

Local Literacy Plan



Achieve Language Academy

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District: 4018 - Achieve Language Academy
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Developed by: Achieve Language Academy Academic Committee

Mission & Guiding Beliefs

Mission

The mission of Achieve Language Academy is to provide a rigorous, standards-based, data-driven, best practices educational program for students in grades preK through 8th grade. Achieve educates the whole child in a safe environment that values diversity and promotes world cultures with a focus on Hmong and Spanish languages.

Beliefs

Achieve Language Academy is a free, public charter school located in St. Paul, Minnesota. We are a community of learners in grades pre-kindergarten through 8th grade. Achieve is built on the following beliefs:

- Good schools transform communities
- Community is created by shared values and common goals
- All children can learn and achieve
- Education is essential to a fulfilling life

We are grounded in our mission and live out our beliefs when we:

WORK cooperatively with other students of various cultural backgrounds and toward personal high academic goals

RESPECT each individual's uniqueness, cultural heritage and opinions and ideas

BELONG to and actively participate in the Achieve community and serve to better our neighborhood, city and society

Purpose Statement

“Consistent with this section, 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 3, including English learners. The plan must be consistent with section [122A.06, subdivision 4](#), and include the following:

1. a **process to assess** students' level of reading proficiency and data to support the effectiveness of an assessment used to screen and identify a student's level of reading proficiency;
2. a **process to notify and involve parents**;
3. a description of how schools in the district will **determine the proper reading intervention strategy** for a student and the **process for intensifying or modifying the reading strategy** in order to obtain measurable reading progress;

4. **evidence-based intervention methods** for students who are not reading at or above grade level and **progress monitoring** to provide information on the effectiveness of the intervention; and
5. **identification of staff development needs**, including a program to meet those needs.”

-- Minnesota State Statute 120B.12

Use of Data

Comprehensive Needs Assessment

The Achieve Language Academy Academic Committee serves as a group of administrators, teachers, and RTI staff who review literacy data on an annual basis and complete a comprehensive needs assessment following the collection of spring literacy data. This group performs the following tasks:

1. Reviews student literacy proficiency data
2. Identify literacy achievement gaps
3. Disaggregate student data to ensure all students are making adequate progress, regardless of their racial, ethnic, FRL, EL, or SPED identify/status.

Upon completion of the needs assessment, the Academic Committee will make recommendations for how to address identified achievement gaps, weaknesses in the curriculum menu, or other modifications or additions to the literacy program. These issues may be addressed during the subsequent school year through either classroom modifications, curriculum additions, or RTI services.

College and career readiness targets do not apply to Achieve Language Academy as we do not currently enroll high school students.

Assessment Plan

The following assessment plan outlines the required assessments for each grade and intervention level. Individual teachers and programs may administer additional assessments and progress monitoring based on their individual classroom and student needs. The purpose of the required district assessments is to identify whether students are reading at grade level, gather information on students' areas of strengths and weaknesses related to literacy, and identify students who may have characteristics of dyslexia.

During the 2021-2022 school year, the NWEA Measures of Academic Progress (MAP) Assessment will be administered for all students in grades K-8. MAP is a computer-based, adaptive assessment that adapts to each student's progress during the test. This assessment provides information about whether students' literacy achievement and growth are below, at, or above grade level norms for students in the United States. It also provides

teachers with information regarding areas of strengths and areas to focus instruction for student improvement, including the areas of Literature, Informational Text, and Vocabulary Acquisition and Use. These areas are further broken down for each student in the Student Profile Report for teachers to identify specific skills to be reinforced or introduced in each area.

The MAP assessment is what Achieve Language Academy will use to monitor student achievement and growth from Fall to Spring assessment periods. This information is required for reporting to Achieve’s school authorizer to ensure that students are making adequate progress in literacy. The MAP assessment also meets the requirements for the Minnesota Department of Education’s (MDE) required Read Well by 3rd Grade report.

Achieve Language Academy is also moving towards universal screening for characteristics of dyslexia, another requirement of the Read Well by 3rd Grade report to MDE. Achieve Language Academy piloted Fastbridge as a dyslexia screening tool during the 2020-2021 school year and will expand to include all students in grades K-3 with either the Fastbridge earlyReading or CBMreading during the 2021-2022 school year. Achieve Language Academy will continue to explore the need for universal screening beyond 3rd grade to ensure that all students with characteristics of dyslexia are identified and receive appropriate evaluation and services.

