

Cross River Charter School, District 4287-07

2021-2022 School Year

Read Well by Third Grade Plan

As written by Minnesota Statute 120B.11, a Minnesota school district must adopt a local literacy plan to have every student reading at or above grade level by the end of third grade. The local literacy plan must have a process to assess students' level of proficiency, notify and consult with parents, and intervene with students who are not reading at or above grade level. In addition, the district must have a staff development plan to assist students in meeting these goals. The district must also post its literacy plan on its public website.

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 academic success. Reading well by third grade 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.

What is the purpose of this plan?

The purpose of the literacy plan is to provide an overview of how our staff will continually work to improve the academic achievement of all students by identifying needs, implement research-based instruction, engage in on-going professional development to improve the practice of teaching and involve parents and the community in a partnership to meet the needs of our students. This plan will develop over time with the different resources and funding available.

What is Cross River Charter School's literacy plan goals?

1. All students who are not meeting grade level expectations will be provided support to close the gap of achievement and reach grade level.
2. All students who are exceeding grade level will be provided instruction to challenge them and increasing their learning.
3. All stakeholders in the district will be informed of the efforts to ensure all of our students will be reading "well" by third grade.

How will we know if our students are reading well by third grade?

- Our students Kindergarten through 3rd grade will be assessed using the STAR assessment tool. This will be assessed in the Fall, Winter, and Spring to help monitor students reading progress. Reading proficiency will be defined as reading at or above

grade level benchmark. We were not able to fund this program due to our current budget and will be using this in the future year's assessment. We will use this assessment to help educators tier their instruction and work to work on individual student's needs.

- Reading level assessments will be performed on students K-3 monthly to help track their reading level along with their reading comprehension level.
- Students will receive site word, letter recognition, and vocabulary during their weekly instruction time.
- We are a center-based school allowing the language arts teacher to work with all students in an hour block schedule time.

What kind of assessment will be used and when?

- We planned on using STAR assessments to help progress monitor students' skills in reading. We were not able to afford the assessment program. NWEA would not allow us to use their program for that our enrollment numbers were too small. We will be using STAR assessments in the following school year.
- Our 3rd grade students took the MCA Reading test in the Spring of 2022.
- Reading level/comprehension (Fountas and Pinnell).
- Kindergarten Screening: Letter naming, recognition, and writing (uppercase and lowercase). Self-made assessments in phonemic awareness and letter sound correspondence. High frequency word recognition.
- 1st Grade Screening: Letter naming, recognition, and writing (uppercase and lowercase). Self-made assessments in phonemic awareness and letter sound correspondence. Site word and high frequency word recognition. Oral reading fluency and comprehension (Fountas and Pinnell).
- 2nd Grade Screening: Self-made assessments in phonemic awareness and letter sound correspondence. Site word and high frequency word recognition. Oral reading fluency and comprehension (Fountas and Pinnell).
- 3rd Grade Screening: Self-made assessments in phonemic awareness and letter sound correspondence. Site word and high frequency word recognition. Oral reading fluency and comprehension (Fountas and Pinnell).

What norms will be used to inform us of how students are doing?

Teacher classroom assessments will be used to monitor student growth and progress in reading. In future years will have an assessment system to help track the student growth through-out the year.

How will parents be informed if their child is not reading with proficiency?

- Teachers will report student diagnostic and progress monitoring to parents at fall and spring conference's.

- Parents will be invited to a family literacy session night where there will be information on how to improve their students' reading skills. School sends homes bi-weekly family newsletters with literacy tips for families.
- Grades are up to date on a weekly basis and accessible online for families to monitor students' academics.
- Parents will be notified for a meeting if the school determines that there is student is considered high-risk or needs extra support.

What instructional supports and interventions will be used?

Intervention programs provide support for student's who are struggling with literacy. Based on diagnostic assessments and teacher observations of students will receive multi-tiered levels of interventions. The type of interventions will be determined on the students' need. These interventions provide support of phonics, comprehension, vocabulary, and fluency.

The Different Tiers of Support

Tier 1: Core Class Instruction

All our students receive centered based learning instruction. This allows our educators to focus on one subject group and specialize in that instruction. Our students receive a 1-hour block of learning in the language arts subject. Students also have 90 minutes of homeroom time where they can also spend time working on their reading and comprehension.

Our Wonders Curriculum is researched based and supports the Minnesota Standards. All students use the curriculum and is divided into their specific grade levels. This curriculum also has guided lessons for students that are above standards.

Tier 2: Extra Support

Students who need support and are considered below grade level will receive small group and individual instruction from the classroom teacher. This will be determined by the teachers scores and progress monitoring. In the future we will use AIMSWEB to help us progress monitor these students.

These students' data will be shared with homeroom teacher to allow them to take that homeroom time to work on these skills with the students. Reading, vocab, phonics, etc.

