

Minnesota Early Learning Academy Literacy Plan

The mission of the Minnesota Early Learning Academy is to serve children and families in urban communities by providing a high-quality learning environment that accelerates achievement, performance, and college-preparedness through careful analysis of student needs and effective use of data to personalize and monitor student learning. Innovation combined with research-based best practices and strong support for teachers will ensure that every student in the Academy will be reading by the end of third grade and continue to exceed grade level standards ensuring readiness for accelerated work in a high-performing middle school, high school, and the college of their choice.

Statement of Goals

Minnesota Early Learning Academy’s Literacy Plan is closely aligned with the school’s mission. Our mission is to provide students with a high-quality learning environment that accelerates achievement, performance, and college-preparedness through careful analysis of student needs and effective use of data to personalize and monitor student learning. We use data from our assessments to provide professional development for staff and inform instruction and intervention to ensure that all students meet or exceed grade level proficiency in reading by the end of third grade. In our start-up year, the average growth for students in kindergarten through second grade from fall to spring was 1.02 year’s growth as measured by NWEA MAP reading assessment. We will add third grade for the 2016-17 school year. Our goal for the spring of 2017 is that the overall average growth for students in kindergarten through third grade will be at least 1.5 years growth in order to close gaps in attainment. Individual goals are set for each student according to their percentile of performance on the fall NWEA assessment in order to close gaps in attainment by the spring assessment. The following chart details growth needed by each quintile of fall performance in order to be reading proficiently by third grade.

QUINTILE	PERCENTILE	GROWTH TARGET
1st	1 - 20th	180% of typical
2nd	21st - 40th	160% of typical
3rd	41st - 60th	140% of typical
4th	61st - 80th	120% of typical
5th	81st - 99th	Typical

Minnesota Early Learning Academy has a comprehensive assessment plan in place to monitor student growth and proficiency from kindergarten to grade three. The NWEA MAP assessment is our main measure of accountability and growth for all students administered each fall, winter, and spring to all students. The FastBridge assessments are used for screening, diagnosing, progress monitoring. Both are used to determine growth and proficiency. Teachers and interventionists use the assessment results to differentiate and personalize instruction for each student to help accelerate student learning.

Minnesota Early Learning Academy provides a Multi-tiered System of Support for students that need additional instruction in order to meet growth targets. There are three types of instructional support provided for students: core, targeted, and intensive. Core instruction for students in grades K-3 is provided using the Benchmark Advance Curriculum. This curriculum uses a balanced literacy approach and provides instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Targeted instruction for students in grades K-3 is provided using guided reading instruction. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with skillful support from the teacher. Intensive instruction for students in grades K-3 is provided using researched based interventions that are monitored regularly to assess student progress.

Assessment Plan

All students at Minnesota Early Learning Academy, in grades K-3, will be assessed in the fall, winter, and spring using multiple measures. Each student is assessed three times each year to measure their progress in oral reading fluency, phonemic awareness, phonics, comprehension, and vocabulary. The assessment results are used to gather information about a student's strengths and needs for additional support. Student results will be communicated to parents through the report card in November, March, and June. Parents of students that are identified as needing additional support will receive letters explaining their child's current academic level and the interventions that will be provided for their child. Students that receive interventions will be progress monitored using FastBridge on either a monthly or weekly basis, depending on their level of need.

Kindergarten Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP for Primary Grades	x	x	x
MC	FastBridge earlyReading	x	x	x
MC	DRA2 (Independent Reading Level)			x

Kindergarten Benchmarks

NWEA MAP	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 110-134	RIT 135-144	RIT 145 or above
Winter	RIT 122-145	RIT 146-155	RIT 156 or above
Spring	RIT 128-151	RIT 152-161	RIT 162 or above
FastBridge	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	0-28	29-33	34+
Winter	0-43	44-50	51+
Spring	0-55	56-63	64+
DRA2	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall			
March	1 GR Level AA	2 GR Level A/B	3 or above GR Level C or above
June	1-2 GR Level AA-B	3 GR Level C	4 or above GR Level D or above

First Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP for Primary Grades	x	x	x
MC	FastBridge earlyReading	x	x	x
MC	DRA2 (IRL)	x	x	x

