



GREAT OAKS
A C A D E M Y

GREAT OAKS ACADEMY - LOCAL LITERACY PLAN

Reading Well by Third Grade [593] To ensure reading proficiency by the end of third grade, in accordance with Minnesota State Statute 120B.12

District: 4268 Great Oaks Academy

Last revised: June 23, 2021

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Purpose Statement

Pursuant to MN Statute 122A.06, Great Oaks Academy is committed to providing comprehensively, scientifically-based reading instruction so that all students will achieve grade level proficiency and read well by Grade 3. Great Oaks students receive high-quality, data-driven literacy instruction and are closely monitored to ensure that they are making appropriate progress. Support systems are in place for those students who need additional practice as well as those who are working above grade level. Teachers have been thoroughly trained in the process of analyzing quarterly assessment data and families are kept abreast of student progress throughout the school year.

Great Oaks students are assessed according to Minnesota state academic standards. Common assessments are utilized to assess mastery of standards. Instruction is aligned to standards and teachers modify instruction based on data to ensure mastery of standards. Professional development is in place throughout the academic year, preparing teachers to champion best practices in planning for and delivering individualized, rigorous instruction.

Reading Well by Third Grade Statute 120B.12 As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. A

local literacy plan must include a process to assess students' level 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 district must post its literacy plan on the official school district Web site.

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 all academic success. Reading Well by grade three ensures that students have 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.

Use of Data

Comprehensive Needs Assessment (CNA)

One of the key contributing factors to the success of Great Oaks is that the entire community supports a rigorous, structured and disciplined academic program, driven by data and assessments. In addition to standardized assessments, student achievement is measured in a variety of ways, both formally and informally.

Students are assessed several times a year in Reading Mastery. These assessments are the core of our placement, leveling, and advancement process. Teachers are guided through these assessments and guided how to move forward with the results. They are supported with best instructional practices of Reading Mastery. Data results that will support the success of the programs will be found in summative assessments in Reading Mastery, as well as NWEA assessments and MCA assessments.

Great Oaks will review fall MAAP results to assist in the leveling of students into appropriate skill level reading groups. These groups will use detailed data from MAAP testing to assure that each student is receiving support for the areas of needed growth. As well, weekly assessment of Reading Mastery progress will inform instructors of student growth and areas of weakness that need more specific support.

The following are assessments used by Great Oaks Academy:

Reading Mastery Fluency Level assessment

NWEA Common Assessment Testing

MCA testing for 3rd grade and up

Writing samples

Great Oaks Academy Proficiency Benchmarks- NWEA Measures of Academic Progress: Reading RIT Scores

Assessment Plan

Reading Mastery provides an assessment tool that provides teachers with accurate information on student's levels in reading. Instructors divide students into Direct Instruction Reading Groups by literacy ability rather than by grade. Students receive direct instruction in these leveled reading groups for 60 minutes every day.

Action Planning for Continuous Improvement

Reading Well by Third Grade

Great Oaks Academy is dedicated to ensuring that all students are reading proficiently by third grade, thus paving the way for graduation from high school and success in career and college. To accomplish this, Great Oaks will employ several research-based methods to ensure the success of us students:

- Language arts skills will be emphasized across all content areas. Our weekly schedule includes 15 hours of core instruction, a period covering history, science, language arts, math, music and art based on student needs. In addition to 45 minutes per day of specific skills instruction in handwriting, spelling, grammar, writing, and reading skills such as decoding and fluency, the core period will use reading and writing assignments as a key element of the history, math and science curriculum. More time will also be scheduled for reading instruction. Built into our school week are four 45-minute blocks of time specifically for literature and reading instruction, bringing our total time for Language Arts instruction to a minimum of 12.5 hours per week: 7.5 hours of direct instruction and 5 hours of integrated studies. An example of the integration of instruction in these different subjects would be students practicing listening, speaking, reading and writing skills in the context of math word problems that involve an application in science such as measuring how much additional rainwater fell.
- Reading Mastery, a research-proven curriculum, will be used to develop fluent, independent and highly-skilled readers. In addition to its multi-strand approach, which engages students of every

learning style, McGraw-Hill's analyses of the program found it met 95% of ELA standards in the CCSS. The curriculum has been reviewed by Institute of Education Services and was found to have potentially positive effects on the reading achievement of English Language Learners, and the curriculum is also available in Spanish, so that our Spanish-speaking students can develop decoding and comprehension while gaining English fluency.