Students will be monitored monthly with the different data assessed. Students will be marked yellow for below grade level, but close to grade level. Student will be continued to be monitored until they are marked green and on grade level. If student is not showing improvement and scores continue to decrease, they will be placed in tier 3 intervention.

Tier 3: Intensive Support

Students who are considered significantly below grade level are supported by different types of programming and instruction that happens outside of the classroom. Interventions are performed by support staff that have been trained. Each amount intervention depends on the students need. Students academic progress and data are used to determine status of intervention. These interventions are in addition to the general curriculum time in reading each day.

Different intervention programs:

- SAT team – team to discuss pre-special education referral
- Pull out – work with paraprofessional in academic room during independent work time.
- After and before work with teachers (tutoring)
- Parent meetings to strategize plan
- Materials sent home to families to utilize
- Digital and web-based supports.

What supports are in place for ELL students?

The school uses a curriculum that meets the students ELL needs and helps tier their instruction to their need. Our language arts teacher is also our ELL teacher since most of our student population is considered ELL. The instruction is built for the ELL learners along with the supports put into place. ACCESS testing is performed on all ELL students to help monitor their ELL level and progress. ACCESS ELL screening is performed for new students that may need ACCESS support. With students with lower ACCESS scores, the Language arts will tier the instruction to their needs.

How will the district scree students for dyslexia?

Screening: Cross River Charter School makes an effort to screen and identify students with dyslexia. We currently look for the symptoms that a student may present and work with outside agencies to help us receive testing for that student. Parents will be contacted and encouraged to look for outside support to the diagnosis of dyslexia. We are adopting a new curriculum next school year in Groves Literacy that will allow us to use a screener in students grades k-2 through AIMSWEB.

Dyslexia: is a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Also called specific reading disability, dyslexia is a common learning disability in children.

Symptoms: A person with dyslexia may have a hard time with:

- Identifying words

- Recognizing the sounds that make up words
- Understanding and remember what is read
- Translating printed words into spoken words
- Spelling
- Organizing or sequencing thoughts
- Rhyming words
- Learning the alphabet and numbers during preschool and kindergarten

Based on scores and observation, a dyslexia specific screening will be administered. Parents may also request dyslexia specific screening.

Data: During the 2021-2022 school year we had 2 children show early signs of dyslexia. Parents were notified by did not need to go through the screening process at this time.

How will the district screen students for convergence insufficiency disorder?

Convergence Insufficiency Disorder: is common eye muscle co-ordination problem in which the eyes have a strong tendency to drift outward when reading or doing close work.

Symptoms: signs and symptoms occur while you're reading or doing close work and may include:

- Eyestrain
- Headaches
- Difficulty reading – words blur or seem to move on the page
- Double vision
- Difficulty concentrating
- Squinting or closing one eye

This district will provide professional learning around convergence insufficiency and dyslexia in the Fall of 2022 when we introduce our new reading curriculum Groves Literacy which supports these two symptoms.

What opportunities do teachers have for professional development

Professional development is inclusive for all teachers at Cross River Charter School. It is delivered in a variety of formats and is aligned with the mission and vision of the school.

- Staff had 18 days of professional development throughout the school year.
- Staff meet bi-weekly to communicate student progress, instructional practice, and check in on Minnesota academic standards.
- Administration used formal and informal observations of staff and help develop their practice.

What is our plan to report our annual student data and report to our stakeholders for feedback?

With the lack of funding and not being able to purchase a testing software we are not able to give the date in which we intended to. Our initial plan was to use Star assessment to give us the appropriate amount of data. We can give letter recognition and reading level data to the appropriate parties.

Cross River Charter School’s Read Well by Third Grade will be posted to our school website by June 30th each school year.

Next Steps:

Cross River Charter School Values the academic success of all the students. We will review our Read Well by Third Grade and literacy plan to make any changes that will address our students needs. Our staff will analyze the data to help assist in the development our new strategies for our teaching staff.

We are adopting a new Language Arts Curriculum in Groves Literacy. This new curriculum will help support students and provide the appropriate data to help our staff make decisions. The new curriculum will allow us to monitor students through the AIMSWEB data and support our students to reach grade level reading.

Lastly, we will create a survey for families to fill out to give us feedback on the program and what changes stakeholders would like to see.

Data Review 2021-2022 School Year

Letter Recognition

Number of Students	Students at grade level	Students Below Grade Level	Students Above Grade Level
KG 10	4	5	1
1 st 6	3	2	1

High Frequency Words

Number of Students	Students at grade level	Students Below Grade Level	Students Above Grade Level
KG 10	4	5	1
1 st 6	2	2	2

Site Words

Number of Students	Students at grade level	Students Below Grade Level	Students Above Grade Level
1 st 6	1	3	2
2 nd 4	1	2	1

Reading Level

Number of Students	Students at grade level	Students Below Grade Level	Students Above Grade Level
2 nd 4	1	2	1
3 rd 7	2	3	2