

District 4143: New Millennium Academy
Local Literacy Plan 2018-2019
“Reading Well by Third Grade”



Revised: June 2018

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New Millennium Academy Mission:

The New Millennium Academy Community prepares Learners for life, engages them in high academic achievement, and fosters cultural pride and identity.

New Millennium Academy Vision:

New Millennium Academy develops global leaders who transform the world.

Literacy Philosophy

New Millennium Academy (NMA) believes that literacy--reading, writing and oral language skills--is an essential element of learning. Literacy allows NMA students to learn about and comprehend the world around them. As they use literacy to construct and communicate new understandings of how the world works, NMA students also learn more about themselves. Thus, all students at NMA need strong literacy skills in order to be successful members of our global society.

Purposes of Literacy Plan

The purpose of this literacy plan is to ensure that all NMA students are proficient readers by third grade in accordance to the 2011 Education Bill (Minnesota Statute 120B.12). To achieve this purpose, NMA will:

- Align its curriculum, instruction, and assessment to MN state standards addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Use data to create and implement multi-tiered systems of support that differentiate and facilitate the learning of all its students.
- Concentrate on professional development that is relevant, research-based and results-driven.
- Utilize an instructional leadership team to support and increase literacy outcomes.
- Engage families and its community to support achievement of literacy goals.

Reading Proficiency at NMA

NMA will know that its students have successfully obtained reading proficiency when they show that they are *at or above* grade-level scoring norms on a variety of local, state, and national assessments. Students will be assessed three times a year to monitor their progress toward literacy proficiency (see “Types of Assessments” for definition of proficiency). Additional support and specific interventions, in accordance with research-based best practices and curriculum, will be provided for all students who are not on target to meet their performance goals.

NMA School Historical Data

1. What are the student achievement results at NMA in grades K-2 for 2016-2017?

All students grades K-2 are given the Fastbridge assessment in the fall, winter and spring. With support from Academic Coaches, classroom teachers and trained test monitors, all students are assessed. The results are tabulated by the data team and shared with teachers, administrators, and families. Results are used to develop instructional interventions to support student learning.

Fastbridge – Early Reading (Kindergarten) and aReading (Gr 1 – 8) Assessment is administered three times a year (fall, winter and spring).

