



## **2023-2024 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 continue to develop over time.

### **What are our literacy plan goals?**

- All students who are not meeting grade level expectations will be provided support to close the gap of achievement and reach grade level.
- All students who are exceeding grade level will be provided instruction to challenge them and increase their learning.

- 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 in grades K-7 will be regularly assessed using a computer-adaptive reading assessment program. Reading proficiency will be defined as reading at or above benchmark as defined by the computer-adaptive assessment benchmarking levels. Students will be assessed in the fall, winter and spring using this measure and teachers will receive feedback once the tests are completed as to student progress. Reading proficiency will be ensured for all students in kindergarten through grade six by multiple measures of assessment, data driven instruction and a response to intervention approach to build literacy skills. Students not reading at grade level will receive support, intervention and progress monitoring until proficiency is attained. Interventions will supplement not supplant reading instruction.
- Students in preschool and kindergarten will also be assessed using the Minnesota Executive Function Scale (MEFS). Executive function is a set of mental skills that include working memory, flexible thinking and self-control. Executive function can be an indicator of potential successes or challenges children may have at school, which may affect a student's ability to read.
- Modern Montessori teachers will also engage in frequent teacher observations on student performance. Teachers keep active records of student progress throughout the literacy curriculum.

### **What kind of assessments will be used and when?**

All students will participate in the computer-adaptive assessments by October 18, 2023. Students will be assessed in the fall, winter and spring for growth comparison.

Teachers will be able to schedule interventions for Tier II and Tier III students after the initial computer-adaptive benchmarking. There will be ongoing progress monitoring for Tier II and Tier III students throughout the year. There will be a second benchmarking in January 2024 as well as a third in May 2024 that will help determine growth. We will use the computer-adaptive benchmarking tools to develop a more comprehensive view of each student and their progress.

The Minnesota Executive Function Scale (MEFS) will be administered to each student in grades preschool and kindergarten by November 22, 2023. Students in Tier II and Tier III interventions will also be assessed using MEFS in both the winter and/or spring of 2024.

MCA testing will be completed as scheduled in the spring of 2024 for students in grade 3 and above.

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

We will use the computer-adaptive reading benchmarking from fall, winter and spring to help us determine student growth in reading. In addition, we will use the teacher observation reports from fall to spring to give us information on how the students have grown during 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 conferences.
- Parents will be invited to a literacy session where there will be information on how to improve their student's reading skills. Staff will also send parent newsletters with literacy tips for families.
- Progress Reports, at the end of each trimester, will indicate the areas of need and whether students are reading at grade level.
- Parents will be notified when students are participating in additional pull-out reading support.

### **What instructional supports and interventions will be used?**

Intervention programs provide support for students who are struggling with literacy. Based on diagnostic assessments and teacher observation students will receive multi-tiered levels of intervention support that is based on researched based interventions. These interventions provide support in the areas of phonics, comprehension, vocabulary and fluency.

#### **Tiers of support:**

##### **Tier 1: Core in-class instruction**

All students receive core in-class instruction. The school will use the Montessori Language Curriculum to develop literacy skills in all students. Additionally, each K-7 classroom will use the Fountas and Pinnell Guided Reading curriculum. Students who are at or above the benchmark as indicated by fall testing and making sufficient academic growth will have their needs met in the core in-class instruction. Students who are below or significantly above grade level benchmarks will receive additional reading services on top of regular instruction in Tier II or Tier III.

Students receive daily literacy instruction during the Montessori work cycle. In addition, the schedule includes a 30 minute block for reading each afternoon.

**Tier 2: Extra support**

The classroom teacher will provide interventions on target skills, determined by the assessment risk level for each student. The teacher will use supplemental materials that support the skills that the student(s) are missing.

**Tier 3: Intensive support**

Literacy tutoring on targeted skills, as determined by assessment benchmarking, will be provided by either a trained volunteer or intervention specialist. This tutoring will take place outside of the classroom. Interventions are performed two to five times per week. To monitor the effectiveness of interventions, staff will use progress monitoring assessment tools. Students who score above their goal three consecutive times may have their intervention reduced or discontinued. However, teachers will continue to monitor progress to ensure mastery.

**What supports are in place for ELL students?**

The District Assessment Coordinator will administer ACCESS testing for all ELL students. The ELL teacher will work with all classroom teachers to help design programming for ELL students. The ELL teacher works with the students by pushing-in for whole group work. The ELL teacher may pull students that need intensive or extra support as needed. The school contracts with a licensed ELL teacher.

**How will the district screen students for dyslexia?**

**Screening**

The district makes an effort to screen and identify students with dyslexia by using the computer-adaptive assessment dyslexia screeners. Select students in kindergarten through seventh grade will be assessed using the Dyslexia Screener for MAP Reading Fluency assessment. These assessments measure phonics, fluency and comprehension, all key indicators of dyslexia. Parents will be contacted and encouraged to bring their child to their pediatrician if the student “flags” for dyslexia. In addition, these findings will be shared during problem solving meetings regarding student progress.

**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 remembering 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

If a student scores below benchmark on the school's reading screening, a dyslexia specific screening assessment will be administered. Parents may also request a dyslexia specific screening if they have concerns.

### **How will the district screen students for convergence insufficiency disorder?**

**Convergence insufficiency Disorder** is a common eye muscle coordination 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 other 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

The district will provide professional learning around dyslexia and convergence insufficiency disorder during the Fall 2022 workshops and again if we have new staff members that join the staff during the school year.

### **What opportunities do teachers have for professional development?**

Professional development is inclusive for all teachers at Modern Montessori Charter School. It is delivered in a variety of formats and is aligned to district and school goals.

- There are designated professional development days for all teaching and support staff.
- Teachers meet monthly in Professional Learning Communities to review student progress, collaborate on instructional practices and to build skills on Minnesota academic standards.

- Teachers meet monthly in Student Support Teams to review student concerns and collaborate on appropriate interventions.
- Administrators will use formal and informal evaluations to assist teachers in developing their overall practice.
- Staff input will be taken throughout the year by survey to gain insight into teacher needs for professional learning.
- Each teacher will have formal classroom observations with pre-meetings and post meetings. All staff will be trained in the observation tool.

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

Spring assessment data will be reported to the Modern Montessori Charter School's authorizer and the Commissioner of Education.

Modern Montessori Charter School's Read Well by Third Grade plan will be posted to our school website by June 30 each year.

**Next steps:**

During the 2023 - 2024 school year Modern Montessori Charter School will continue to work at improving the academic skills of all of our students. We will critically review our Read Well by Third Grade and Literacy plan and make changes to address the needs of all of our students. We will analyze data to assist us in developing our strategies. We will use our data and staff input to develop our staff training plan.