

Northeast College Prep

Policy #593: Reading Well by Third Grade

Adopted: 7/29/14

Revision Date:

I. STATEMENT OF GOALS AND OBJECTIVES

Pursuant to MN Statute 122A.06, Northeast College Prep is committed to providing comprehensively, scientifically based reading instruction so that all students may succeed at reading.

Based on the findings of the National Reading Panel (2000), Northeast College Prep will provide a reading program that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction for its students.

Northeast College Prep is also committed to ongoing assessment and evaluation of our students' reading skills. Northeast College Prep will notify parents in a timely manner regarding their child's progress in reading.

Northeast College Prep students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate NWEA Measure of Academic Progress reading test. (Grade level norms will be updated as NWEA norms are updated.)

II. STATEMENT OF PROCESS TO ACCESS STUDENTS

Northeast College Prep will provide screening, diagnostic, and progress monitoring in order to assess the student achievement in reading.

Literacy Areas Assessed

Grades K-1 Map for Primary Grades

Phonemic Awareness

Phonics

Concepts of Print

Vocabulary and Word Structure

Comprehension

Writing

Grade 2-8 Map Reading Test

Word Recognition and Vocabulary

Comprehension: Informational Text

Comprehension: Narrative Text
Literature

Grade 2-8 MAP Language Test

Writing Types: Research

Elements of Composition

Grammar and Usage

Spelling/Punctuation/Capitalization

Assessment Instruments Used

Northeast College Prep will use NWEA MAP for Primary Years and MAP tests as its main reading assessments.

Classroom teachers will use the assessments provided in the school's scientifically-based guided reading curriculum, Pearson's *Reading Streets*.

Frequency of Assessments

The NWEA MAP for Primary Grades (Grades K and 1) and MAP (Grades 2-8) will be administered three times per year (fall, winter and spring.)

Reading Streets assessments will be administered on an on-going basis throughout the school year during each unit of study.

Administration of Assessments

Homeroom teachers will assess each student's reading progress using the tools mentioned above.

Use of Data

The use of data collected about student reading achievement will be used for the following purposes:

- by the administration to assess the overall efficacy of the school's reading program;
- by the administration and teachers to identify students who may need special interventions or services in order to be successful readers; and
- by classroom teachers in order to appropriately group students for guided reading and to provide individualized reading help as needed.

Determination of Proficiency

Students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate NWEA Measure of Academic Progress reading test.

Benchmark Assessments

The following SMART goals will be used to benchmark our reading program.

- Students who meet their growth target on the NWEA MAP test will increase by 5% each academic year.
- Students who are deemed proficient (as defined above in this policy) will increase by 5% each year.

III. PARENT NOTIFICATION AND INVOLVEMENT

Parent Communication

Results of the NWEA MAP testing will be mailed home to parents two times each year. In addition, each trimester report card will indicate whether a student is below, at, or above grade level in reading. Teachers will discuss with parents the results of NWEA testing at fall and spring conferences.

Parents of students who are identified for reading intervention programs will be notified by mail regarding the student's status. Parents may also discuss student progress at conferences with their child's intervention teacher.

Resources for Parents

Homeroom teachers in Grades K-3 will regularly provide information regarding strategies for parents to use at home to help their students become better reading and to foster a love of reading.

The school's website will identify reading sources that parents can use at home with their students.

IV. INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Northeast College Prep has chosen Pearson's *Reading Streets*, a reading curriculum that aligns to Minnesota's state reading standards.

Northeast College Prep will provide a multi-tiered system of support that includes interventions within the classroom, interventions for EL students, interventions for students who are behind grade level, and interventions for student who are identified with special education needs.

Intervention and Supports

The following interventions may be available for students who are not reading at or above grade level:

- Appropriate placement in a guided reading group during reading time;
- Individualized reading assignments as determined by the homeroom reading teacher;
- Small group ESL push-in instruction;
- Small group ESL pull-out instruction;
- Small group pull-out reading instruction;
- Special education services.

Intervention Providers, Frequency and Purpose

- Licensed teachers will provide all interventions.
- The duration and frequency of the intervention will depend on the needs of the individual students. Services may be provided within the classroom or outside of the classroom depending upon what best meets the needs of the student.
- Before or after school services may be provided depending upon individual student needs. If at all possible, interventions will be provided during the normal school day.

Use of Data to Match Student Need to Intervention Program

A combination of NWEA MAP assessment data, Pearson's *Reading Streets* assessments, local assessments, MCA data (if available), as well as teacher observations will be used to determine whether or not a student needs intervention services.

V. SCIENTIFICALLY BASED PROFESSIONAL DEVELOPMENT

Alignment and collaboration

Northeast College Prep will provide professional development that will allow our teachers to provide scientifically-based reading instruction. Northeast College Prep is committed to providing best-practice reading instruction for its students and best-practice professional development for its teachers.

All teachers at Northeast College Prep will be required to participate in annual reading professional development as well as Sheltered

Instruction Observation Protocol (SIOP) professional development on an on-going basis.

The curriculum coordinator will provide ongoing literacy coaching for all teachers at Northeast College Prep.

Use of Performance Data to Inform Professional Development Plan

On an annual basis, the administration will review all reading data to identify areas of improvement for reading instruction. Data will include student performance data as well as data regarding the efficacy of individual teachers of reading. Staff development activities will be determined based on demonstrated need from this data as well as the expressed needs of the teachers.

VI. CURRICULUM AND INSTRUCTION SYSTEM

Curriculum Resources

Curriculum resources and information regarding Northeast College Prep's reading program can be found on the Northeast College Prep website.

VII. STUDENT SUPPORT SYSTEM FOR EL LEARNERS

Training and support for EL students

Given the high percentage of EL students at Northeast College Prep, coaching and resources for teachers to be successful with EL students is a high priority. Ongoing SIOP training will be provided for all teachers throughout each school year.

Language Objectives

All teachers will identify language as well as content objectives for their lessons. Teachers will be given feedback on the quality of their language objectives.

VIII. COMMUNICATION SYSTEM FOR ANNUAL REPORTING

Northeast College Prep will publish a link to this reading plan on the school's webpage. The school's curriculum coordinator will be designated as the official contact for our reading program. Ongoing information about the reading plan will be updated as necessary.

Northeast College Prep will submit an annual report to the Commissioner of Education regarding the reading progress of its students as required by Minnesota Statute 120B.12.

The school will report annually through the school's newsletter or website the following information:

- Objectives of the reading assessment program
- Names of tests given at each grade level
- Progress of students in reading

Northeast College Prep will seek feedback through surveys (or other means) from stakeholders (staff and parents) in the school regarding the following:

- Accessibility of information regarding this program;
- Usefulness of documents;
- Support for parent implementing reading strategies;
- Effectiveness of support provided to implement the program.

VII. SCHOOL BOARD REVIEW

The Northeast College Prep school board will review this policy at least every three years or more frequently as needed to ensure the success of the policy.