Fig 1a: NMA – Fastbridge Early Reading

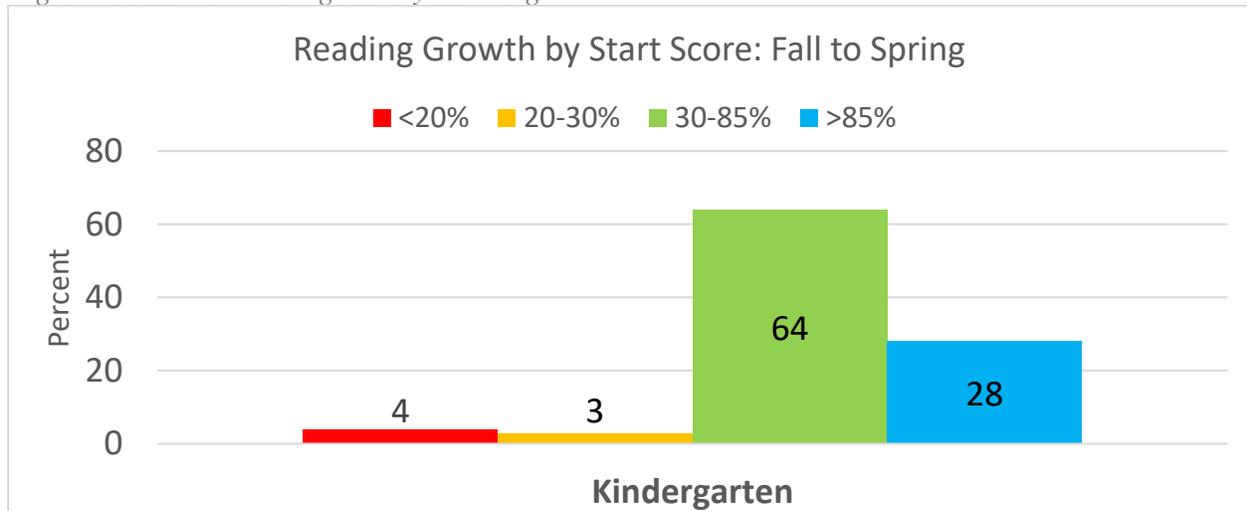
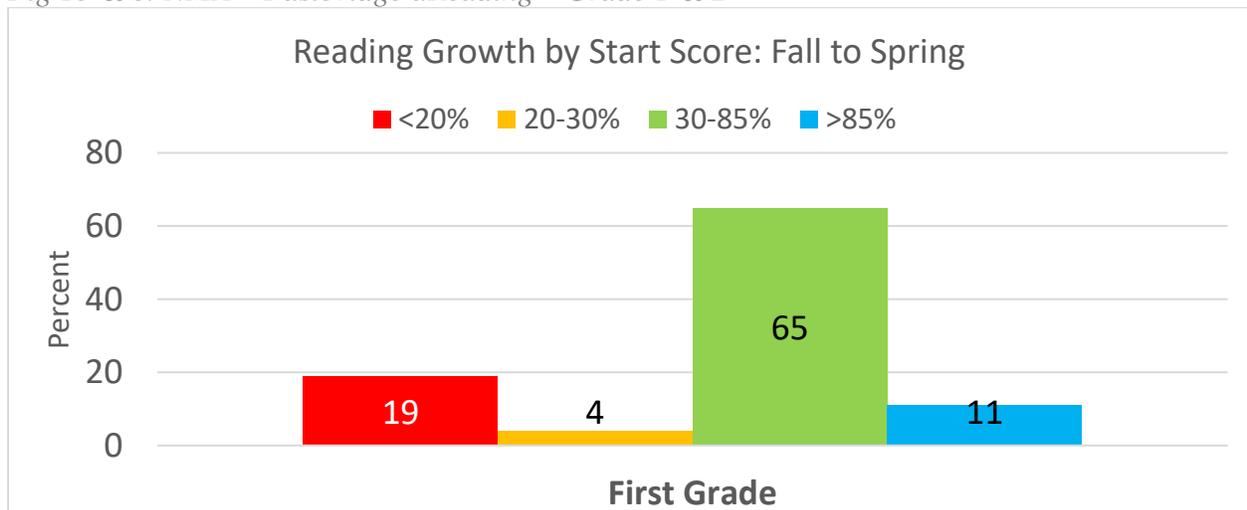
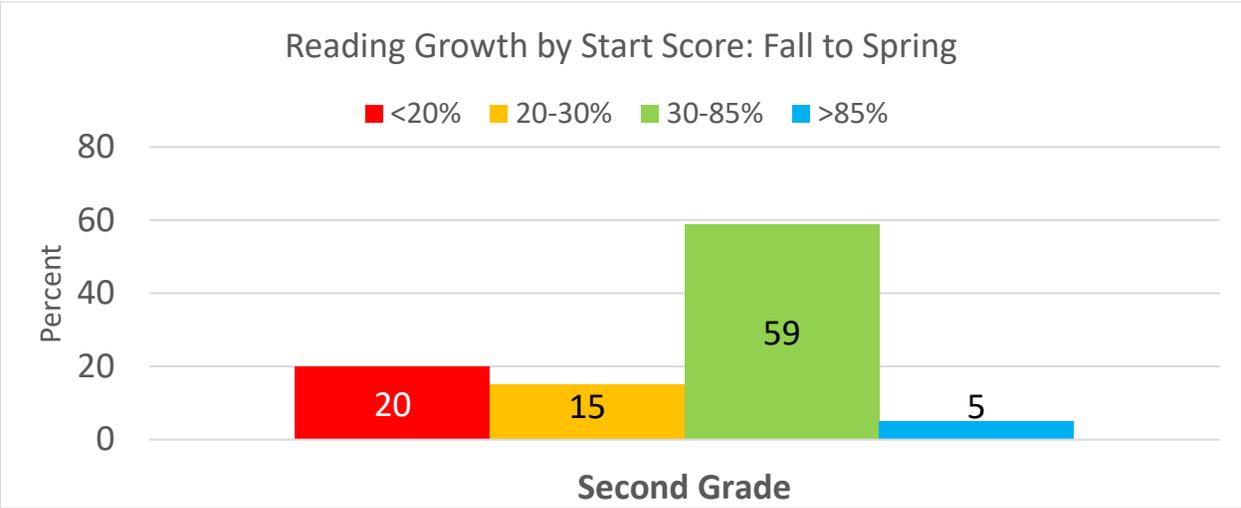


