



**ASPEN ACADEMY #4184**  
**Local Literacy Plan**  
**Board Approved: June 16, 2020**

**Belief Statement from Minnesota Department of Education:**

Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction and assessments is the foundation for developing comprehensive systems of support for all learners. 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 close the achievement gap and ensure that all students are ready for college and the workplace.

Minnesota's system of statewide assessment does not begin to assess students' reading proficiency until the end of third grade. However, it is critical that schools are monitoring and responding to students' literacy needs long before then. Broadly speaking, the 'Read Well' legislation provides specific expectations to ensure that districts monitor students' early reading proficiency, provide interventions when needed and monitor their effectiveness, communicate and collaborate with families, and provide adequate teacher training to ensure all students meet this important milestone with success. How districts accomplish these responsibilities is left to the local education agencies.

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Due to the unprecedented circumstance of COVID 19 and distance learning, the goals and objectives will remain the same for the 2020-2021 as we were unable to measure the end goal of spring data in both MCA and Fastbridge measures.

#### **STATEMENT OF GOALS AND OBJECTIVES:**

**Goal:** Aspen Academy's goal is to have 70% of students either meeting or exceeding the State Standards on the Minnesota Comprehensive Assessment when in third grade. Aspen Academy's goal is to have 70% of students in grades K, 1, and 2 scoring at either a Tier 1 or College Pathway benchmark level in the spring using Fastbridge earlyReading and aReading measures.

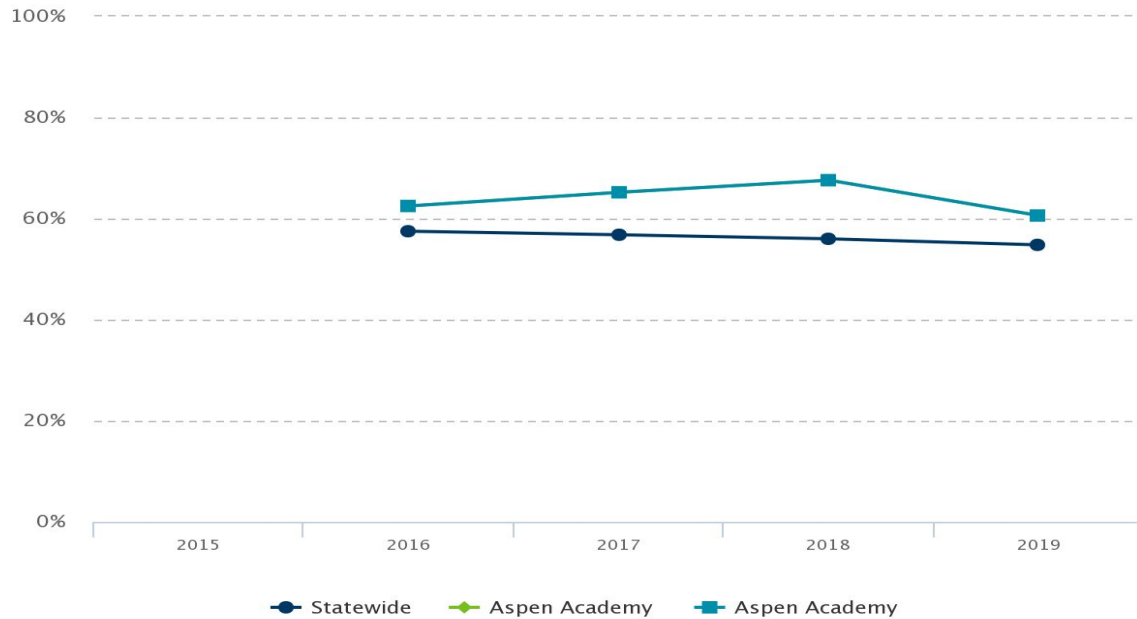
- Aspen Academy teachers will have all students make continuous progress toward reading proficiency by grade 3.
- Teachers will create and inspire a love of learning and reading within all students
- Teachers will know and understand the importance of providing a high quality literacy program that is rigorous, culturally relevant, aligned to Minnesota ELA Standards, and provides the appropriate differentiation and/or research based interventions when needed to ensure student success.
- Instructional practices in the classroom (Tier 1) utilized to ensure reading proficiency are analyzed using student achievement results on earlyReading and aReading Fastbridge assessments, Fountas and Pinnell Benchmark Assessment System, common grade level assessments and MCA achievement.
- Teachers will provide targeted reading interventions and support to the students that do not meet small group MTSS criteria. This may include classwide and/or small group interventions.
- Students not meeting grade level benchmarks will be progress monitored and feedback from results will be used to individualized instruction and ensure student learning.
- All staff will participate in planned, job embedded, data driven professional development to ensure best practice instruction is aligned with the Minnesota ELA Standards and delivered to our students.
- Assessment and progress of growth will be shared with teachers/parents/students on a regular basis.

