Reading Well By Third Grade

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 a student has 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. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.   *-MN Department of Education*

Literacy Plan Developers

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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 Website.
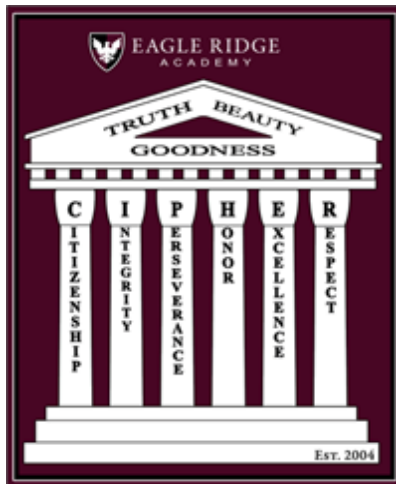
Eagle Ridge Academy is the first public school in the southwest suburban area specifically dedicated to offering a demanding college preparatory, Classical, liberal arts curriculum. We serve grades kindergarten through twelve. The Academy provides a learning opportunity that, up until now, has only been available at select private schools. Our goal is to not only help each student achieve his highest academic potential, but also to develop strong character, with the intent of creating not just smarter students, but better people, prepared to lead abundant and responsible lives as contributing members of our great country.

Statement of Goals and Objectives

Our goal is for all students to be at or above grade level on the MCAs (grades 3-8, 10, and 11) and EasyCBM benchmark assessments (K-8), as well as score above the state average on the ACT. However, a Classical Education is not limited by the state standards of proficiency. Through high-quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of assessments, students may qualify for additional support through MTSS (Multi-Tiered Systems of Support). An explanation of the types of assessments used to measure student proficiency and qualify students for interventions is provided in the appendix. Classroom and tiered instruction are informed by an analysis of the data from these assessments as well.

1. All students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
2. All students who are exceeding reading grade level benchmarks will be supported and challenged in order to make projected growth.
3. All stakeholders will be informed about the instructional efforts to ensure that all students will meet the goal of reading at or above grade level.

Assessment Plan

Reading success for all requires systematic assessment and progress monitoring from Kindergarten through Grade 12. Assessments at the Academy incorporate state-wide and local testing as well as formative assessments and observational data to provide a complete profile of student achievement and curricular strengths and weaknesses. Overall, Eagle Ridge Academy students outperform their peers on state and national assessments.

Screening

Students in grades kindergarten through eighth grade are assessed three times per year using the universal screener, EasyCBM (https://eagleridgeacad-mn.easycbm.com). The chart below outlines the benchmarks utilized at each grade level. Each benchmark provides information regarding students' progress toward meeting end-of-year grade-level expectations and to determine which students may be in need of intervention or enrichment. It is the first step in identifying students' needs, including those students with dyslexia.

Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
K	Letter Names Letter Sounds	Letter Sounds Phoneme Segmentation	Letter Sounds Phoneme Segmentation

	Phoneme Segmentation	Word Reading Fluency	Word Reading Fluency
1	Letter Sounds Phoneme Segmentation Word Reading Fluency	Letter Sounds Word Reading Fluency Passage Reading Fluency	Letter Sounds Word Reading Fluency Passage Reading Fluency
2-8	Passage Reading Fluency Vocabulary Reading Comprehension	Passage Reading Fluency Vocabulary Reading Comprehension	Passage Reading Fluency Vocabulary Reading Comprehension

The letter names and sounds benchmarks consist of upper and lowercase alphabet letters that are presented in order of difficulty. The phoneme segmenting benchmark requires students to identify the individual phonemes in each word, orally. As in other benchmarks, the word reading fluency presents words in order of difficulty and includes high frequency and phonetic words. Passage reading fluency is a measure of reading accuracy and rate. It has a high correlation with students' reading comprehension. The vocabulary benchmarks are intended to measure vocabulary proficiency appropriate for a student's grade level. The reading comprehension benchmarks are multiple choice questions designed to assess students' literal, inferential, and (in grades 3-8) evaluative comprehension of text.The vocabulary and reading comprehension benchmarks are untimed.