Fig 1b & c: NMA – Fastbridge aReading – Grade 1 & 2





Historical School Wide Data for MCA III for 2013-17 grades 3-8

Figure 2: NMA- MCA III Reading Data: School Wide Grades 3-8

Year	NMA- MCA III Proficiency for Reading (% by Meets and Exceeds)	STATE - MCA III State Results Proficiency (% by Meets and Exceeds)
2014	26.7%	58.8%
2015	29.5%	59.5%
2016	28.4%	59.9%
2017	22.9%	60.2%
Average	26.9%	59.6%

* Note that 2013 was the reset year for the MCAIII Reading Test statewide.

Figure 3: NMA- MCA III Reading Data: ELL Grades 3-8

Year	NMA- MCA III ELL Students Proficiency for Reading (% by Meets and Exceeds)	STATE- MCA III ELL Students State Results Proficiency (% by Meets and Exceeds)
2014	23.3%	17.6%
2015	25.0%	17.5%
2016	26.1%	16.9%
2017	19.6%	14.7%
Average	23.5%	16.7%

Figure 4: NMA- MCA III Reading Data: Free and Reduce Lunch Grades 3-8

Year	NMA- MCA III Free and Reduce Lunch Proficiency for Reading (% by Meets and Exceeds)	STATE- MCA III Free and Reduce Lunch State Results Proficiency (% by Meets and Exceeds)
2014	27.5%	40.1%
2015	30.3%	40.4%
2016	26.9%	40.9%
2017	22.1%	40.9%
Average	23.5%	40.6%

Highlights

- NMA MCAIII student proficiency is a 4-year average of 32.7% below MN state proficiency.
- Between 2013 to 2017 on average of 83% of NMA students are English Language Learners
- NMA is accelerating student learning to reach the state proficiency and close the achievement gap between the student population reflecting ELL student populations.
- When compared to the proficiency of English Learners in the state, NMA is above the state average for NMA English Learners in MCA III Reading by an average of 6.8%. This reflects an increase of 1% over last year at this time.
- 83.3% of students at NMA showed medium or high growth in Reading during 2016-2017.

I. Statement of Goals and Objectives

1) New Millennium Academy’s definition of language proficiency:

NMA uses the same definition of language proficiency as the World-class Instructional Design and Assessment (WIDA) for all students. Proficiency means that a student is competent in processing (through listening and reading) and using (through speaking and writing) language.

NMA serves primarily English Learners (approximately 75.1% in 2017) and for us to close the achievement gap, ELL must be proficient in the **English language demands of the academic classrooms**.

The adoption of SIOP (Sheltered Instruction Observation Protocol) Teaching Model and the Gradual Release of Responsibility model will help ELL with the academic language and content learning demands.

2) What are New Millennium Academy’s literacy goals and objectives?

A) Goal Area: All State Accountability Tests

- NMA will maintain the number of students who are proficient at 90% in the MCA 2018 standardized test.
- NMA will increase to total number of students who are proficient by 30% in the MCA 2018 test.
- NMA will decrease the number of student who Do Not Meet by 20% in the MCA 2018 test

B) Goal Area: *English Language Learners*

- 30% of our English Language Learners will be proficient in accordance to the Spring 2018 WIDA: ACCESS test to closely match the 2017 proficiency numbers. Results available in August of 2018.
- In 2019, 55% of NMA students identified as English Language Learners will make progress on their individual growth-to-proficiency target on the ACCESS test.