#### **STATEMENT OF PROCESS TO ASSESS STUDENTS:**

All students are assessed up to three times per year using the universal screener, Fastbridge and early literacy skills. The following benchmarks are used: Phoneme Segmenting Fluency (PSF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF). In addition, the following assessments are also used to assess reading proficiency: ACCESS and Fountas and Pinnell Benchmark Assessment System. Common assessments per grade level and specific formative assessments may include teacher observation to establish baseline data for each child and to identify students who are in need of reading intervention services.

<b>SEASON</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>Fall</b>	<b>earlyReading</b>	<b>earlyReading; Fountas and Pinnell BAS</b>	<b>aReading; Fountas and Pinnell BAS; CBM</b>	<b>aReading; Fountas and Pinnell BAS; CBM</b>
<b>Winter</b>	<b>earlyReading; Fountas and Pinnell BAS</b>	<b>earlyReading; Fountas and Pinnell BAS</b>	<b>aReading; Fountas and Pinnell BAS; CBM</b>	<b>aReading; Fountas and Pinnell BAS; CBM</b>
<b>Spring</b>	<b>earlyReading; Fountas &amp; Pinnell BAS</b>	<b>earlyReading; CBM</b>	<b>aReading; Fountas and Pinnell BAS; CBM</b>	<b>aReading; Fountas and Pinnell BAS; CBM; MCA Rdg.</b>

## OUR LITERACY DATA: 3rd Grade Reading MCA DATA - Students Meeting or Exceeding State Standards



FastBridge earlyReading and aReading: Percentages of students scoring at low risk or college pathways benchmarks			
	Fall 2019	Winter 2020	Spring 2020
Kdg	79%	78%	N/A
Grade 1	60%	63%	N/A
Grade 2	73%	73%	N/A
Grade 3	81%	82%	N/A

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, the student support team will review local formative assessments and observational data from each student's participation in classroom instruction to understand the specific area of literacy instructional need. If there is a need for further diagnostic screening to determine the need, our Title 1 reading teacher will conduct additional screeners. These assessments may include:

- Barton Screener for Dyslexia
- PRESS Literacy Screeners
- The Abecedarian Reading Phonemic Awareness Screener

### PARENT NOTIFICATION AND INVOLVEMENT:

At least two times per year parents and guardians will be provided with the results of their children's screening assessments. These reports are included with report cards and discussed at the parent/teacher/student conferences. For students whose pattern of performance on the screening assessments indicate elevated risk for difficulty developing literacy skills consistent with grades level expectations, parents are provided multiple opportunities to receive information and participate interactively to support student achievement in the home environment.

These opportunities include, but are not limited to:

- Explanation and review of assessment data
- Access to daily and weekly communication agendas and folders
- Articles and websites communicated through grade level webpages and/or newsletter
- Partnering with Title 1 interventionist for at home ideas/activities
- Explanation of referral for MTSS team and interventions

#### **INTERVENTION AND INSTRUCTIONAL SUPPORTS:**

Aspen Academy and its teachers require high quality instructional programs and materials to provide quality reading instructional to all children. Core instruction in the district will be aligned to the 2010 ELA standards and will specifically address the components of reading consistent with Minnesota Statute Section 122A.06 Subdivision 4 (a)-(g). The 2000 National Reading Panel's Big Five; phonemic awareness, phonics, fluency, comprehension and vocabulary development will be taught using research-based programs and materials through core reading program and offer supplemental programs for deeper instruction as well as intervention programs for those students reading below grade level reading goals. Students reading below grade level will be progress monitored to determine response to intervention.

A multi-tiered system of support will be utilized to meet the needs of all learners:

- Tier I will include students at low risk for reading difficulties with a consistent amount of daily instruction in the core program. The first level of support occurs in the classroom with at least 60 of the scheduled 120 minutes of core instruction being delivered by the classroom teacher using the district's literacy curriculum aligned to ELA Standards. Research/based reading instruction will address the Big Five areas of reading. Teachers will differentiate instruction in small groups and according to the individual needs of their diverse learners. This may include interventions provided by the classroom teacher.
- Tier II will include those students who are at a moderate risk for reading difficulties. Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade level targets who are, then, provided supplemental reading interventions according to their skill deficit(s) in addition to the core program component. This level of support will be provided either in or out of the classroom delivered by a highly qualified licensed teacher. Ideally, students will receive intervention four days a week for at least twenty minutes.
- Tier III will include students who are at high risk for reading difficulties. Students not responding to interventions provided at the Tier II level of support are referred to and receive the most intensive and individualized level of support outside of the Tier I core instruction. These students may require replacement core reading programming. Students receiving Special Education services are sometimes included at this level.



