



EAGLE RIDGE
ACADEMY

Eagle Ridge Academy

Reading Well By Third Grade: Local Literacy Plan

Overview of Eagle Ridge Academy Local Literacy Plan

MN Statute 120B.12 states that 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. This legislation is commonly referred to as “Reading Well by Third Grade.” The 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 purpose of this document is to outline how Eagle Ridge Academy plans to address each of these requirements for our students in Kindergarten through Third grade.

Eagle Ridge Academy Local Literacy Plan Goals

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 by the end of third grade.

How will Eagle Ridge Academy Assess Reading Well?

Reading proficiency for students at Eagle Ridge Academy will be defined as scoring at or above established benchmarks and who perform at grade level in the classroom. Multiple measures of assessment, data-driven decision making, and Response to Intervention (RTI) will be used to ensure reading proficiency.

Lower School students are assessed for reading skills using the Strategic Teaching and Evaluation of Progress (STEP) reading assessment. The STEP Assessment was created by the University of Chicago Urban Education Institute. The assessment evaluates key elements of literacy

development for students including phonemic awareness, letter/word knowledge, reading accuracy and use of reading strategies, fluency and reading rate, as well as literal and inferential comprehension.

The levels of the STEP reading assessment start at the Pre-Reading STEP and go up to STEP 12. The goal is that all students will achieve STEP 12 by the end of third grade. Students are assessed using STEP at least three times per year. Students read a leveled book with increasing difficulty at each STEP level. Each level also has specific targeted reading skills that are aligned with the leveled texts.

Ideally each student would reach the milestones below by the end of each grade level. Regardless, students should make at least 2 STEPs of growth each school year. Three STEPS of growth each year would keep them on target for reading well by third grade.

Grade	STEP Level
Kindergarten	STEP 3
1 st Grade	STEP 6
2 nd Grade	STEP 9
3 rd Grade	STEP 12

Benchmarks for STEP Assessments by grade level are listed below.

Grade Level	1 st Quarter	2 nd Quarter	3 rd Quarter	End of Year
Kindergarten	Name Assessment : 4/5 Letter-Name Identification: 15/54 Letter-Sound Identification:0/26 Phonemic Awareness:6/10 Concepts about Print:5/12	Letter-Name Identification: 35/54 Letter-Sound Identification: 8/26 Phonemic Awareness:6/10 Developmental Spelling:5/30 Concepts about Print:10/13 Reading Record:5/5	Letter-Name Identification: 50/54 Letter-Sound Identification: 18/26 Phonemic Awareness:6/10 Developmental Spelling:12/30 Reading Accuracy:89/100 Comprehension:4/5	Letter-Sound Identification:24/26 Phonemic Awareness: 8/10 Developmental Spelling:18/30 Reading Accuracy:88/100 Comprehension:4/5
1 st Grade	Letter-Sound Identification:24/26 Phonemic Awareness: 8/10 Developmental Spelling:18/30 Reading Accuracy:88/100 Comprehension:4/5	Reading Accuracy: 90/100 Reading Rate: 30/75 Fluency: 3/4 Comprehension: 5/6 Developmental Spelling: 16/30	Reading Accuracy: 90/100 Reading Rate: 40/75 Fluency: 3/4 Comprehension: 6/8 Developmental Spelling: 24/30	Reading Accuracy: 90/100 Reading Rate: 40/75 Fluency: 3/4 Oral Comprehension: 3/4 Silent Comprehension: 3/4
2 nd Grade	Reading Accuracy: 90/100 Reading Rate: 40/75 Fluency: 3/4 Oral Comprehension: 3/4 Silent Comprehension: 3/4	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Oral Comprehension: 3/4 Silent Comprehension: 3/4	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Comprehension: 6/8 Retell: 3/4	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Oral Comprehension: 4/5 Written Comprehension:2/3 Retell: 3/4
3 rd Grade	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Oral Comprehension: 4/5 Written Comprehension:2/3 Retell: 3/4	Reading Accuracy: 90/100 Reading Rate: 75/126 Fluency: 3/4 Oral Comprehension: 4/5 Written Comprehension:2/3 Retell: 3/4	Reading Accuracy: 90/100 Reading Rate: 75/126 Fluency: 3/4 Oral Comprehension: 4/5 Written Comprehension:2/3 Retell: 3/4	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Oral Comprehension: 4/5 Written Comprehension:2/3 Retell: 3/4