C) Goal Area: *Data Driven Instruction*

- NMA will utilize Fastbridge. School staff will review Fastbridge results with their designated leader within 2 business days of the assessment and will re-teach identified components in the learning cycle following the assessment.

D) Goal Area: *Nationally Normed Assessment*

The School will administer a nationally-normed assessment in at least grades 1 and 5.

For 1st grade students who remain in the School through 5th grade (measured each year for 5th graders):

- If their 1st grade national percentile ranking was less or equal to 25%, 50% of the students will increase their national percentile ranking by a minimum of ten percentage points, and
- If their 1st grade national percentile ranking was between 26-40%, 50% of the students will increase their national percentile ranking by a minimum of five percentage points, and
- If their 1st grade national percentile ranking was over 40%, 50% of the students will increase their national percentile ranking.

E) Goal Area: *Academic Governance*

- NMA will implement this literacy plan as part of its overall Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. NMA will include a summary of the review, findings and results in a report to the Board no less than twice annually.
- Through evidence and data, NMA's leadership team will ensure the implementation of this literacy plan by using the model: plan – implement – assess - adjust.
 - ✓ **Plan** all components necessary to effectively implement the literacy plan
 - ✓ **Implement** the literacy plan by sharing it with all staff members and clearly communicating timelines, roles and responsibilities and provide comprehensive training in all areas
 - ✓ **Assess** the progress and effectiveness of the literacy plan supportive monitoring and evaluation of the key components
 - ✓ **Adjustments** will be made to the literacy plan in the areas needing improvement. Areas may include but are not limited to the scheduling of testing, PLC work, and Data review processes and intervention/extension techniques

II. Statement of Process to Assess Students

1) What is NMA's process to screen a student's level of English (accessing and comprehending printed text and spoken word in English) proficiency?

Parents or guardians fill out a Home Language Survey when they register their child for school. If a language other than English is checked, an EL teacher will obtain test scores from the student's previous district or test to see if the child will need English language instruction. A Parental Notification Letter along with the student's proficiency levels and EL program/service information is sent home if a student qualifies for ESL services. Parents have the right to withdraw their child from ESL service.

2) Screening for and identifying Students with Dyslexia or Convergence Insufficiency Disorder:

A) Screening for and identifying Dyslexia

Dyslexia is a specific learning disability in reading. NMA teachers are trained to watch for indicators of dyslexia, and will communicate concerns with parents and our Student Assistance Team (SAT). Parents then have the option of whether to seek additional professional screening through their family doctor. Parents may also find more information on our website and at the following link: <http://education.state.mn.us/MDE/fam/sped/>

B) Screening for and identifying Convergence Insufficiency Disorder

Convergence Insufficiency (CI) is a common binocular (two-eyed) vision disorder in which the eyes do not operate easily for close work. The eyes have a strong tendency to drift outward when reading or doing close work. NMA Teachers are trained and aware of indicators including headaches after extended periods of reading that might be underlying a more serious problem such as Convergence Insufficiency Disorder. Questions relating to symptoms will be asked at the annual vision screening by school nurse. Teachers or the school health office will contact parents to relay their concerns for follow up at the family's discretion with a family physician or ophthalmologist.

3) Screening Kindergarten and first semester First grade Children:

A) Screening Instrument: WIDA, Measure of Developing English Language (MODEL™) for Kindergarten

The WIDA MODEL™ Kindergarten is administered by the EL Teacher as a screener **for all students entering Kindergarten whose parents or guardians have indicated a language other than English on the home language survey** to determine students' English language proficiency and to identify students eligible to receive ELL services.

First grade students who enter NMA within the first semester may also be given the full WIDA MODEL™ Kindergarten (reading, writing, speaking, listening) by the EL Teacher if the following apply: parents or guardians have indicated a language other than English on the home language survey; and WIDA ACCESS for ELs Kindergarten or equivalent English Language Proficiency test scores from a previous district/school cannot be obtained.

B) Using Scores to Determine Placement:

Any child who is administered the WIDA MODEL™ Kindergarten and who scores below a 4.5 composite oral (speaking/listening) proficiency level is considered LEP and is eligible for ELL services. A student entering the first semester of kindergarten who achieves a 4.5 composite oral (speaking/listening) proficiency level is considered English proficient.