In addition to universal screening and assessment tools, students who are identified as needing additional screening for diagnostic purposes, or who are receiving intervention services with RTI staff have additional progress monitoring and assessment requirements.

The table below summarizes the universal screening assessments, as well as diagnostic and monitoring tools utilized by our RTI department.

Table 1. Screening and Monitoring Tools.

Grade	Universal Screening	Diagnostic & Monitoring Tools
K	<ul style="list-style-type: none"> ● NWEA MAP Growth K-2 (Fall & Spring) ● Fastbridge Early Reading (Fall) 	<ul style="list-style-type: none"> ● CORE ● Fastbridge earlyReading ● Fountas & Pinnell Leveled Literacy Intervention (LLI) ● Reading Horizons ● Reading A-Z
1	<ul style="list-style-type: none"> ● NWEA MAP Growth K-2 (Fall & Spring) ● Fastbridge Early Reading or Fastbridge CBM (Fall) 	<ul style="list-style-type: none"> ● CORE ● Fastbridge earlyReading ● Fountas & Pinnell LLI ● Reading Horizons ● Reading A-Z

2	<ul style="list-style-type: none"> • NWEA MAP Growth K-2 OR NWEA MAP Growth 2-5 (Fall & Spring) • Fastbridge CBM (Fall) 	<ul style="list-style-type: none"> • CORE • Fastbridge earlyReading • Fountas & Pinnell LLI • Reading Horizons • Reading A-Z
3	<ul style="list-style-type: none"> • NWEA MAP Growth 2-5 (Fall & Spring) • Fastbridge CBM (Fall) 	<ul style="list-style-type: none"> • CORE • Fastbridge earlyReading • Fountas & Pinnell LLI • Reading Horizons • Reading A-Z
4-8	NWEA MAP Growth 2-5 (Fall & Spring)	<ul style="list-style-type: none"> • NWEA • Fountas & Pinnell Benchmark Assessment System (BAS) • Fountas & Pinnel LLI • Reading Horizons • Reading A-Z

In accordance with the Read Well by 3rd Grade requirement (Minn. Stat. § 120B.11), Achieve Language Academy provides opportunities to screen students for convergence insufficiency disorder. Convergence insufficiency disorder causes vision problems for students when reading or doing other close-up work, which can result in slower reading skills. The screening is performed by a trained nurse, but the actual disorder must be diagnosed by an ophthalmologist or optometrist. At Achieve Language Academy, vision screenings are performed by our contracted school nursing company when a teacher expresses a concern that a student may have a vision problem. All students going through evaluations for special education services or students with an IEP are also given vision screenings. If the screening results in a concern about a student’s vision, that information is communicated to the family to take the student to an ophthalmologist or optometrist for further evaluation.

Action Plan for Continuous Improvement

Teams & Meetings

The Achieve Language Academic Board Committee serves as the group that monitors student achievement and progress during the school year. The group members consist of Achieve Language Academy administrators, teachers, and RTI staff. We are working on recruiting more community members as parents to serve on the committee to provide additional insights.

Once a year, following the spring administration of literacy assessments, this group meets to review literacy data. The purpose of this meeting is to identify the school strengths and areas in need of improvement. The committee will then make recommendations on how to address those areas in need of improvement through instructional strategies, curriculum changes or additions, and monitoring/assessment practices.

Once a year, the full school board will hold an annual meeting to report on student progress and achievement, assessment outcomes, practices and plans for improvement, and students' access to effective and experienced teachers. This meeting is in accordance with the World's Best Workforce legislation (Minn. Stat. § 120B.11).

Strategic Planning

Achieve Language Academy is actively in the process of creating a new strategic plan to be written and finalized during the 2021-2022 school year. The strategic plan will address how the school will support and improve teaching and learning for the next few academic years and will be aligned with the requirements of World's Best Workforce legislation (Minn. Stat. § 120B.11). The literacy plan will be updated with strategic and action planning information once the new strategic plan is complete.