First Grade Benchmarks

<i>NWEA MAP</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 130-150	RIT 151-164	RIT 165 or above
Winter	RIT 140-164	RIT 165-175	RIT 176 or above
Spring	RIT 144-170	RIT 171-181	RIT 182 or above
<i>FastBridge</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	0-25	26-33	34+
Winter	0-36	37-50	51+
Spring	0-48	49-63	64+
<i>DRA2</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	1-2 GR Level AA-B	3 GR Level C	4 or above GR Level D or above
Winter	1-4 GR Level AA-D	6-10 GR Level E-F	12 or above GR Level G or above
Spring	1-12 GR Level AA-G	14 GR Level H	16 or above GR Level I or above

Second Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP for Primary Grades	x	x	x
MC	FastBridge earlyReading	x	x	x
MC	DRA2 (IRL)	x	x	x

Second Grade Benchmarks

<i>NWEA MAP</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 139-167	RIT 168-179	RIT 180 or above
Winter	RIT 149-176	RIT 177-188	RIT 189 or above
Spring	RIT 153-181	RIT 182-193	RIT 194 or above

<i>FastBridge CBMReading</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	0-29	30-58	59+
Winter	0-60	61-86	87+
Spring	0-78	79-104	105+
<i>DRA2</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	1-10 GR Level AA-F	12-14 GR Level G-H	16 or above GR Level I or above
Winter	1-14 GR Level AA-H	16-18 GR Level I-J	20 or above GR Level K or above
Spring	1-18 GR Level AA-J	20-24 GR Level	28 or above GR Level M or above

Third Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP Survey w/goals 2-5	x	x	x
MC	FastBridge CBMReading	x	x	x
MC	DRA2 (IRL)	x	x	x

Third Grade Benchmarks

<i>NWEA MAP survey w/goals 2-5</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 151-180	RIT 181-192	RIT 193 or above
Winter	RIT 160-188	RIT 189-199	RIT 200 or above
Spring	RIT 164-191	RIT 192-202	RIT 202 or above
<i>FastBridge CBMReading</i>	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	0-62	63-90	91+
Winter	0-87	88-114	115+
Spring	0-102	103-129	130+

DRA2	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	1-20 GR Level AA-K	24 GR Level L	28 or above GR Level M and above
Winter	1-24 GR Level AA-L	28-30 GR Level M-N	30 or above GR Level O and above
Spring	1-20 GR Level AA-N	34 GR Level O	38 or above GR Level P and above

In addition to these assessments, all third grade students will take the Minnesota Comprehensive Assessment. Results of this assessment will be mailed to parents as it becomes available.

Multi-tiered System of Support

MTSS Academic Guide

SY: 2016 - 2017



	Tier 1	Tier 2	Tier 3
DEFINITION	Successfully targets 80% or more students	<15% of students	<5% of students
WHO	Ratio of students to teachers appx. 22 to 1	Ratio of students to teachers appx. 6 to 1	Ratio of students to teachers appx. 3 to 1 or 1 to 1
	Classroom Teacher Interventionist Instruction Coach SPED Teacher Paraprofessionals	Classroom Teacher Interventionist Instruction Coach SPED Teacher Paraprofessionals	Classroom Teacher Interventionist Instruction Coach SPED Teacher Paraprofessionals
WHERE	Classroom	Classroom	Classroom Pull Out Space

MELA Core Curricular Components

- 2 hours or greater of ELA instruction
 - Guided Reading
 - Benchmark Advance Curriculum Implementation
 - Lexia minutes are met or exceeded each week
 - NWEA data is being utilized to create personalized learning paths for students during “autonomous” work time.

Personalized Learning

- [Learner Profiles](#) are co-created, completed and maintained by the learner and teacher. Teachers and learners use the Learner Profile throughout the year to promote self-directed learning and increase each student’s ability to [access, express and engage](#) with learning.
- [Personalized Lesson Plan template](#) is being used by teaching teams to effectively plan multi-tiered instruction to meet the diverse needs of learners by leveraging available resources/tools and using unit standards and F/W NWEA results.
- **Personalized Learning Plans** are customized based on the learner profile and content based standards. PLPs promote self-directed learning that includes voice & choice and goal development to promote ownership of the learning process.

