



Star of the North Academy

Literacy Plan

Star of the North Academy's Mission: Star of the North Academy provides a caring, structured, nurturing environment, provides collaborative instruction from educators skilled in best teaching practices, maintains high expectations of students and staff, and motivates and engages students and staff in a safe learning environment of continuous learning and celebration of success.



Literacy Plan

1562 Viking Blvd. East Bethel, MN 55011

Star of the North Academy Literacy Plan for Grades K-3

Star of the North Academy Literacy Goals:

- Structure and implement a literacy program that supports and ensures reading proficiency at every grade level.
- Ensure all students will be at or above proficiency on comprehensive exams and weekly quizzes; all will make their growth goals on the NWEA; and eighty percent will be proficient on the MCA-III.
- Create and implement reading interventions for students performing below grade-level.

Instructional Leadership:

Star of the North Academy's literacy team will include the following members:

- Principal
- Title 1/Reading Intervention Teacher
- Special Education Teacher
- ELL Teacher
- General Education Teachers (one per grade level)

The literacy team will meet monthly to:

- Align 2010 MN ELA Standards, Core Knowledge standards, NWEA benchmarks and Journey's curriculum.
- Create alignment documents to provide teachers with tools to efficiently plan lessons, instructional strategies, and assessments that are consistent across grade levels in terms of rigor and format.
- Horizontally and vertically align curriculum across grade levels.
- Provide teachers with the support and resources needed to meet the needs of all students.
- Collaboratively make decisions regarding interventions for students performing below proficiency.
- Research and plan literacy focused staff development.

Aligned Curriculum and Instruction:

Star of the North Academy's reading curriculum and instruction is standards based with a balanced literacy approach. We have aligned our curriculum both horizontally and vertically to maximize use of high quality instructional time. Our goal for aligning our curriculum is to increase communication across grades and to ensure that all students are adequately prepared for the next grade level.

Curriculum

We have aligned key components of our curriculum in a way that reinforces our balanced literacy approach. All components are aligned directly to the 2010 MN ELA Standards and Core Knowledge standards. The school adopted the complete Houghton Mifflin Harcourt-Journey's Curriculum as a planning and instructional backbone in a standards based environment.

Instruction

Core instruction that incorporates all the components of a balanced literacy approach is received by all students across all grade levels. Teachers will employ best practices in teaching when delivering instruction: modeling, guided practice and independent practice. The gradual release model is used to deliver literacy instruction across all content areas.

Assessment:

To ensure that all students are performing at or above grade level, assessments have been put in place to monitor each student's progress and identify those students who are performing below grade level.

Comprehensive Exams /Bi-Weekly Quizzes

Comprehensive exams are created for each of the four terms in the school year. The exams contain all material that will be taught that term and are directly aligned to Minnesota state standards and Core Knowledge skills. The last term exam of the year will be comprehensive and will assess all reading standards required for that grade. To be proficient, students must score at or above 80%. Our goal is to have all students at or above proficiency on every comprehensive exam. These exams are graded and put into a tracker to more closely analyze individual and whole class data. The week after these exams are administered is called "reteach week" and is devoted to re-teaching those skills below proficiency, either at the student or class level. For more information on this method, please see Bambrick-Santoyo's *Driven by Data* (2010).

To ensure proficiency on these exams and monitor student's progress, bi-weekly quizzes in ELA instruction are administered. These quizzes are directly aligned to the comprehensive exams and are a smaller scale version more focused on selected standards. The data from these quizzes is tracked and discussed at Data Team Meetings. Students who are not proficient are discussed in depth and a plan is made for re-teaching and more individualized support. Students who are consistently performing below proficiency will be the focus of a child study meeting to maximize support for that student.

Minnesota Comprehensive Assessment-III (MCA-III)

All students in grade three will take the MCA-III reading assessment in the spring using the online testing tool provided by the Minnesota Department of Education. Star of the North Academy's goal is to have 80% of our third grade students at or above proficiency on this assessment.