- Time-tested but unique strategies, such as copy work, narration and dictation will be used to develop reading, writing, listening skills and comprehension. Copy work, narration, and dictation benefit students by separating the two elements of writing: the formation of ideas and transference of those ideas into words, and the mechanics of writing the words on the page. By developing the two skills separately and then merging them, students gain confidence and instructors can identify which specific areas are weak and need developing. This method is championed by [Susan Wise Bauer](#), respected author, and curriculum developer, as well as the Circe Institute and the Charlotte Mason Method, leaders in the field of Classical Education.
- Classroom teachers and a reading specialist will be available during our extracurricular block for additional help for students who struggle.
- The culture of the school will emphasize the value of literature, therefore students will learn to love reading and will be recognized and rewarded for their achievements in that area.

Great Oaks Academy provides the following for continuous improvement of students in reading and literacy:

1. Small group leveling for reading lessons
2. Consistent intervention through direct instruction in reading
3. Direct tutoring when necessary
4. Consistent assessment of student progress on a weekly basis
5. Professional development for all staff in literacy
6. Reading Mastery training for all staff throughout the year

Evidence-based Interventions

As Great Oaks Academy grows, remediation in reading is becoming a focus area school-wide. Individual goal setting in reading progress and skill/concept mastery is conducted by individual classroom teachers, as needed. Special Education and EL teachers may also participate in goal setting and instructional planning. Teachers communicate student goals with students and their parent/guardian(s) for understanding and home/school support for a child's individual progress in reading. Levelled group reading instruction (reading groups): this strategy is used school-wide to support more individualized instruction for all learners.

This allowed for students to receive smaller group instruction each day. In addition, some students receive supplementary tiered instruction from Special Education, EL, and/or Literacy Specialists. This may include push-in or a pull-out model as indicated by their level of need and services. Educational Assistants are utilized to support reading instruction and assessment of students as determined by the teacher and/or administration. Collaboration between classroom teachers, Special Education case managers, remediation specialists, paraprofessionals and administration are necessary for school wide planning of reading instruction. Weekly grade level team meetings, bi-monthly professional learning communities and faculty meetings enhance collaboration school wide. This includes the development of the school schedule for instructional minutes of literacy and provisions for additional services. Interventions begin in the classroom by the teacher and continue through the Literacy Specialists, EL, and Special Education services, as needed. All students have access to instructional support and additional services as needed for their reading development. Interventions are provided by licensed teachers. Services may be provided within the regular classroom, or outside the classroom as deemed appropriate to meet the individual student's needs. The duration and frequency of the intervention(s) depends on individual student needs.

Parent and Community Engagement

Communication Plan

Great Oaks Academy will post the Local Literacy Plan on the school's web page, greateoaksacademymn.org The Academic Programming Director will be designated as the official contact for our reading program through June 30; after please contact our Executive Director. Plan changes and or updates will be posted accordingly. Data submissions will be sent to Minnesota Department of Education on reading progress and student achievement as required by MN Statute 120B.12. Great Oaks submits an Annual Report to Friends of Education, the MDE and the Office of the Commissioner. The Annual Report will be posted on our website. The school reports assessment and student achievement in reading to the parent community and the public through the school newsletter, The Chronicles, and our school website.

Reporting to Stakeholders

Reporting to Parents/Guardians

Great Oaks Academy communicates with all families of students grades K-4 regarding literacy development in the following formats:

- a. Parent-Teacher conferences.
- b. NWEA Reports
 - a. This communication includes letter sounds, phonics skills, sight words, fluency, and comprehension skill
- c. Communication by teachers regarding Reading Mastery progress
- d. Minnesota State Standards in reading -MCA results are mailed to the child's home in grades 3-5 by the fall, annually.
- e. Students who are identified for remediation in reading, EL, or needing additional support are notified by the classroom teacher for parent involvement in the intervention or EL process.
 - a. Parents will be given support staff and specialist contact information to follow-up on progress throughout each quarter. Student's progress will be reviewed quarterly with parent notification for feedback, input, and review of assessment data.

Professional Development

Great Oaks provides Professional Development in Reading Mastery reading instruction for all teachers, with emphasis on students to read well by grade 3. Teachers implement professional reading instruction and best practice in literacy learning. Great Oaks has extensive training in Reading Mastery in the fall and throughout the year. Reading Mastery experts work directly with teachers and students to facilitate reading instruction and provide services for students who need additional reading support and/or interventions in literacy skills and concepts.

School-wide Professional Development in Reading Mastery and Literacy, include but are not limited to the following:

1. 30 hours of training in fall.
2. Professional development is provided to teachers and staff by Reading Mastery Experts, focusing on these components.
 - a. Direct Instruction
 - b. Guided Reading
 - c. Comprehension strategies both fiction and non-fiction.
 - d. Working with levelled reading groups
 - b. Interim Assessments- administered quarterly, developed by teachers using Reading Mastery
 - c. Formative and Summative assessments in classroom instruction of literacy

- d. Informal assessments include teacher observations, running records, sight word and letter sounds.