Additionally, the Phonological Awareness Screening Test or PAST (www.thepasttest.com) is used to evaluate a student's phonological awareness skills beginning in Kindergarten. Phonological awareness assesses a child's ability to recognize and manipulate the sound properties of spoken words, such as syllables, initial sounds, rhyming parts, and phonemes. Once a student demonstrates mastery on the PAST, the assessment will be discontinued.

ERA Assessment Plan 2022-23

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, the Literacy Specialists will review local formative assessments, observational data, in-program assessments from the Academy's core, supplemental, and intervention curricula to understand the specific areas of instructional need in literacy.

Diagnostic

One or more diagnostic tests will be administered to students scoring below the 26th percentile on the universal screener. The purpose is twofold. First, it serves as an additional data point to place a student on the appropriate tier. Second, it identifies the specific learning gaps a student may have in their literacy development. After reviewing the results, the Literacy Specialists will

place the student on the appropriate tier and determine the intervention plan.

Diagnostic Tools:
- [Nonsense Words](#)
- [Phoneme Substitution Screener](#)
- [Cubed](#)
- [Really Great Reading](#)
- Heggerty/Bridge the Gap
- iReady
- Phonogram cards
- CRST

Progress Monitoring
Students who are receiving interventions are progress monitored bi-weekly using EasyCBM.

Interim Assessment

Students in grades Kindergarten through 5 are assessed using interim assessments, commonly referred to as Data Driven Instruction (DDI). The DDI assessments are aligned to Minnesota State ELA Standards. This assessment is administered to all students three times per year and serves two purposes:

- provides evidence of students making adequate progress in the core curriculum and instruction.
- identifies students who may not be making adequate progress.

Grade level and content teams will analyze the data to inform tier one instruction.

Multi-Tiered System of Support

TIER I: Core Instruction

In Tier I, all students are provided core instruction by the classroom teacher in the regular classroom. The core curriculum includes Amplify CKLA, and Core Knowledge. Tier 1 interventions are provided by the classroom teacher in the regular classroom with support from the Problem-Solving Team, BASES. Interventions are based on data gathered from EasyCBM benchmarks or PAST, along with explicit reading instruction. Progress is monitored weekly by the classroom teacher using the pre-identified progress monitoring tool.

TIER II: Extra Support

In Tier II, interventions are provided by an Interventionist in a small group setting (5 or less students) for 30 minutes, three times per week using one of our targeted interventions. This

setting provides more time, explicitness, focus, and opportunities for students to respond to reading. Students identified with some risk on the universal screener may qualify for Tier II support. Student progress is monitored bi-weekly by the Interventionist. Tier II intervention is in addition to Tier I support provided by the classroom teacher.

TIER III: Intense Support

In Tier III, instruction is intensely focused and is provided through an individually tailored instructional program to meet student needs. Interventions are provided by a Literacy Specialist in a 1:1-3 setting for 30 minutes, five times per week. Students identified as high risk may qualify for Tier III support. This intervention is in addition to Tier I support provided by the classroom teacher. Progress is monitored bi-weekly by a Literacy Specialist. Students may be brought to Child Find if the interventions are deemed unsuccessful.

Intervention programming is designed to meet the specific needs of our students. Literacy Specialists choose from a number of researched-based instructional strategies to tailor the learning to enhance students' performance in reading. Strategies may include phoneme-grapheme mapping, reciprocal teaching, word chains, Orton-Gillingham techniques, Elkonin boxes, syllabication, repeated reading, small group direct instruction, among others.

Intervention Curricula
- 95% Group
- Sonday
- Explode the Code
- Bridge the Gap
- Morpheme Magic
- Word Ladders
- Corrective Reading
- Florida Center for Reading Research: Fluency
- Sound Partners

English Learners

The Academy's English Learner (EL) program promotes students' English language proficiency and builds academic content knowledge by integrating subject areas with language acquisition strategies. English Learners acquire English through participation in age appropriate instruction aligned to school content standards as well as English Language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, the EL teacher collaborates with the general education teacher to support the language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for English Learners at all levels of proficiency.

English Learners who are reading below grade level may receive reading interventions and Tier 2 or 3 support in addition to EL services

Professional Development Plan

Literacy-focused Professional Development at Eagle Ridge Academy will:

• Provide relevant professional development experiences aligned to adopted curriculum, Essential Learnings, Minnesota Academic Standards, and interim assessments in literacy instruction.

