

Charter School #4223
St. Cloud Math and Science Academy
Local Literacy Plan
2023-2024 (June 2023)

Literacy Plan Development Team
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District 4223, St. Cloud Math and Science Academy, Local Literacy Plan

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

Literacy Plan Summary:

Reading development is one of the most important goals of St. Cloud Math and Science Academy, School District 4223 (SCMSA). Every staff member at SCMSA is committed to building and sustaining a school culture in which high quality reading instruction for all students is a top priority. We believe reading is a lifelong process. Our primary reading goal is to implement the six areas of literacy development, which include: oral language development, phonemic awareness, phonics, fluency, vocabulary development, and comprehension. It is our goal to develop assessment and intervention plans that lead all students to meet the literacy demands of the 21st century. Since reading proficiency develops over time, students of all abilities need sustained and intentional reading instruction throughout their Pre-K – 12 education. We will consistently implement scientifically and evidence-based reading instruction that is data driven, sustainable, and incorporates a multi-tiered system of instruction and support.

SCMSA has finished our 8th year as a public STEM-based charter school. Our literacy program is aligned with Minnesota state standards to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading, and independent reading. To implement reading components, SCMSA has a library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center, where students can enjoy books and other resources selected by their classroom teacher.

Sufficient time for language arts instruction is necessary for children to read at grade level. Children in K-6 will receive 90-120 minutes of language arts instruction each day. Intervention and instructional support will be in place with a Multi-Tiered System of support (MTSS) to meet the needs of all learners. Children not reading at grade level will receive more than 90 minutes of reading instruction each day. Students will receive an additional 25 minutes of reading instruction per day at the Tier II level in a pull-out reading intervention setting. Students that are behind in their grade level and need to catch up with their peers will receive intensive small group instruction at the Tier III level. Students in Tier III will receive small group instruction from a Title 1 teacher, EL teacher, or Special Education teacher for 25-50 minutes per day. During this time intervention curriculum will be used to give additional direct instruction in the areas of need. This could be letter sounds, letter identification, early concepts of print, high frequency words, word families, spelling/phonics and additional comprehension skills and vocabulary instruction. The purpose of the intervention is to increase skills necessary to read successfully before grade 3.

Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of SCMSA's diverse learners. The district has placed interactive whiteboards in all classrooms to strengthen core instruction. Using iPads and laptops in each classroom, teachers are able to differentiate

instruction and students are able to access 21st century skills and technology.

To assess our students' progress, all students in grades K-3 are given the Formative Assessment for Teachers (FAST) screening/benchmarking assessment three times through the course of the year: fall, winter, spring. Using this data, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher, other specialists, and paraprofessionals. Each student's progress is monitored weekly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the Response to Intervention team for review. Parents are kept informed of their child's progress at every step of the process.

Specific data sources used to determine interventions include the individual results report for Kindergarten, first, second and 3rd grade students. This is a data report for each student that lists specific items on the assessment and the students' progress for each item. This data source is valuable in matching intervention services to meet the specific needs of our students.

The goal of the SCMSA district is to ensure that all learners successfully achieve the Minnesota K - 12 Academic Standards in English Language Arts for their grade level. The curriculum is aligned with Minnesota state standards and a map is in place to ensure that the standards are taught within the time available.

Literacy Plan Goals and Objectives:

Commitment:

SCMSA is dedicated to making decisions about reading assessments, instructional programs, materials, and professional development based on scientific and evidence-based research. We integrate information to improve reading instruction and student outcomes for all learners.
Change to grown

Goal: SCMSA's goal is to ensure that all students are making adequate progress in literacy by excellent classroom instruction and individualized instruction for Tier 2 and Tier 3 through the use of fast data results, formative assessments, summative assessments and classroom teacher analysis of overall literacy performance.

Objectives:

Each year educators will review and disaggregate reading data at grade levels K-6. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

Grade level teams will review monthly the effectiveness of current pedagogical practices, including core instruction, differentiation, remediation, and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized. Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Throughout the school year, K-6 students that are not at grade level, will receive supplemental

literacy instruction using scientifically based interventions.