NWEA

Students in grades 1-3 are assessed three times a year using the NWEA Measure of Academic Progress. Their proficiency is measured by the norms provided by NWEA. This data is used to differentiate instruction and monitor students' progress throughout the year. Our goal is for all students to grow on average 1.5 years, as measured by the NWEA, in one school year.

FastBridge

Students who have been identified to be in need of reading support and are not reading at grade level, will work with our reading interventionist and be progress monitored with the Early Reading assessment that is part of the FastBridge system.

World-Class Instructional Design and Assessment (WIDA)

The first assessment component of the WIDA is the W-APT. This test is used as baseline data to place students into the EL program. The W-APT is administered at the beginning of the school year to kindergarten through third grade whose home language questionnaire (HLQ) indicates a language other than English is used in the home. Students arriving mid-year whose HLQ is non-English are also assessed.

The second component of the WIDA assessment program is the ACCESS, a statewide measure administered annually in February through March. Statewide, the ACCESS scores in conjunction with MCA-III and growth scores determine whether the school meets Annual Measurable Achievement Objectives (AMAO). ACCESS scores determine level of need for EL services, identifying deficits in listening, speaking, reading and writing. Students who score between one and five will receive daily EL support. Those students that score a six will be exited from specific EL services.

Multi-tiered Systems of Support

Through our data-driven approach and on-going assessment and analysis of data, we are able to consistently monitor students' progress. With accurate and timely data we are able to identify those students struggling with the material and immediately implement supports in the general education classroom to meet student needs.

Students not reading at or above grade level and consistently performing below 80% on comprehensive exams and quizzes will be brought to a child study meeting. These meetings are held bi-weekly to discuss those students that are performing below grade level in reading. During

the meeting a team consisting of the Principal, classroom teacher, and specialists come together to create interventions and put processes in place to support and monitor student progress. Time will also be allotted to review previous child study meetings and the effectiveness of those interventions.

Title I

Students that are performing below grade level on comprehensive exams and quizzes will receive additional support from the Title I teacher. Extra support will be in addition to core classroom instruction and will not take students out of the classroom during core subject instruction. Title I lessons are intensely focused and individually tailored to meet each student's needs.

ELL

After administering the W-APT, students scoring between one and five will receive additional support from the ELL teacher. These services will be in addition to core instruction and will not interfere with student's core subject instruction. The ELL teacher will meet with students daily to provide focused support to meet student's needs. The service model is a combination of collaborative services (push-in) and pull-out, depending on the students' linguistic needs.

Reading Corps

SNA is a Reading Corps School for the 2019-2020 school year. Students who qualify for intervention will receive extra support through this program.

Job-Embedded Professional Development:

Professional development that is data-driven and literacy focused is an integral part of successfully implementing our literacy plan. Professional development opportunities will come in many forms and be offered throughout the year.

Data Team Meetings

Data Team Meetings are data-driven and student focused. They are conducted weekly for one hour as a grade level and are facilitated by the lead teacher. During these meetings ample time is spent analyzing data from weekly quizzes to inform classroom instruction. Students consistently scoring below 80% on these quizzes are discussed more in depth and interventions are generated to accelerate their learning.

Data days are scheduled after each of the terms in the school year. These data days will be utilized for data analysis of comprehensive exams, editing sessions to review upcoming formal assessments and scheduled professional development to best meet the needs of students.

Staff Development

The two weeks prior to the start of school will be dedicated to professional development focused on data-driven instruction and best practices in literacy. Teachers will also receive an intensive

training on how to effectively use guided reading, leveled reading and early literacy programs during professional development in the 2019-2020 school year.

Family and Community Partnerships:

Progress Reports will be sent home on a bi-weekly basis. Report cards are sent home following each term to inform parents of their child's progress. Three conferences are held throughout the year to provide an opportunity for parents and teachers to sit down and talk more extensively about their child's literacy progress and overall education.