• Offer teachers a manageable number of targeted strategies at the elementary and secondary levels and across subject areas to align with teacher needs and student data.

• Move from off-site and in-service workshops toward classroom follow-up with opportunities for team teaching, peer observation, literacy coaching, modeled instruction, and presentations at staff meetings.

• Vary the formats used in training and learning sessions:

- 1 facilitator/Staff Meeting
- 1 facilitator/25 Teachers
- 1 facilitator/Small Group
- One-on-One Coaching

• Focus on practice beyond presentation to empower teachers with opportunities for application and staff development embedded in the teaching day.

• Employ best practices in teaching when instructing teachers: Modeling, Guided Practice, Independent Practice, and Reflection. (Gradual Release)

Professional Development is provided through several channels, including:

Professional Learning Communities (PLC)

PLCs are collaborative groups of teachers who come together for the purpose of increasing student achievement. The focus of these groups is to increase student performance through analysis of student work, common assessments, and teachers' instructional practices. PLCs meet 180 minutes per month.

Data Analysis Meetings

Data analysis meetings occur after interim assessment cycles. Meetings are held with teams of teachers by grade levels and administration including specialists, Multi-Tiered Systems of Support (MTSS), and special education staff when necessary.

At the data analysis meetings, teachers look at grade level and classroom assessment data identifying specific standard-level and item-level commonalities, errors, and influences and then use the data to plan for instruction. Teachers document their plans in a formal Action Plan template.

Throughout the year, teachers have time for staff development around using data to plan for instruction or any new updates around current testing applications. In the spring, teachers reflect on their instructional practices and strategies while evaluating the effectiveness of those strategies through their collected data. This information is then used to report progress and award for QComp performance pay.

New Teacher Training

Our Instructional Coach leads a robust orientation for all new teachers over the summer focusing on Eagle Ridge Academy culture, curriculum, and Classical methodologies. New teachers have both small and large group trainings from grade level and department mentors, in-house master teachers, and administration prior to being fully immersed in all staff trainings. Additional trainings are held throughout the year to continue to develop their craft. Each new teacher is connected with a grade level or department mentor to foster collaboration and connectedness, and ensure that new teachers are equipped with what they need to succeed.

Summer Training

We will design a schedule for courses focused on literacy instruction to be offered in August. The Professional Development team will develop courses and their content based upon the needs of students and teachers. Content will assist teachers in effectively teaching to the Minnesota State Standards within the context of a Classical Curriculum.

Workshops

Professional trainings are offered throughout the year focusing on literacy and instruction.

Classical Teacher Certificate Program(CTCP)

The Eagle Ridge Academy Classical Education Teacher Certificate Program will engage and professionally develop teachers in the art of Classical Education. We use a discussion-based approach to adult learning that engages the learner in thoughtful discussions to promote the love of learning. This program is designed to equip teachers with a love for Classical Education and provide them with the tools to enrich, ennoble, and educate their students.

Professional Development Grants

Staff members interested in attending workshops and trainings may request professional development grants along with a rationale defining the purpose of the professional development.

Communication

Reporting to Stakeholders

The district reports data and school improvement to stakeholders through several different means of communication. In August, the District Leadership Team meets to review MCA data. This data is viewed as a whole and is also disaggregated by ethnic group, students receiving EL services, free and reduced status, and students receiving special education benefits. This data is compared to the performance of their peers statewide as well as surrounding districts. A summary of this data is posted on the school website when the results are un-embargoed. During workshop week and at staff workshop in the beginning of October, the Executive Director and Director of Academics present data to staff. On October 1, the annual report is published which includes disaggregated MCA proficiency and growth data, ACT data, and AP data. This information is shared with the School Board and the community in a special meeting at the end of October. This information along with the local literacy plan are submitted to the Department of Education and well as posted on the website.

Reporting to Parents/Guardians

During fall and spring conferences, parents are provided information that shows the reading growth of their child. Teachers also provide families information in regards to utilizing literacy strategies to accelerate their child's literacy development in areas where a skill deficit has been identified. Additionally, parents receive updates in regards to their child's reading performance via Infinite Campus and email.

