



FIT ACADEMY

CHARTER SCHOOL

Local Comprehensive Literacy Plan (K-3)

2021-22

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 third grade. "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 web site."

I. Goals and Objectives:

At FIT Academy Charter School literacy has been, and continues to be, of paramount importance. We strive daily to improve the literacy levels of our students to better equip them for the future. It is our goal that all students will be reading at or above their current grade level and all students will read well by the end of third grade. Our current practice to meet the effectiveness of core literacy instruction for all students is differentiating instruction in the classroom based on the students' abilities.

To achieve this goal of "Read Well by Third Grade" we have developed the following plan of action:

- FIT Academy will strive to teach literacy throughout all content areas as outlined in the 2010 ELA State Standards
- FASTBRIDGE will be administered in the Fall, Winter, and Spring to all students in grades kindergarten through third grade.
- FASTBRIDGE achievement results will be posted annually on the Minnesota Department of Education website.
- Students who have not met proficiency at their grade level will be progressed monitored through FASTBRIDGE according to their individual need, at a minimum of once per month.
- Students not making adequate progress will be given specific interventions in the classroom based on their need. Pull-out instruction through Title I and Minnesota Reading Corps will be utilized for students who are in need of more intensive interventions.

In summary, all students will be given the FASTBRIDGE assessment and the results will be utilized to determine the amount and intensity of interventions needed to achieve grade level proficiency.

- Proficiency is determined at each grade level (by the end of each grade level) according to the FASTBRIDGE READING assessment benchmarks. Student identified as "High Risk will qualify for additional reading support.

II. Statement of Process to Assess Students:

FIT Academy Charter School uses a variety of data driven assessments to assess students' levels of reading proficiency. **Table 1** identifies the assessments, who gives them, and why, when and how they are administered. * Special education students receiving reading services may not be assessed or tests will be modified according to their IEPs.

Table 1: Process to Assess Students

Assessment Instruments	FASTBRIDGE (K-1)	FASTBRIDGE (2-11)	MCA (3-8, 10)
Screening	Early Reading	a-Reading	No
Diagnostic	Yes	Yes	Yes
Progress Monitoring	<ul style="list-style-type: none"> As diagnostically indicated 	<ul style="list-style-type: none"> Fall to Winter Winter to Spring Fall to Spring Fall to Fall 	<ul style="list-style-type: none"> Spring to Spring
Specific Literacy Areas Assessed	<ul style="list-style-type: none"> Letter naming Letter sounds Phonemic awareness Decoding Sight words 	<ul style="list-style-type: none"> Phonics Decoding Oral reading fluency Sight words 	<ul style="list-style-type: none"> Comprehension Reading strategies
When Administered	<ul style="list-style-type: none"> Fall Winter Spring 	<ul style="list-style-type: none"> Fall Winter Spring 	<ul style="list-style-type: none"> Spring
Why and How are the Assessments Used	<ul style="list-style-type: none"> Screening Diagnostic Progress Monitoring 	<ul style="list-style-type: none"> Screening Diagnostic Progress Monitoring 	<ul style="list-style-type: none"> Diagnostic Progress Monitoring To determine proficiency according to state standards
Who Administers the Assessment	<ul style="list-style-type: none"> Trained school staff 	<ul style="list-style-type: none"> Computer based test proctored by classroom teacher or trained school staff member 	<ul style="list-style-type: none"> Proctored by trained school staff
How is Proficiency Determined	<ul style="list-style-type: none"> Benchmark Scores 	<ul style="list-style-type: none"> National Norms 	<ul style="list-style-type: none"> State Determined Benchmark
When and How Results are Communicated to Parents	In written form: <ul style="list-style-type: none"> Fall Spring 	In written form: <ul style="list-style-type: none"> Fall Spring 	In written form: <ul style="list-style-type: none"> Summer

Parent Notification and Involvement

Family support at home is crucial to developing a proficient reader. FIT Academy Charter School equips parents with necessary skills and resources to assist their efforts at home. FIT Academy Charter School will report literacy assessment results to families as noted in **Table 1**. In addition, information will be provided to parents at the annual meeting and at parent teacher conferences.

Resources currently provided include:

- Supplemental literacy-related homework
- Open houses
- New Student Orientation/Round-up
- Fall parent nights
- Scholastic Book Fair
- Conferences
- Distribution of MCA and FASTBRIDGE reports

In the future, additional resources to be provided include:

- Family literacy sessions
- Open house literacy information

III. Intervention and Instructional Supports:

Core Instruction

Our instruction is aligned to the 2010 ELA Academic Standards and specifically addresses all benchmarks at each grade level.

Interventions and Supports

FIT ACADEMY uses a multi-tiered system of support in our Student Assistance Team, listed below is our step by step process for implementing interventions as needed to meet the needs of all learners. All students who are identified as emerging or below grade level will enter the intervention process through the Student Assistance Team. This process will follow recommended practices and may result in students receiving the following interventions:

- Classroom interventions
- Pull-out reading support with Reading Corps or Volunteers
- Pull-out reading support with reading intervention teacher
- Referral to Child Study for possible special education evaluation

Intervention Services beyond the School Day

Teachers utilize time before and after school to meet with students who are not making benchmarks on the FASTBRIDGE progress monitoring assessments. This is a program that we would like to make more concrete moving forward.

Review of Interventions

All interventions will be reviewed periodically for effectiveness. Classroom interventions will be reviewed by the SAT team while pull-out reading interventions will be reviewed for effectiveness by progress monitoring and comparing Fall-Winter-Spring scores on Fastbridge.

IV. Professional Development on Scientifically-Based Reading Instruction:

Student and teacher performance data will be utilized to identify areas of needed growth. These identified areas will be the focus of our professional development topics for the following school year. Professional development will occur for a minimum of three hours per month.

The following topics have been identified as areas of growth to be addressed:

On-going training to utilize to increase literacy and use the core curriculum to the fullest:

- Training on Core Knowledge Curriculum for grades K-3
- Training on literacy and Reading Strategies for grades K-5

Differentiated Instruction:

- Staff development opportunities afforded to all staff on implementing differentiated instruction in the classroom.
- Qualified staff members will coach teachers and instruct them on methods of differentiated instruction.

V. Curriculum and Instruction System:

FIT Academy Charter School utilizes the Core Knowledge Language Arts curriculum (grades K-3) for literacy.

VI. Student Support System for English Learners:

Initial school enrollment forms are screened for English Learners (EL) and the classroom teachers will be notified and offered techniques for increasing the oral language and linguistic needs of EL students. EL students as identified by the W-APT/ACCESS assessments will be provided additional support as needed. Teachers will receive a training seminar for tips and tools to identify EL students and strategies to meet the needs of these students in the classroom setting.

VII. Communication System for Annual Reporting:

This Comprehensive Literacy Plan will be reviewed annually by our leadership team, academic committee, and school board to ensure that all students will read well by third grade.

Questions, comments, and concerns regarding this Comprehensive Local Literacy Plan may be emailed to callaire@FITAcademymn.org. Any feedback concerning the accessibility of information, usefulness of documents, support provided for effective strategies at home, effectiveness of support provided to implement required elements of the plan are welcomed.



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