instruction and intervention. To gauge the effectiveness of specific interventions, staff will monitor students using iReady Standards Mastery, iReady Early Reading Tasks.

Interventions and Instructional Support

	Tier 1	Tier 2	Tier 3	
Definition	Grade level core instruction that includes all students- focus on differentiation	Supplemental/ targeted instruction	Intensive instruction	Special education evaluation
Who	Classroom teachers	Classroom teachers Reading/math core Title I specialists	Reading/math core Title I specialists	Student specific General education interventions continue to support the student
	Students may be receiving ELL and also intervention services	Students may be receiving ELL and also intervention services	Students may be receiving ELL and also intervention services	Special education evaluation team conducts special education evaluation
Where	General education classroom	General education classroom Specialist	Specialist	Special education
When	Daily (Reading 120 minutes K-4)	2-3 times/weekly 20 minutes	2-3 times/weekly 20+ minutes (may increase intensity/ reduce group size)	Special education evaluations are completed within 30 school days following special education receipt of Prior Written Notice parent consent Assessments specific to special education evaluation plan
What	Benchmark Universe iReady Diagnostic	iReady Instruction (title) Reading Corps ELL: LLI	iReady Instruction (title) Reading corp ELL: LLI	
How	Differentiated instruction & Benchmarks, curriculum interim assessments	Intervention & Progress monitoring	Intervention & Progress monitoring	
		At least 2 interventions monitored for 4-6 weeks each; must be planned and documented in order to be considered for special education referral		

Programs and Interventions

Program / Intervention	Grades	Purpose	Progress Monitoring
Guided Reading small groups	K-3	Small Group reading instruction to further instruction and provide differentiated instruction to all learners	-Teacher anecdotal notes
Individual and small group targeted instruction	K-3	Teachers use student data, to provide instruction that is unique, specific and specifically targets the area of need	- Teacher anecdotal notes -Small group formative assessments
Title I	K-3	iReady administered whole group by general education teacher	- Small group formative assessments
Minnesota Reading Corps Literacy Tutors	K-3	Research based- early literacy effort	Reading Corps Data Management System (RCDMS)
Leveled Literacy Instruction (LLI)	K-3	Small Group supplementary literacy intervention designed for students who struggle with reading and writing	LLI Assessments depending on grade level
Special Education	K-3	Instruction and interventions targeted to students individual need as indicated by Individual Education Plan (IEP)	Based on IEP

Proficiency Guidelines

Gateway STEM Academy believes that literacy is the fundamental academic asset to enable students to learn. We are committed to ensuring that all students are proficient in reading, and our literacy plan is designed to help students achieve their goals.

Exceeds - Students at the advanced level generalize about ideas and information in the text that they read and evaluate the texts critically

Meet - Students identify ideas and information suggested by, but not specifically stated in the text they read

Partially Meets- Students at the basic level understand the over literal meaning of the text that they read

Does Not Meet - Student does not meet the reading level standard for basic achievement

3. Assessments

To achieve our goal of growth, educators must assess students as soon as possible to determine needs, then continue assessing to determine effectiveness of teaching. Results of screening assessments, which are given to all students, at a minimum, in fall and winter, support all staff with identifying and supporting students who need targeted assistance to achieve grade-level proficiency.

- ❖ **iReady Reading** progress monitoring assessment used to inform teachers, students, and parents of growth, weaknesses, and strengths. iReady Reading is web-based and can be used by students away from school. iReady has a universal screening component that will be used in the Fall, Winter, and Spring to help in identifying students that may need reading interventions in a variety of reading areas (phonemic awareness, fluency, and comprehension are some of the areas of focus. iReady also levels students as they are guided through online lessons. Timely feedback and support are offered by both the reading teacher and iReady program.
- ❖ **Benchmark Fluency Checks-** Provide carefully calibrated reading passages for kindergarten through grade 6. Each passage has been developed to fit a specific reading level and passage length that is appropriate for students at various levels of proficiency. Reading levels in Kindergarten through third grade are based primarily on the timely introduction of level appropriate phonics elements, the use of high frequency words and lexile measures. It also provides suggestions for individual intervention instruction, procedures for assessment of strategic reading, and inclusion of results in classroom portfolios.