Action Planning

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Evidence-Based Interventions

The primary evidence-based intervention RTI staff use at Achieve Language Academy is Fountas and Pinnell Leveled Literacy Intervention (LLI). LLI coordinates nicely with the Fountas and Pinnell Literacy curriculum used in classrooms. This intervention includes many evidence-based practices to help a student succeed in reading. The lessons allow a small group of students to read with a teacher everyday at their reading level. The mix of fiction and nonfiction books are colorful and engaging which motivates the readers. Within the lesson, there is instruction on researched-based skills such as phonemic awareness, fluency, comprehension and writing. All of which are critical in literacy development. More information about the LLI program and research base can be found [HERE](#).

Another evidence-based intervention RTI uses to supplement LLI is Reading Horizons. Reading Horizons has lessons that teach explicit and systematic phonics. The focus of Reading Horizons is phonemic awareness and phonics. The decoding system used in Reading Horizons helps students break apart unfamiliar words and identify the different parts of a word. While reading non-decodable books from LLI is our primary resource, we occasionally use decodable books from Reading A-Z (in addition to LLI books) to help a student develop and practice a specific phonic skill (example-blends, r-controlled vowels, long vowel patterns).

Reading A-Z is a third research-based intervention we use in RTI. There are lessons for the decodable books that provide instruction on other literacy skills such as fluency, comprehension and writing. More information about Reading A-Z can be found [HERE](#). In order to ensure Achieve Language Academy supports the unique needs of each individual student, the RTI department in consultation with the Academic department and classroom teachers will sometimes use resources from other evidence-based interventions as described above.

Parent & Community Engagement

World's Best Workforce requires each school board to establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The school board Academic committee serves as the district advisory committee for WBWF and regularly reviews assessment data and plans, curriculum, grading systems, as well as english language, special education, and response-to-intervention programming. The committee is primarily composed of Achieve Language Academy staff, but is actively pursuing the recruitment of additional parent and community members to provide a more diverse set of opinions and expertise.

Communication Plan

Reporting to Stakeholders

Achieve Language Academy publishes finalized World's Best Workforce, Read Well by 3rd Grade, and annual reports to the school website. The school also hosts an annual public stakeholder meeting to review the previous academic year's data and upcoming curriculum, data, and assessment plans to address any areas of concerns. This information is also shared with staff during a professional development session.

Families of students in grades 3-8, and families of students identified as English language learners are also provided with annual information regarding their student(s) achievement level on the ACCESS and MCA statewide assessments.

Professional Development

During the 2020-2021 school year staff participated in 6 hours of professional development on the literacy continuum and teaching ELA using the Fountas & Pinnell curriculum. Professional development in the area of literacy during the 2021-2022 school year will build on this base in order to provide additional support for teachers.

A staff survey was conducted in June 2021 identifying areas in which teachers would like additional training in literacy instruction. The most commonly identified areas of need were

Phonics, Spelling, and Word Study and Reading Minilessons, with 75% of respondents selecting these instructional contexts. Other identified areas of need include Guided Reading (42% of respondents), Independent Reading and Conferring (17%), Interactive Read-Aloud (17%), Book Clubs (17%), and Shared Reading (8%). In response to these findings, professional development opportunities during the 2021-2022 school year will focus on the area of Phonics, Spelling, and Word Study. Staff will participate in 6 hours of professional development in this area. The professional development will be led by an outside consultant. In addition, staff may participate in an optional book club-style professional development opportunity led by Achieve Language Academy staff using the book "Guided Reading: Responsive Teaching Across the Grades" by Irene C. Fountas and Gay Su Pinnell.

Literacy teachers that are new to Achieve Language Academy in the 2021-2022 school year will also complete a self-paced web-based implementation course on the Fountas & Pinnell ELA curriculum. This course will be completed during the August 2021 new hire orientation days. Additional guidance and coaching will be provided throughout the year by mentor teachers.

Ongoing coaching support for teachers will be provided by Achieve Language Academy's Academic Director during formal and informal observations. Monitoring of fidelity and the effectiveness of ELA instruction will be completed by the Achieve Language Academy Academic Committee during monthly committee meetings.