First grade students who enter NMA within the first semester may also be given the full (reading, writing, speaking, listening) WIDA MODEL™ Kindergarten and who scores below an overall composite proficiency level of 5.0 and less than 4.0 in Listening, Speaking, Reading or Writing is considered LEP and is eligible for ELL services. A student who achieves a 5.0 or greater and no less than a 4.0 in Listening, Speaking, Reading or Writing is considered proficient in English.

4) Screening Children Grades 1-8:

A determination must be made according to the State of Minnesota statute deadline. This designation is also used for MARRS reporting. If a student enters NMA after the first semester of first grade, the following protocol is used for documenting the student's language proficiency.

A) Screening Instruments:

1. ACCESS scores as provided from the previous school.
2. Other English language proficiency testing documentation as provided from the previous school if it is deemed appropriate and complete by NMA staff.
3. If available information is deemed insufficient or no other information is available, NMA EL staff will administer the **WIDA ACCESS™ Placement Test (W-APT™)** to gain a baseline set of data in order to determine students' English language proficiency and to identify students eligible to receive ELL services.

The W-APT™ is used as:

- One of several criteria to determine eligibility for language support services
- An indicator of a student's language proficiency level (1 through 6) on the WIDA continuum when no other testing data is available
- An aid to determining appropriate levels and amounts of instructional services
- Data upon which to set goals
- A guide for tier placement on the ACCESS for ELLs annual assessment

W-APT™ test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into grade-level clusters:

- Kindergarten – not used by NMA
- Grades 1-2
- Grades 3-5
- Grades 6-8

B) Using Scores to Determine Placement

Any Kindergarten student who is administered the WIDA MODEL™ and scores below an overall composite proficiency level of 5.0 and less than 4.0 in Listening, Speaking, Reading or Writing and any first through eighth grade student who scores below an overall composite proficiency level of 4.5 with no domain below a 3.5 will be considered LEP and is eligible for ELL services, otherwise they are considered proficient in English

5) Diagnostic

A) NMA's benchmark assessments across the system:

NMA uses multiple benchmarks assessments

- W-APT for screening of ELL and WIDA ACCESS for continuing LEP students
- Kindergarten DDI common assessment
- Fastbridge as an online progress monitoring assessment

B) Data-Driven Instruction (DDI) Common Assessments (Progress Monitoring)

Grade level common assessments in reading, and are administered every nine weeks. To inform instruction, NMA utilizes PLC's and has established Common Planning times for each grade level.

C) Fastbridge Assessments (Growth Monitoring)

Fastbridge assessment results supply teachers with an overall view of growth. School percentile and National percentile as a basis for comparison between local student growth and national student growth. In addition, the assessment provides individual skills reports and individual benchmark reports to be used in the development of intervention strategies and classroom differentiation.

III. Parent Notification and Involvement

How are individual parents/families informed of student progress and student strategies?

All NMA parents will receive:

- A copy of Language Proficiency results from Screener and ACCESS (as applicable)
- A copy of MCA results
- Quarterly report card for each enrolled student
- Mid-Term reports for each enrolled student to support progress
- Communication of academic concerns from the classroom teacher

- Communications regarding Student Led Parent Conferences as scheduled by the school or specific conversations as requested by the parent(s)

IV. **CORE Instruction, Intervention and Instructional Supports**

What are NMA's core literacy instruction, intervention and supports?

NMA's core literacy instruction model consists of whole class and small-group supplemental instruction delivered by the classroom teacher, which includes strategies, and procedures designed and employed to supplement, enhance, and support Tier I through the use of Guided Reading Instruction and student flexible grouping, and reading skill centers.

This model includes the 5 key elements of reading.

