

AASC

Local Literacy Plan

Read Well by Third Grade, MN Statute 120B.12

AASC Literacy Goal: 2011 MN Education Bill requires all school districts to adopt a local literacy plan to have every child reading at or above grade level no later than the end of 3rd grade. The plan must include a process to assess students' levels of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The legislation requires the district to post its literacy plan on the official school web site and submit an annual report at the end of the year for Kindergarten, Grade 1, Grade 2, and Grade 3, indicating the percentage of students who are not reading at grade level. The legislation requires that the district literacy plan encompasses the following:

Describe the district's scientifically based reading instruction.

Notify parents annually of each student who is not at grade level. Information must include the student's proficiency level, reading-related services provided, and strategies for parents to help their children succeed.

Identify students before the end of Kindergarten, Grade 1, and Grade 2 who are not reading at grade level.

Provide interventions for students who are not reading at or above grade level.

Identify and meet staff development needs.

Reading Program:

AASC currently uses a Reading Program that is based on effective, balanced instruction that aligns with the five areas of reading as stated in the National Reading Panel Report and the Minnesota English Language Arts Academic Standards: These Include:

Phonemic Awareness: The ability for students to notice, think about and manipulate individual sounds of language in spoken syllables and words

Phonics: Understanding the relationship between written letters and spoken words, then applying to reading and writing

Vocabulary: Ability to learn meanings of words and apply them correctly in context

Fluency: Ability to read with speed, accuracy and proper expression

Comprehension: Intentional thinking during which meaning is constructed through interactions between the text and reader

Core Curriculum: Ready Gen (grades K-5)

Reading Program provides:

Modeled and Shared Reading: making meaning provides the scope and sequence for comprehension strategies, and the framework for interaction to enhance student engagement promoting small group discussions.

Independent Reading: Students are engaged in their literacy work including reading, writing, word work and small book talk discussions.

Guided Reading: Leveled fiction and non-fiction books are used to enhance learning opportunities in small groups working alongside teacher.

Additional Resources: Promoting differentiated learning using technology programs that accompany the curriculum to enhance core classroom instruction for all leveled learners.

Assessment Process:

Assessment plays an important role in AASC's literacy plan and is a key component in our Multi-Tiered System of Support. In order to adequately address requirements set in place by MN Statue 120B.12, AASC has implemented several tiers of assessment which include:

- *Assessment of students' level of proficiency

- *Communication and involvement with parents

- *Intervention with students who indicate "some risk" or "high risk"

Students at AASC take a variety of assessments including classroom assessments, district common assessments, and state standardized tests. Each test has a specific purpose designed to give the teacher, student, and families information about the academic performance and progress of the student. Assessments include:

- *Minnesota Comprehensive Assessments (MCA)

The MCA includes reading and mathematics assessments that help schools and districts measure students' progress towards the state's academic standards. Students in grade 3 take these assessments in the spring and results are mailed home by Fall Conferences per MDE pre-requirements

- *STAR Reading and Math is used as a screener three times a year administered in the fall, winter, and spring. This assessment is used as one of the criteria for determining students who need additional assistance. STAR is also used as a predictor for the MCA assessment by assessing students in relation to grade level standards.

DIBELS from CTL will be used as universal screen for grades K-3 in areas of reading fluency and comprehension in conjunction with STAR testing. DIBELS is currently being used as Dyslexia screen for students in grades K-3

ACCESS for ELLs

The ACCESS for ELLs is a state-required assessment that is given to English learners in grades K-12. AASC administers the ACCESS for students in grades K-8 during the month of February.

The assessment, which stands for Assessing Comprehension and Communication in English State to State for English Language Learners, monitors student progress in English language proficiency and is the means by which ongoing language proficiency levels are determined. The assessment is anchored in the English Language Development Standards.

Student Support:

Multi-Tiered Levels of Support:

Special Education Program:

English Learner Program (EL):

TIER 1:

Core instruction: Consists of whole group instruction focused on comprehension strategies, word work, and mini lessons. Data is used to determine a student's level of proficiency and to establish a starting point for small group and individualized instruction.

TIER 2:

If students struggle in TIER 1 instruction, they may receive increasingly intensive instruction at Tier 2 level. Tier 2 support typically involves additional small group instruction 3 to 5 times per week that matches their need on the basis of levels of performance and rates of progress.