Students are assessed at least three times per school year. This information is used to identify students who need extra help in reaching grade level expectations. The primary assessment is the STEP assessment, but students are also considered for targeted services if they fall below the target score on any screening assessment. Data used to determine whether they receive intervention services includes, but is not limited to the STEP assessment, MCA testing, DDI (data-driven instruction) quarterly tests, and classroom observational data. Students who qualify for special education services in reading will receive their interventions through their IEPs. Students who are new to Eagle Ridge Academy will be assessed during their first week of school.

How Will Parents Be Informed Their Child Is Not Reading Proficiently?

Communication with families is an ongoing process. It starts with Meet the Teacher Night in August and continues throughout the year. Parents are provided information that shows the reading growth of their child throughout the course of their Lower School years.

The School of Grammar Principal, Director of Student Services, Director of Classical Curriculum and Professional Development, and grade-level teachers generate a list of students who are not reading at grade level. The parents of these students are sent invitations for the student to attend Excellence Club throughout the school year. Grade-level teachers and the School of Grammar Principal or Director of Classical Curriculum and our Problem Solving Team meet quarterly to discuss students who are not reading at grade level. Action Plans are developed to help students achieve the needed skills to bring their performance up to grade level.

During fall and spring conferences, Eagle Ridge Academy provides families information in regards to utilizing literacy strategies to accelerate their child's literacy development in areas where a skill deficit has been identified.

Each May, a letter is sent to families of children who are not meeting grade level expectations/benchmarks. The letter invites the child to summer Excellence Club in order to provide continued literacy support in the summer months.

What Instructional Supports and Interventions Will Be Used?

If a student is identified as not reading at or above grade level, and/or not meeting some or all benchmarks during the previous school year, they will automatically qualify for support.

The foundations of reading will be met through our core curriculum. Teacher will foster students' understanding and working knowledge of concepts of print, phonemic awareness, fluency, and other basic conventions. In addition, a necessary and important component of an effective

reading program is that it is structured to develop proficient readers with the capacity to think critically, read fluently, and comprehend texts across a range of text structures.

Intervention programs assist students who are struggling with literacy. The interventions target skill deficits in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension (factual, inferential, and critical thinking).

Tier of Literacy Support Include:

Tier 1: Core Support

The core curriculum includes Saxon Phonics, differentiated instruction, guided reading, and balanced literacy utilizing the Daily 5 Model. All students receive core instruction in Tier 1. Students who are at or above benchmarks and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading.

Tier 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group work with teachers and educational assistants, and/or individual instruction with teachers or educational assistants. To gauge the effectiveness of specific interventions, staff will monitor student progress using the STEP Assessment and other formative assessments. Once a student is boosted to grade level benchmarks, he/she will be placed on “monitor” status and extra support in Tier 2 will be reduced. Teachers will continue to monitor progress to ensure that mastery is maintained.

Instructional supports can include: Research based interventions for the targeted skill, utilization of the Fast Forward computerized reading program, additional time to reinforce classroom skills with trained educational assistants and/or Soudy System or Orton Gillingham instruction.

Tier 3: Intense Support

Students who are significantly below grade level in reading will be referred to the Problem Solving Team (PST) for further intervention assistance. They may also qualify for Special Education evaluation and if qualify will receive an Individual Education Plan (IEP) to address their reading needs.

What Supports Are in Place for English Language Learners?

The Eagle Ridge Academy English Language Learner (ELL) 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 ELL 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 ELL services.

What Opportunities Do Teachers Have for Professional Development?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school goals.

There are 7 and a half professional development days scheduled for the normal school year, along with two 2-hour late start professional development days. Eagle Ridge Academy utilizes formal and informal evaluations to identify teacher training needs. In addition, teachers meet in grade-level/specialty area Professional Learning Community meetings twice a month for 90 minutes. Much of this time will be devoted to reviewing data, setting goals, discussing instructional effectiveness, writing common assessments, and reviewing curriculum standards.