Data and Tracking

- Pre-Assessments are administered, tracked and utilized to inform instruction for given standards
 - [Link to Master Academic Tracker 16/17](#)
- Formative assessments are given/reviewed daily and weekly to determine students progress on learning standards:
 - Exit Tickets given daily
 - One comprehensive exit ticket should be administered in core content areas weekly and tracked
 - Information gathered from daily data in Lexia and teacher observations from small group instruction.
- Summative Assessments:
 - Unit based - at the end of a teaching a cluster of standards
 - NWEA - 3x per year
 - Fastbridge - Formally 2-3x per year
 - DRA or F&P * - 3x per year*

* Certain tests may be administered more frequently as a Progress Monitoring tool for students in Tier 3*

Collaborative Problem Solving

- Data is communicated to parents on a weekly basis at minimum (see data form)

- Teachers, students, and parents engage in collaborative data-based problem solving processes in order to make decisions across tiers of instruction.
- MTSS Problem Solving Team meets once a month to review school wide data and once a month to monitor Tier 3 interventions.
- Problem solving process includes problem identification, problem analysis, plan development, and plan evaluation.

Tier 1 - Core

Definition

- ALL students are provided “core instruction” by teachers for at least 30 minutes daily. This typically happens in a larger group setting of appx. 22 to 1
- Instruction is personalized using our Lesson Plan Template and based on classroom snapshot informed by Learner Profiles.
- Students who do not need Tier 2 or Tier 3 supports will participate in autonomous work time while teacher and interventionists provide such instruction

Assessment

- Universal Screeners (NWEA, Fastbridge and DRA) are administered 3x per year
- Formative and Summative Assessments are administered as described in the MELA program details above

Tier 2 - Targeted

- Small Group instruction not more than 6 to 1 student to teacher ratio
- Instruction is personalized and based off of Pre-Assessment, Exit Ticket or NWEA data
- This instruction can happen before or after “whole group instruction,” during core content periods

Assessment

- ELA:
 - Fastbridge - progress monitoring must happen **monthly** in the areas of growth identified for students.

- DRA / F&P* - DRA/F&P must be administered **monthly** to measure student growth.

Tier 3 - Intensive

- Small Group instruction typically 1:1 and no greater than 3:1
- Instruction is personalized and based off of Pre-Assessment, Exit Ticket or NWEA data
- This instruction can happen before or after “whole group instruction,” during core content periods

Assessment

- ELA:
 - Fastbridge - progress monitoring must happen **weekly** in the areas of growth identified for students.
 - DRA / F&P* - students should be administered the DRA/F&P on a more frequent basis to measure growth. It should happen monthly.

Professional Development Plan

At Minnesota Early Learning Academy all staff receive professional development, coaching, and support before, during, and after the school year. Part of the school’s mission is that innovation combined with research-based best practices and strong support for teachers will ensure that every student in the Academy will be reading by the end of third grade and continue to exceed grade level standards ensuring readiness for accelerated work in a high-performing middle school, high school, and the college of their choice.

Professional development needs are determined based on teacher performance and student achievement data. Staff participate in professional development opportunities two weeks before students return, weekly during the school year, and as needed throughout the summer. Professional Development is provided by the School Director, Director of Personalized Learning, Director of Special Education, Director of Multicultural Learning and Development, Instructional Coach, and outside consultants as necessary.

Professional development, that supports literacy instruction, is provided in the following areas:

- Personalized Learning
- Guided Reading
- EL Learners (WIDA, differentiation strategies, social and academic language)
- Thinking Maps
- Benchmark Advance
- Creating and Analyzing Formative Assessments

All classroom teachers participate in daily collaborative planning sessions with their grade level team and others that support the learners in their classrooms. These meetings are facilitated by an Instructional Coach and/or Mentor Teacher. These meetings focus on instructional planning, data, and interventions.

All teachers receive coaching support by the School Director, Instructional Coach, and/or Mentor Teacher on a weekly basis. Teachers are observed and provided feedback on instruction and strategy implementation.

Family Partnerships

Minnesota Early Learning Academy stays connected with families throughout the school year. The School Director and classroom teachers each communicate through weekly newsletters. These newsletters inform families about the weekly happenings on campus and provides families with resources to help support their child academically at home. Progress Reports are sent home with families twice per year at conferences and standards based report cards are sent home three times per year to keep parents up to date on student progress and grade level expectations. Our school website also offers parents resources and allows them to stay connected and partner with Minnesota Early Learning Academy on upcoming events.