

### **K-3 Literacy Plan**

All students are unique and have individual learning styles, paces, cultural backgrounds and preferences. This plan focuses on the Horizon Science Academy Twin Cities's (HSATC) continuous improvement efforts to advance student learning, increase the number of students who are school ready proficiently at grade level, close racial and socioeconomic achievement gaps, and ensure all students are career and college ready.

### **Curriculum & Instruction**

Students are engaged in Language Arts instruction a minimum of 120 minutes each day in full day kindergarten, first, second and third grade. To achieve this goal, comprehensive, research-based reading instruction is consistently implemented throughout the elementary grades.

- K-3 teachers use whole class teaching strategies (when using the Houghton Mifflin Harcourt Journeys series), flexible student groupings, and guided reading practices during the core reading block.
- K-3 teachers use flexible groupings when implementing Guided Reading to meet each individual student at their own reading level. Additional Resources
- Teachers use a variety of kits for topics such as; letter sounds, phonemic awareness, vocabulary acquisition, spelling, etc.
- Teachers use leveled literature-fiction and nonfiction- reading materials embedded in the curriculum.
- Personalized learning within a multi-tiered system of support
- Word Study, spelling instruction, phonetic awareness instruction
- Guided Reading
- Independent Reading

### **Assessment**

HSATC uses a wide variety of data to make instructional determinations and to assess students' level of reading proficiency. These assessments give teachers, parents/guardians and students specific information starting the first month of Kindergarten and continuing each year.

#### **Individual reading assessments**

Assessments are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s). They include a variety of standardized tools as well as classroom-based and teacher-designed measures such as;

- NWEA Measures of Academic Progress (MAP)
  - Administered in Fall and Spring
- STAR Assessments
  - Administered monthly
- Accelerated Reader Book Quizzes
  - As the students finished reading a book
- Minnesota Comprehensive Assessment (MCA)
  - In Spring
- Informal reading inventories designed by teachers

- Periodically, based on the needs of students for diagnostic purposes
- Benchmark assessments of Journeys Curriculum by Houghton Mifflin Harcourt
  - At the end of chapters and as needed for diagnostic purposes

## **Multi-Tiered Systems of Support**

Multi-Tiered Systems of Support (MTSS) is a multilevel framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential.

### **Core Instruction: Tier One**

Tier 1 – At grade-level or on-track students (showing effort and sufficient growth)

At the first tier, instruction is whole group instruction which all classroom teachers are expected to utilize research-based instruction and implement the assigned curriculum with fidelity. The curriculum already has “leveled readers” books such as below level, on level, above level, and for language learners. Teachers teach students in flexible groups and with leveled text that allows students to practice reading skills and strategies. Teachers also are expected to implement daily reading activity in class to build a habit of everyday reading.

Motivating and engaging students in the reading process is also critical to reading success. When students are interested in the topics, they are reading about they often learn more and sustain interest. Therefore, all students chose and read self-selected text in addition to teacher-selected text

### **Focused Group Instruction: Tier Two**

Tier 2 – Below grade level and showing effort but insufficient growth

The second tier of instruction includes targeted interventions for students not yet making sufficient growth. Even though the students benefit from whole class instruction, some students need more focus and sometimes different materials to achieve their targeted reading goals. Teachers are expected to identify these students, based on the data gathered from various assessments and work with these students in focus group during the classroom time as well as the students are assigned to a teacher aid or volunteer to increase their reading skills.

### **Small Group or Individual Instruction: Tier Three**

Tier 3 – Very below grade level and not showing effort and insufficient growth

The third tier of instruction is targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction. Students will receive increased instruction and may use supplemental curriculum to meet the standards or having an academic growth of a year or more. They may be pulled out to read with assigned staff such as reading specialist, paraprofessional or volunteers from the community. At this level, students might be referred to child find team for further intervention and evaluation for eligibility to Individual Educational Plan (IEP).

## **Professional Development**

At HSATC, teachers participate regularly in professional development activities on research-based reading instruction, with the knowledge that supporting professional skill development and understanding positively impacts student achievement. Teachers attend curriculum implementation training at the beginning of the year and follow up training during the following years.

The school calendar allows for a total of 6 days of professional learning each year. During these days, staff engages with several workshops, data analysis meetings, and trainings which are designed following a review of student learning data and yearly academic goals of the school.

## **Family and Community Engagement**

The School shall do the following for each student identified as being *not on track*, and therefore having reading skills below grade level:

Provide the parent or guardian notice, in writing, which shall include all of the following:

- Notification that student has been identified with a reading deficiency;
- A description of current services being provided to the student;
- A description of proposed supplemental instructional services that will be provided to the student;
- Notification that the MAP (or its replacement) is not the sole determinant of promotion and additional evaluations and assessments are available.
- Following the identification of a student's deficiency, the School shall use reasonable measures to immediately provide appropriate reading interventions to every student identified as being *not on track*, targeted at the student's identified reading deficiency. Intervention services shall use research-based strategies shown to be successful in improving low-performing readers.