SUPPLEMENTAL Programs:

These programs provide small flexible group instruction based on data to identify a student's reading level and needs. Typically, these interventions take place in the classroom during a Response To Intervention time (RTI) by the classroom teacher and/or classroom para educator. PRESS (path to reading excellence in school sites) is used during RTI, it focuses on data-driven decision making on specific skills base interventions. Students work on specific targeted skills for (2) week cycles as ongoing reliable data is collected.

LEVELED LITERACY INTERVENTION (LLI)

This program is a small group, supplementary intervention program offered at AASC. It is designed for students who struggle with reading and writing and need intensive literacy support to achieve grade level competency. The LLI program is designed to bring students up to grade level performance in 18 weeks, if administered daily for 30 minutes. LLI will be used in Title I reading intervention classes.

TARGETED SERVICES SUMMER SCHOOL:

Target services summer school is optional, six week program for students at AASC who have qualified academically based on district and state assessment scores and/or district reading and math benchmarks. For specific information in regards to summer school programming, contact your child's classroom teacher. AASC's summer school program follows the same school year expectations of strict attendance and behavioral policies. Adhering to these policies will promote an atmosphere that will provide the best educational experience for all of our summer school students.

TIER 3: Intense Interventions

If students are still struggling in the core curriculum after receiving support at that Tier 2 level, a more intensive level of support may be necessary. Tier 3 includes the most individualized interventions targeted to each student's area (s) of needs.

Special Education Program:

AASC promotes an inclusive setting for special education students whenever possible. The inclusion model at AASC enhances our way of thinking about teaching and learning. Teachers at AASC believe that all students, including those with significant disabilities, autism, behavior issues, learning disabilities, those that are gifted, and those who are learning English are all seen as an essential member of the classroom and school community. AASC does provide a full continuum of services which includes writing of (IEP) Individual Educational Plan to identify each students' specific goals and objectives. Some goals and objectives may specify one-to-one services which deem pull out from classroom to be serviced according to current IEP.

English Learner Program (EL)

AASC offers an EL program where students receive English language instruction in four domains of reading, writing, speaking, and listening. Licensed EL teachers support the English language acquisition process, and provide the service in collaboration with mainstream classroom teacher and or leveled ELA content classroom according to eligibility, assessments and proficiency levels which is determined by the WIDA-ACCESS Placement Test. The ELD standards for English learners were adopted by the state when Minnesota joined the World-Class Instructional Design and Assessment (WIDA) Consortium in 2011. **INSTRUCTIONAL LEADERSHIP**

Literacy Leadership and Implementation Team

- *1 Principal**
- * 2 Assistant Principal's (K-4) and (5-8)**
- *EL Director**
- *Special Education Coordinator**
- *School Social Worker**
- *Intervention Coordinator**

Meetings: Leadership meetings are held once per week during regular school hours.

MTSS: Academic and Behavior meetings are held weekly on campus.

Family-Community Partnership

AASC continuously provides various ways of communicating with families to promote literacy awareness, and student progress. AASC firmly believes that the connection between home and school is essential to ensure that all students read proficiently by the end of 3rd grade. Opportunities for partnership include:

- *Parent-teacher conferences twice per year (these conferences are designed to be student led)**
- *Back to School Open House**
- *Report cards are sent home at the end of each quarter per academic school year**
- *Title I parent/EL family events are held at beginning of school year to provide engaging activities for students and families**
- *I LOVE to Read month focuses on literacy activities to engage families and motivate students to read**
- *Parent/classroom newsletter to provide on-going communication between home and school**
- *AASC monthly newsletter to enhance tips and tricks before, during, and after district and state wide assessments**
- *Somali Family Liaisons**

JOB EMBEDDED READING PROFESSIONAL DEVELOPMENT

All teachers at AASC are offered three types of professional development

- *Lead teacher mentoring programs**
- *Formal training and workshops**
- *PLC-Professional Learning Communities that focus on review of student learning, data analysis, and collaborative planning with other teachers**

The purpose for ongoing professional development is to increase teachers' understanding of research based reading instruction and also the need for more focused instruction to help accelerate students to grade level proficiency.

Professional Learning Communities (PLC) is a weekly meeting with grade level teams/ and or by content classroom teachers. These weekly meetings are held to provide continuous improvement by reviewing student learning data.