Any K-3 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessments, as performing below grade level expectation will be provided intervention in the area of identified need. The intent of intervention is accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year.

Parent involvement in support of students receiving interventions is encouraged. Strategies for parents to use with their children to support growth in reading are communicated and shared throughout the school year.

Supplemental reading interventions may be offered during the school day and are provided in addition to, not in replacement of, core reading instruction. Some of the supplemental reading intervention programs used for grades K-3 include:

- Fountas and Pinnell Leveled Literacy Intervention
- MTSS/RtI Interventions
- MN Reading Corps Interventions
- PRESS Interventions
- Guided Reading
- Read Naturally
- Barton Reading and Spelling System
- Great Leaps

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on review of student data, evaluation results if applicable, and progress monitoring data that is demonstrating no response to intervention. Often, this data indicates a complex and intensive literacy need such that a standard program, along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication between school and parents is an integral component of this instructional planning. Some of the evidence based curriculum programming include, but are not limited to:

- Edmark
- Read Naturally
- Snap Words
- SIPPS
- Fundation Reading Curriculum

### **STUDENT SUPPORT SYSTEM FOR EL LEARNERS:**

The purpose of the English Learner (EL) Program at Aspen Academy is to support students who have a primary language other than English, and to help them acquire the English language skills they need in order to succeed in the classroom and beyond. The program is designed in accordance with Minnesota Guidelines and English Language Proficiency Standards, and students in the program receive EL instruction from a licensed EL teacher. New students who speak a language other than English at home are tested for English proficiency when entering Aspen Academy.

Depending on individual need, students in the EL program may receive pull-out EL instruction, in which the EL teacher works with the student outside of the mainstream classroom, or push-in EL instruction, in which the EL teacher comes to support the student in his or her mainstream classroom. Students may also receive a combination of pull-out and push-in services.

At Aspen Academy, the goal is to maximize the time EL students spend in the mainstream classroom, developing English skills through content learning with the support of the EL teacher. However, students with very low English proficiency are best served with a portion of their school day spent receiving pull-out EL instruction. In other cases, it might also be decided that the pull-out model is the best fit for the situation. In all cases, EL instruction is aligned with the grade level curriculum. EL students are screened using the W-APT, using either paper/pencil or online screener.

### **PROFESSIONAL DEVELOPMENT:**

Professional Development that is data-driven, ongoing and inclusive of all educators within our school community will be integral to the successful implementation of our literacy plan. The professional development will be job embedded and focus on growth mindset, data driven decision making, data review, culturally responsive teaching and effective teaching strategies. Staff will continue with professional development of Phonics (Grades K-2), Benchmark Assessment System (Grades K-3), Progress Monitoring, Guided Reading (Grades K-3) and Evidence-Based interventions. There are both instructional and peer coaching available for teachers. Our first grade team and one section of second grade will also be piloting the Collaborative Classroom Making Meaning and Being A Reader and Being A Writer language arts curriculum the 2020-2021 school year. Teachers will receive training and have year long access to professional development.

### **COMMUNICATION SYSTEM FOR ANNUAL REPORTING:**

Assessment methods and data will be posted on the district's website for all students in grades K-8. This includes assessment schedules and the Read Well By Third Grade Local Literacy Plan.

<https://aspenacademymn.org/future-families/curriculum/> Literacy Plan committee meetings will be posted on the school website and in monthly newsletters with upcoming events.

- After each key benchmarking period, i.e. fall, winter and spring, the compilation of student data is examined and monitored throughout the school year. Data is shared with the entire staff.
- Intervention strategies for students not meeting the benchmark(s) are established following data review days and progress monitored.
- Grade level data will be reviewed with Title 1 staff and grade level teachers to delineate student areas that need focused attention.

- The Local Literacy Plan will be a part of the Aspen Academy's World's Best Workforce Plan approved by the district school board prior to posting on the district website.

**EFFORTS TO IDENTIFY STUDENTS WITH DYSLLEXIA:**

The following assessments are used as screeners for identification of those who may have dyslexia:

- Poor Decoding: LSF, NWF and ORF, Orton-Gillingham Barton System Screener
- Poor Orthographic Memory and Recall: LNF, LSF, Orton-Gillingham Barton System Screener
- Poor Spelling: Words Their Way Inventory, Orton-Gillingham Barton System Screener
- Poor Phonemic Awareness: Orton-Gillingham Barton System Screener
- Additionally, staff is given a checklist screener with typical indicators of dyslexia if they believe a student may have dyslexia.

Aspen Academy is also keeping current with the screening options that are being produced and available through Fastbridge and the Minnesota Department of Education.

**EFFORTS TO IDENTIFY STUDENTS WITH CONVERGENCE DISORDER:**

Aspen Academy does not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.