- **"Phonemic awareness"** is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.
- **"Phonics"** is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.
- **"Vocabulary development"** is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.
- **"Fluency"** is the ability of students to read text with speed, accuracy, and proper expression.
- **"Reading comprehension"** is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

In addition, NMA has adopted a school wide usage of the SIOP (Sheltered Instruction Observation Protocol) Teaching Model. SIOP:

- Drives instruction focus on not only content objectives but also language objectives
- Emphasizes the purposeful instruction of vocabulary
- Builds on student background and knowledge
- Directs teacher to scaffold instruction
- Requires frequent assessment of student progress through formal and informal formative assessments
- Directs teacher to differentiate instruction and form small groups to deliver interventions

Our instruction will be tiered with whole group instruction happening at Tier I, reteach in Tier II, and intervention implemented by the teacher for those students who need it at the Tier III level. Additionally, NMA has EL teachers to support EL students and a team of Title 1 teachers for reading interventions.

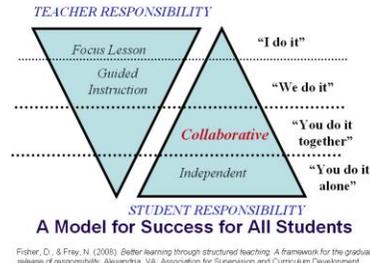
Our CORE reading program has components of comprehension, word analysis, use of text structure and features, and Gradual Release of Responsibility (GRR) to the student.

By 2019, 100% of teachers that have been at NMA since the 2017/18 school year will be able to implement the Gradual Release of Responsibility and components of the SIOP model.

NMA believes in life-long learners, utilizes on-going job embedded professional development and supports teacher knowledge sharing through collaboration.

The Gradual Release of Responsibility follows the model of: “I do”, “We do”, “You do it together”, and “You do it alone”

Figure 5: A Model for Success for All Students



Furthermore, the following literacy key components below are part of the Core Reading instructional focus:

1. Comprehension when reading and helping the reader comprehend when writing
 - Inference
 - Summarize
 - Predict
 - Clarify
 - Question
 - Visualize
 - Monitor
 - Synthesize
 - Evaluate
 - Connect
2. Analyzing words when reading and writing for a variety of purposes
 - Context clues
 - Word parts (prefix, suffix, root, base, cognates)
 - Resources
3. Using Text Structure when reading and writing for a variety of purposes
 - Informational Texts: Problem/Solution, Compare/Contrast, Sequence, Cause/Effect, Description
 - Narrative Texts: Story grammar (plot, setting, character), Dialogue, Literary devices
4. Using Text Features when reading and writing for a variety of purposes
 - Headings
 - Illustrations
 - Charts

- Graphs
- Bold words and italics
- Table of Contents
- Glossary
- Index
- Tables
- Margin notes

5. All NMA Teachers provide purposeful homework for individual student practice:

- Building Fluency
- Skill Practice
- Spiral Review
- Application
- Extension

Students are identified for Tier III Intervention Instruction based on results of the diagnostic assessments listed in Section II.5.

The Tier III Intervention Instruction is provided in limited time frames based on specifically diagnosed student needs. Interventions are provided by the classroom teacher in collaboration with the Academic Coaches, Title teachers, EL Teachers, Special Education Teachers. This instruction does not replace, but is provided in addition to core instruction. Student progress is monitored with assessments aligned specifically to the instructional focus.

NMA provides targeted student support based on their strengths and needs in meeting the grade-level benchmarks as measured by common grade-level assessments.

Figure 6: Tier Focus

Intervention	Provider	How Often	Purpose	Link to Core Instruction
Extended Day	All Teachers	Every Day	Tier II Targeted Support	Focused on student strengths and needs in meeting grade-level benchmarks
Small Group	Title, ELL, Grade Level and Sp Ed Teachers and EAs	Four to six hours per week	Tier II and III Targeted Support	Focused on student strengths and needs in meeting grade-level benchmarks
Tutoring	Regular Classroom Teachers used in an alternative setting for intervention.	Two to three hours per week	Tier III Targeted Support	Focused on student strengths and needs in meeting grade-level benchmarks

V. Professional Development on Scientifically-based Reading Instruction

1) How is the professional development aligned to best practice instruction, fully integrated across the curriculum, and job embedded?

Teachers participate in the NMA Teacher Development and Evaluation Plan framework of ongoing applied professional growth and instructionally focused accountability. In addition, as a Q-Comp

School, NMA supports multiple career paths and performance based compensation for all of the teaching staff.