For those students scoring in the low risk categories, the results from screening assessments will be communicated to parents during parent teacher conferences in the fall and winter, and through the report card in June. Parents, whose children are identified for additional support, will receive a written explanation of the student's screening scores, intervention goals, programming needs, and targeted intervention plan one week prior to the beginning of intervention. Parents will also have an opportunity to meet with the Literacy Specialist during parent/teacher conferences and will receive emailed progress reports every six weeks.

Family Partnership

In the fall, parents are invited to curriculum night. Tips are given to caregivers for supporting or extending reading skills in the home environment. Information concerning literacy development is also communicated during conferences and through phone calls.

One of the best things parents can do to help their students with reading is to find good books to read to or with them or to have children read on their own. Here are some websites with lists of high-quality titles:

- [Children's and Young Adult Bloggers' Literacy Awards](#)
- [Literary Classics](#)
- [Barnes and Noble](#)
- [Usborne Books](#)
- [Reading Rockets](#)
- [WNDB](#)

These resources provide strategies for helping your student increase their literacy learning at home:
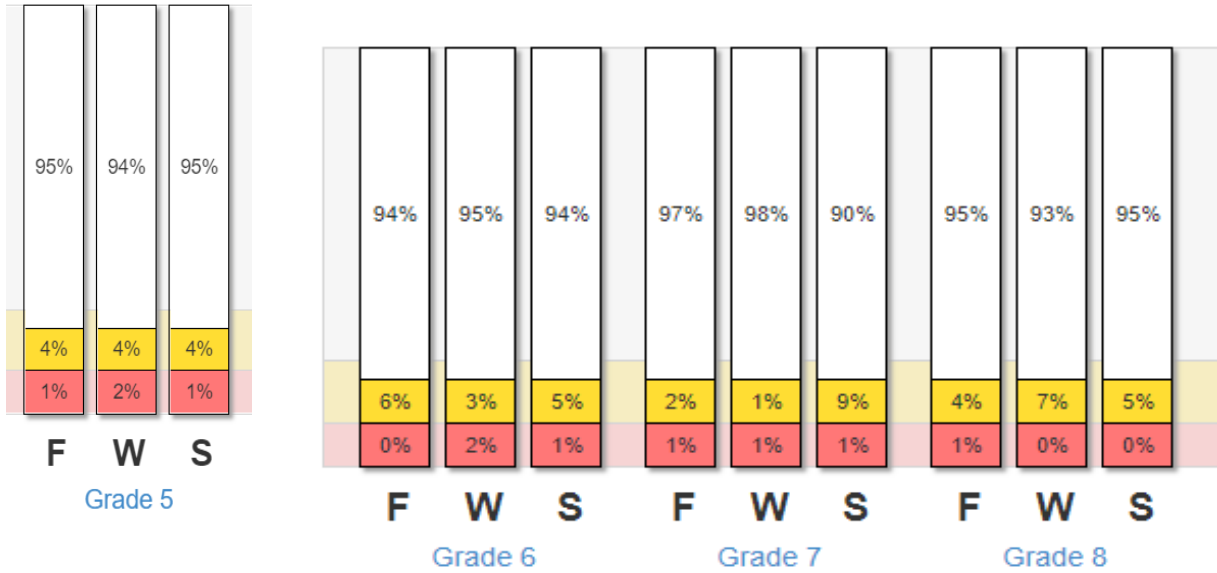
- Author of *The Read Aloud Handbook*, Jim Trelease's [website](#)
- [Adolescent Literacy](#)
- [Reading Rockets](#)
- [Reading Is Fundamental](#)
- [Read Write Think](#)
- [Get Ready to READ!](#)
- [Evidence Based Literacy Instruction](#)
- [National Center on Improving Literacy](#)
- [Barton Reading and Spelling System](#)

There are many opportunities for parent involvement at Eagle Ridge Academy. Please see the school [website](#) for ways parents can be involved.