St. Cloud Math and Science Academy Early Reading English Impact Report

Group of		FALL 2022		WINTER 2022		SPRING 2023			
Students	Benchmark	%	Students	%	Students	%	Students	Change	of students
Kindergarten	LOW RISK	22	9	22	10	62	28	+40%	19
-	SOME RISK	33	14	48	22	20	9	-13%	-5
-	HIGH RISK	45	19	30	14	18	8	-27	-11
First Grade	LOW RISK	64	27	73	30	78	35	+14%	+8
	SOME RISK	14	6	15	6	15	7	+1%	+1
-	HIGH RISK	22	9	12	5	7	3	-15%	-6

St. Cloud Math and Science Academy AReading Impact report

Group of		FALL 2022		WINTER 2022		SPRING 2023			
Students	Benchmark	%	Students	%	Students	%	Students	Change	of students
2nd Grade	COLLEGE PATHWAY	16	6	22	9	18	12	+2%	+2
-	LOW RISK	32	12	40	16	44	14	+12%	+7
-	SOME RISK	19	7	23	9	19	3	0%	+1
-	HIGH RISK	33	12	15	6	19	3	-14%	-4
Third Grade	COLLEGE PATHWAY	16	5	27	9	26	9	+10%	+4
-	LOW RISK	61	19	49	16	41	14	-20%	-5
-	SOME RISK	13	4	12	4	24	8	+11%	+4
-	HIGH RISK	10	3	12	4	9	3	-1%	-0

Process of Assessment:

Reading assessments are necessary to determine if children are reading at grade level, monitor reading progress, and plan instruction. All children in grade levels K-6 will be assessed at the

beginning, middle, and end of the year to determine if they are reading at grade level. Children not reading at grade level will be assessed regularly to monitor their reading progress. Assessments to monitor reading progress will be brief and take little time away from reading instruction. FAST is used as a screening/benchmark assessment.

Our commitment is to identify children who are reading below grade level, or who are otherwise at-risk for reading problems, and provide these students with instruction that is multi-tiered based upon need. Students that are performing below grade level benchmarks will receive 90-120 minutes of instruction in the core reading program with additional Tier II and Tier III instruction and intervention to meet their needs. The combination of materials used will be based on the learning needs of students. Each week, students will have progress monitoring in the areas of reading fluency, decodable words, letter names, sounds or sight words.

Teachers will meet in data teams every 6 weeks to discuss the progress monitoring results and to identify changes needed in instruction throughout the week.

Below is a list of assessments and targets for Spring 2022

Targets	aReading 2-3 rd (Fast Benchmark)	Early Reading K-1 (Fast Benchmark)
Kind		66
First		73
2 nd	491	
3 rd	504	

Following the assessments, parents will receive a letter informing them of the results, supports, interventions, and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

Assessment Tools:

SCMSA administers the following screening and diagnostic assessments listed below.

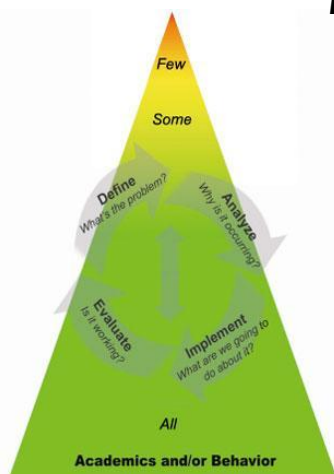
Screening Tools	Age/Grade Range	Timeline
Formative Assessment for Teachers (FAST)	K-6	3 times per year
Minnesota Comprehensive Assessment (MCA)	3-6	One time per year
Assess comprehension and communication in English State to State (ACCESS)	K-6	One time per year
WIDA placement test (W-APT)	K-6	One time per year
Home Language Questionnaire	K-6	One time per year

Process of Assessment:

Progress monitoring data will be collected weekly and analyzed monthly. The following process will be used:

- Examine student data after 4-6 data points have been plotted and a trend has been generated.
- Consider changing intervention or choose a new intervention if student has 4 data points clearly and consistently below the aim line.
- Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- Refer the student to Response to Intervention Team) if student has 4 data points below the goal line for the second intervention.
- Discontinue the intervention when student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- Continue progress monitoring at least three times following the discontinuation of the intervention to assure that progress has been maintained.