Academic coaches are providing support in ongoing development of instructional best practices.

In addition, NMA provides common professional development based on researched best practices. This may be delivered by an outside provider, an Educational Leader, an Academic Coach or a licensed teacher depending the level of expertise exhibited.

The professional development builds teacher knowledge and skill with research-based strategies. Great Habits, Great Readers by Paul Bambrick-Santoyo, Teach Like a Champion and Teach Like a Champion 2.0 by Doug Lemov, Making Content Comprehensible, 99 Ideas and Activities for Teaching English Learners with the SIOP Model, and 99 MORE Ideas for Teaching English Learners by MaryEllen J. Vogt and Jana J. Echevarria, Driven By Data and Leverage Leadership by Paul Bambrick-Santoyo serve as primary resources for the text-based discussions facilitated to identify strategies to meet student learning needs.

The NMA TDE system is intentionally designed to serve two purposes: provide teachers with support to improve their performance and to measure growth in order to create professional conversations regarding next steps in teacher development.

The NMA TDE system of teacher development and evaluation is based on multiple indicators of performance that takes into account both teaching practices and teaching outcomes. Teachers are formally observed three times throughout the school year by trained and certified evaluators.

2) How is the curriculum and instruction vertically and horizontally aligned?

The Academic coaches, supported by the Educational Leaders, will guide the NMA teachers in mapping and reviewing the current maps for the grade level scope and sequence in Reading/Language Arts.

3) What are the curriculum resources?

- **The K-5 CORE** Reading program is REACH. NMA structures 120 minutes of balanced literacy instruction (listening, speaking, reading, writing) using the Fisher and Frey framework for the gradual release of responsibility embedded with the SIOP Model, as well as targeted modifications of Reader's and Writer's workshop.
- The REACH Reading materials integrate Science and Social Studies topics and are used as cross-curricular resources to specifically target the understanding and achievement in non-fiction text.
- **The 6-8 CORE** reading program is My Perspectives. NMA will structure a total of 90-120 minutes of English Language Arts (ELA).

VI. Student Support System for EL Learners

What is the training and support provided to ensure staff can meet the diverse needs of the students in cross-cultural settings?

- NMA employs ESL teachers who collaborate with the entire teaching staff on best practices to engage English learners in Speaking, Listening, Writing and Reading to ensure successful gradual

release of responsibility for learning in the classroom. Additionally, we provide inclusive training on Culturally Responsive Teaching.

VII. Communication System for Annual Reporting

1) How are the teachers, administrators, and school staff involved in regular data review?

- PLCs will be utilized regularly to accommodate grade level and learning level data.
- Academic Coaches will compile Fastbridge data and meet with teachers, educational leaders and support staff following the completion of each assessment cycle.
- Applicable reports will be provided to students, families, staff, teachers, administrators, board member sand authorizer representatives on a timely basis.

2) What is the process for including community and stakeholder communication and input into the Literacy Plan?

- The Leadership Team shares the Literacy Plan with the parents and provides an opportunity for the parents to share feedback.
- The Academic Team will provide a copy to the NMA Board of Directors with review and reporting no less than twice a year.
- The Literacy Plan is posted at the school’s website so that it is easily accessed by all stakeholders and interested parties.
- There is a working link at the school webpage to the Literacy Plan entitled “District 4143, New Millennium Academy Local Literacy Plan”.
- NMA conducts a staff and family survey each year.

Send questions and requests for more information to:

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Figure Resources

Figure 1: Fastbridge Data – New Millennium Academy SY2017-2018

Figure 2: http://rc.education.state.mn.us/#testResults/orgId--74143010000_test--allAccount_subject--R_year--trend_grade--all_categories--EL%7CFRP_p--1

Figure 3: http://rc.education.state.mn.us/#testResults/orgId--74143010000_test--allAccount_subject--R_year--trend_grade--all_categories--EL_p--1

Figure 4: http://rc.education.state.mn.us/#testResults/orgId--74143010000_test--allAccount_subject--R_year--trend_grade--all_categories--EL%7CFRP_p--1