



## Skyline Math and Science Academy Literacy Plan

Our literacy goal is for students to utilize their literacy skills for reading, writing, speaking and listening throughout their lifetime, and to enrich their opportunities and enhance contributions to society.

We are committed to:

Providing a rigorous, challenging and enriched literacy experience for all students

Using researched based curriculum and instruction strategies

Continually assessing student performance to provide parents and staff the information needed to drive instruction



## What does the well rounded literacy program look like at Skyline Math and Science Academy?

### Whole Group Reading

Establishes a common theme and content with whole class participation

Skills demonstrated to most students

### Small group Reading

Students read at their "just right" level

Skill and strategies geared toward student comfort level

Flexible grouping

### Writing

Shared/group writing

Independent writing

Grammar and usage

### Other Skills

Speaking and presenting

Media literacy

Teacher read aloud of high quality literature including poetry and nonfiction



- These activities will be incorporated into unit plans
- Flexible pacing to meet student needs
- Grade level teams decide together how to organize instruction and students

## **How do we communicate progress to families?**

- Report Cards
- Midterm reports
- Frequent communication from teacher to parents by email or phone
- Communication provided for state testing
- By family request or through conferences

## **How can families get more information about their child's reading progress?**



- The best source of information about your child is through their classroom teacher
- Your child's teacher is able to explain their overall reading development and answer any questions
- Your child's teacher is also able to provide activities and resources that can be used at home to support learning outside of school

## **What types of assessments are administered at Skyline Math and Science Academy?**

### **Grades K-6**

**NWEA** (Northwest Evaluation Association or MAP: Measures of Academic Progress) This computerized assessment tailors question difficulty based on student performance while taking the test. This gives each student a fair opportunity to show what s/he is capable of. Tests are administered three times per year in the fall and spring. The student and teacher work together to set achievement goals for each testing session. The score is used to make decisions about academic strengths or areas that require added attention. The score is also used as a yardstick to measure student yearly growth from fall to spring.

### **Grades 3-6**

**MCA** (Minnesota Comprehensive Assessments) are state mandated tests in Reading, Math and Science, used to meet federal and legislative requirements. The tests are administered each spring to measure student performance related to Minnesota state standards that specify what students should know and be able to do.

## **Interventions for students not reading at grade level**



Data from the NWEA fall assessments are analyzed by teachers, and students are matched with appropriate instruction of Tier 1, 2 or 3 interventions according to Response to Intervention (RtI) model.

The following are descriptions of the multi-tiered support system.

### **Tier 1 Core instruction**

High quality classroom instruction, screening and group interventions. Within Tier 1, all students receive high quality instruction provided by a classroom teacher. All students are screened on a periodic basis to establish an academic baseline and identify struggling readers. Students identified as “at risk” through screenings receive supplemental instruction during the day in the regular classroom (not to exceed eight weeks). Student progress is closely monitored using a validated screening system. At the end of this period, students showing significant progress return to their regular program. Students not showing adequate progress are moved to a tier 2 intervention.

### **Tier 2 Targeted Interventions**

Students not making adequate progress in tier 1 are provided with a more intensive instruction matched to their needs. These interventions are provided in small group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier. Students who continue to show too little progress are then considered for more intensive interventions as part of tier 3. Parents will be notified when a student has been referred for reading intervention.

### **Tier 3 Intensive Interventions and Comprehensive Evaluation**

At this level students receive individualized intensive interventions that target the students’ skill deficits. Students who do not achieve a desired level of progress in these targeted interventions are then referred to the Child Study Team and possibly considered for special services.

## **Dyslexia Screener and Interventions**

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# Skyline Math and Science Academy

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Early intervention for reading deficiencies including dyslexia is highly effective. Interventions provided in Kindergarten and Grade 1 require less time than addressing problems in higher grades. The early Reading assessment is endorsed by the Minnesota Department of Education as an official dyslexia screener. It offers specific data to guide interventions and offers frequent progress monitoring to prove student growth. Any student Kindergarten through eighth grade can be assessed if there are concerns regarding any signs of dyslexia.

## **Interventions through Reading Corp**

Minnesota Reading Corps is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members as literacy tutors to implement a researched-based early literacy effort to help struggling readers. The Minnesota Reading Corps strategies are designed for both preschool-aged children and Kindergarten through 3rd grade students.

Minnesota Reading Corps Literacy Tutors provide research-based prescribed literacy interventions to students Kindergarten through grade 3 who are below proficiency in reading. Tutors conduct weekly progress monitoring to ensure their students are on track to read at grade level by the end of third grade. The tutor meets one on one with each student daily for 20 minutes to build phonics, phonemic awareness, and fluency skills. A Response to Intervention (RtI) model is followed when selecting and monitoring student progress. Tutors work closely with an Internal Coach who is a school staff member on-site. They also work with a Master Coach who is contracted with Minnesota Reading Corps to help support fidelity of interventions.



## Curriculum used to achieve our reading goals at Skyline Math and Science Academy

### Kindergarten through Grade 6

**Benchmark Literacy** provides a comprehensive research based comprehension instruction, focusing on metacognitive and text dependent comprehension strategies. Strategies include visualizing, summarizing, text importance, inferencing, making connections and asking questions. These strategies scaffold to all learners through writing, speaking, listening, language instruction, and collaborative conversations. Formative and summative assessments are provided for each unit to track achievement.

### **Read by 3rd grade/ Dyslexia Intervention: PRESS (Path to Reading Excellence in School Sites)**

PRESS provides skill based targeted interventions in phonemic awareness, phonics, fluency, vocabulary and comprehension. The data driven process supports the use of screening, diagnostic and progress monitoring data to select appropriate Tier 1, 2 and 3 interventions to target student needs.