Reading Results

2022-2023 EasyCBM

	Grade K			Grade 1			Grade 2			Grade 3			Grade 4		
White	96%	95%	91%	89%	93%	93%	88%	92%	93%	90%	92%	93%	91%	93%	91%
Yellow	4%	4%	9%	8%	5%	6%	10%	4%	3%	7%	3%	4%	7%	6%	7%
Red	0%	1%	0%	3%	2%	1%	2%	4%	4%	3%	5%	3%	2%	1%	2%
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

	Grade 5			Grade 6			Grade 7			Grade 8		
White	95%	94%	95%	94%	95%	94%	97%	98%	90%	95%	93%	95%
Yellow	4%	4%	4%	6%	3%	5%	2%	1%	9%	4%	7%	5%
Red	1%	2%	1%	0%	2%	1%	1%	1%	1%	1%	0%	0%
	F	W	S	F	W	S	F	W	S	F	W	S
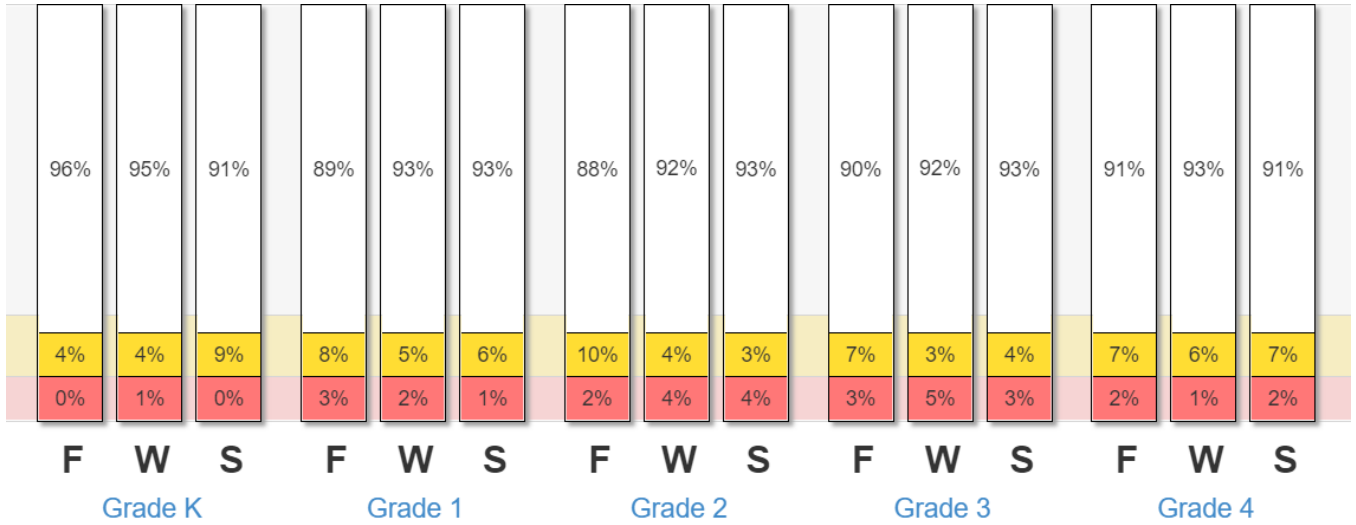
Definition of Terms

UNIVERSAL SCREENER: An assessment administered to all students three times a year. It serves two purposes. First, it provides evidence of students making adequate progress in the core curriculum and instruction. Secondly, a universal screener identifies students who may not be making adequate progress and students who may need an additional diagnostic assessment and/or intervention. Tools: PAST, EasyCBM

INTERIM ASSESSMENT: Purpose: monitor mastery of content previously taught, roadmap for instruction, improvement of teaching informed by thorough analysis, targeted focus. Tools: DDI

FORMATIVE ASSESSMENT: Purpose: check for understanding, set goals, identify student misconceptions quickly. Tools: unit/chapter assessments

SUMMATIVE ASSESSMENT: Purpose: summary of student's academic status. Tools: end of the year or semester assessment (finals)

DIAGNOSTIC ASSESSMENT: A tool used to identify specific gaps in learning. This assessment is given to selected students to determine if the learning deficiencies require small-group or individual support through our Response to Intervention program. Tools: nonsense words, Phoneme Substitution Screener, Cubed, Really Great Reading, Heggerty/Bridge the Gap, iReady, phonogram cards, CRST

PROGRESS MONITORING: Data collected on a regular basis on students who receive intervention services to determine the effectiveness of interventions based on the student's progress. Tools: EasyCBM, Fast ForWord, i-Ready growth check, nonsense words, PAST