4. Job Embedded Professional Learning

GSA teachers participate regularly in professional development opportunities including but not limited to:

- ❖ Current research best practices in effective instructional practices, formative and summative assessments on student learning and reading development
- ❖ Instructional strategies to enhance student and support pedagogical and professional skill development to positively impact student achievement in literacy
- ❖ Core instructional materials adopted to support full and successful implementation
- ❖ Integration of classroom intervention to support multilingual literacy development
- ❖ Gathering and analyzing student data to inform instruction
- ❖ Grade level Power Standards are currently aligned to 2010 English Language Arts standards for all students with additional PLC (Professional Learning Community) meeting times built into the 2022-2023 school year, teachers will be continuing to refine their understanding and implementation of state standards.
- ❖ Professional Learning Communities are ongoing collaborative planning groups focused on curriculum, intervention, best practices, formative and summative assessment and data analysis

Emerging Multilingual Learners (EML) Professional Development

- ❖ Staff will participate in at least two professional development (PD) opportunities annually related to culturally competent Emerging Multilingual Learners (EML) academic best practices
  Goal Parameters:
  - Population (if applicable): Instructional staff
  - As measured by: Records of participation at PD events
  Goal Targets:
  - Exceeds Expectations: 100% of staff will attend at least two Emerging Multilingual Learners (EML) professional development opportunities annually
  - Meets Expectations: 95% - 99% of staff will attend at least two Emerging Multilingual Learners (EML) professional development opportunities annually
  - Approaching Expectations: 90% -94% will attend at least two Emerging Multilingual Learners (EML) professional development opportunities annually
  - Of Concern: Less than 90% of staff will attend at least two Emerging Multilingual Learners (EML) professional development opportunities annually

GSA school-wide calendar is set to allow a minimum of 14 days of professional learning.Professional development takes place in large and small group settings. Professional learning communities and grade level team conversations enhance teacher collaboration and understanding.

5. Family and Community Partnerships

Parents are an important part of their student's literacy growth and development. The teachers will share timely, meaningful information with parents about their child's progress. Parent's support the GSA literacy program by participating in activities, meetings and communication.

Parent Notifications
- ❖ Daily Folders in grades K-3
- ❖ Weekly/Monthly newsletters from classroom teachers
- ❖ School website offers information related to curriculum and instruction
- ❖ Online gradebook
- ❖ E-mails, phone calls, or google sites set up by teachers to inform parents

Parent Involvement
- ❖ Back to School Nights
- ❖ Weekly Newsletters
- ❖ Teacher / Parent telephone communication
- ❖ Title I parent meetings, including ways to support literacy at home
- ❖ Literacy Nights
- ❖ "Book in a bag" Literacy Initiative
- ❖ Open House – stations set up to explain literacy assessments and interventions, and progress monitoring including information on iReady, Early Reading Tasks, Reading Fluency etc.
- ❖ Inform parents of school and community resources.

How Parents will be Informed of Student Progress

Through implementation of RTI, parents will be provided information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

How Learner Data is Used

Learner data guides instruction K-3, giving grade levels an opportunity to determine which students need more time to work on skills that they didn't master the first time. Students who have exceeded expectations will be given enrichment opportunities.

How Services are Provided

Students will be given additional opportunities to learn or relearn literacy skills needed for classroom success. Additional instruction is provided by licensed teachers, trained paraprofessionals and Reading Corps tutors.

Reflection and Review

GSA staff is committed to partner with parents and communities to help all students to Read Well by 3rd Grade. It is our mission to provide leadership, quality instruction, informative assessment and professional development to help students reach their full potential.

Dyslexia

We have three tiers of support for students who are not making progress towards their literacy goals. Clear Exit and entrance criteria have been established to determine students grade level proficiency and then provide them with the support and structures needed to support their growth.

- ❖ Letter Naming Fluency
- ❖ Letter Sound Fluency
- ❖ Oral Fluency
- ❖ Guided Reading Level

These assessments are intended to identify students who may exhibit characteristics of dyslexia. The results from the assessments inform small and one on ne instruction. Professionals focus on phonemic awareness, decoding, morphology, fluency and comprehension.