Multi-Tiered Systems of Support



Tier 3: Intensive, Individual Interventions – individualized interventions.

Tier 2: Targeted Group Interventions – additions to the core curriculum.

Tier 1: Core Curriculum – curriculum for all students.

Tier 1: Core Curriculum

The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using an interdisciplinary, STEM-focused curriculum that is aligned Minnesota state standards. The research-based reading instruction will address the 5 strands of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tier 2: Targeted Groups

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets. These students are provided supplemental reading interventions according to their skill deficit(s). The classroom teacher, specialists, and paraprofessionals will provide this level of support.

Tier 3: Intensive, Individualized

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support.

Professional Development:

The SCMSA District has 12 days available for professional development. Professional development is provided through:

- Accommodating and Educating Somali Students
- STEM Training
- ELL SIOP Training
- ELD Standards/Can do descriptors training to understand Students' English Language proficiency levels, scaffolding, differentiation and integrating ELD and content standards.
- Wonders Reading Curriculum Training
- Everyday Math training
- Steve Dunn Writing Training/ Paragraph writing , Handwriting instruction combined with best practices for ELL students.

SCMSA is committed to high quality professional development that understands the needs for diverse learners, oral language development, and best practice instruction for standards-based learning is in place. All licensed staff will have fully integrated training available across the district and opportunities for all educators to participate in joint professional development throughout grades K-3 will be emphasized.

English Learners and Other Diverse Populations:

The district currently assesses all English language learners using WIDA-ACCESS. The tests help educators accurately assess the academic and social language skills of English language learners and provide detailed information on students' reading, writing, speaking, and listening skills. The FAST Teacher site provides reliable English language proficiency results to help educators make instructional decisions and to measure student growth. The data from both social and academic skills allows for a comprehensive view of language abilities and accurately meets the needs of all English language learners.

SCMSA has 82 % English language learners. Based on these demographics, resources will be allocated, and professional development will be determined annually in order to meet the needs of all learners.

Instructional materials will also be analyzed for its culturally appropriate content and purchased during the SCMSA's curriculum cycle for core subjects. EL curriculum materials and interventions used to develop language skills will be updated as needed or developed on-site.

Communication System for Annual Reporting:

The literacy plan developed by the district will be posted on the SCMSA district website. The trends data for the district will be sent to the Minnesota Department of Education commissioner.

Parent Communication Plan:

SCMSA will create and maintain a plan for improving parent and community engagement by clearly defining communication systems, avenues for families and the community to express their needs and concerns, and to identify clear pathways for families to stay informed of ways they can support their child's literacy development. We will provide families with support, information, resources, and encouragement to promote literacy.

Communication Plan

1. To have all students reading well by third grade, the elementary utilizes the FAST benchmarking and progress monitoring system. There will be an explanation of the assessment practices and the multileveled systems of support listed on SCMSA's website.
2. Parents of students who need supplemental instruction will be informed by SCMSA that their student is receiving these intervention strategies.
3. An additional explanation of the literacy program and support will occur during our school open hours, parent meetings and parent/teacher conferences.
4. Parents of students receiving interventions will receive progress-monitoring reports in November, January, March and May.
5. All parents will receive a parent letter during conferences with benchmarking assessment results and suggestions.

Parent Involvement Opportunities:

The following are resources and tools for parents, caregivers, and/or community members to use in support of literacy practices at home:

- Parent Teacher Conferences – twice per year
- 6-week parent education program
- Title I, Family STEM Nights – four per year
- Response to Intervention
- Access to SCMSA Community Library
- Teacher recommended interactive websites
- Open House

- School Board Meetings – once per month
- Parent Meetings throughout the school year.
- School website
- Monthly newsletters