

**Midway Star Academy's**

**Literacy Plan**

**2023-2024**

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Midway Star Academy believes in a strong partnership with the student's home and the community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, and social and personal life, which impacts their academics and behavior. In the fall, parents are invited to curriculum night. Explanations of the literacy program are provided and tips on supporting reading skills at home are given. Information concerning literacy development is also provided during quarterly conferences. Quarterly parent classes will be offered that focus on educating parents on the learning their children are

doing, how to support them at home, how to navigate JMC, and how to check academic progress. Additionally, a parent resource booth will be set up at the annual carnival for parents seeking additional support on how to best help their child.	18
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The district reports data and school improvement to stakeholders through different means of communication. In August, the administration team meets to review and analyze MCA data. This data is compared to the performance of peers attending Saint Paul Public Schools. This data is then shared with staff during workshop week and is presented to the school board. The information is also shared with Midway Star Academy's authorizer and is submitted to the MN Department of Education and posted on the website.	19
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## Goals

This document provides stakeholders with a description of the Science, Engineering and Technology Academy (MSA) kindergarten through third-grade literacy plan in accordance with MN Statute 120B.12 which specifies that school districts must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three.

Our mission is to ensure that all students are able to transition from learning to read (K-2) to reading to learn (3-8). We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal, family, and community lives into the 21st century. With a vision of ensuring that every child will become college and career-ready, we need a system that supports our current EL needs. If our K-6 model mirrors the needs of our 7-8 students, between 80-95% of our students will qualify to receive EL services as indicated by their enrollment forms, home language survey, and assessment scores. In anticipation of these needs, MSA has four priorities that drive our professional development: equity, social-emotional learning, multi-tiered systems of support, and literacy.

Literacy instruction in pre-kindergarten through third grade is focused on the vision established by the 2017 Early Childhood Indicators of Progress (ECIPs) and 2020 Minnesota Academic Standards in English Language Arts. MSA's reading instruction incorporates using evidence-based instructional approaches, including Science of Reading Instruction, to ensure that all students become productive, inspired, and literate global citizens.

This document highlights the following:

- MSA PK-3 literacy goals for assessing and responding to student needs and ensuring reading proficiency by third grade.
- Our use of the NWEA, and Lexia assessment programs as part of our assessment, data-driven instruction, and a response to intervention approach to build literacy skills.
- We will utilize a teacher-coaching model that uses a research-based reading curriculum, provides weekly observations and support, and ongoing professional learning to help our teachers assess and respond to student needs.
- MSA PK-5 Literacy Framework for balanced literacy Instruction through MyView Literacy
- MSA 6-8 Literacy Framework for balanced Literacy Instruction through Wit & Wisdom
- Overview of MSA English learner programming and aligned professional development
- Current and future professional development plans

Improving the literacy achievement of all of our students is essential for the success of our community. It will require strong and collaborative leadership, rigorous and ongoing professional learning, and dedication to excellent teaching in every classroom; it will take a sustained focus on literacy development for students in pre-kindergarten through third grade; and it will take data-driven support for teachers and students. This document will outline and guide this work as we endeavor to ensure all SET students read well by third grade.

## Midway Star Academy's Literacy Goals

MSA's goal is to continue to improve our literacy instruction so that students are proficient in reading by the end of third grade, meeting or exceeding state standards as currently measured by the MCA-III. We believe proficiency includes the ability to read, understand and enjoy grade-level text.

Strategies in place to support our goals include:

- Provide quality core instruction
- Ensure use of inclusive practices
- Promote culturally and linguistically responsive practices
- Support student innovation and develop 21st century skills
- Ensure effective implementation and monitoring

## Purpose Statement

The MSA PK-8 Literacy Framework is a blueprint for the implementation of the Early Childhood Indicators of Progress (ECIPs) and Minnesota English Language Arts Standards. The framework is an integrated, comprehensive and standards-based approach to curriculum, instruction and assessment in all K-8 classrooms. The framework is guided by the research-based instructional practices, resources and assessments to support rigorous instruction and optimize learning for all students. Student learning

Midway Star Academy Literacy Framework - Read Well by Grade Three: 2023-24

goals are explicit and standards-based. These goals challenge students to become accomplished readers, writers and critical thinkers who can communicate and contribute to the world around them.

# Use of Data

## Comprehensive Needs Assessment (CNA)

Midway Star Academy has engaged with continuous improvement planning for years. The school always looks at a variety of student performance data to analyze what is working and what needs work. Available data for this needs assessment include the NWEA (MAP) screener.

Grade	Students Below Grade Level	Students At or Above Grade Level	Percent Proficient	Percent Meeting Expected Target Growth
K	19	17	47.2%	71%
1	35	7	18%	48%
2	34	12	26%	55%
3	30	23	43%	68%

0 students were identified as having characteristics associated with dyslexia.

This data analysis demonstrates that a majority of MSA students are struggling to achieve grade-level proficiency. To address this, MSA has designed a literacy plan that includes a newly adopted curriculum based on the Science of Reading. Staff is receiving additional training on best practices, utilizing data-driven instruction meetings to analyze data and create action plans to address the gaps, and implementing interventions that are focused on individualized needs.

## MSA Literacy Instruction

The PK-5 Literacy Framework has identified a science of reading approach using Savvas and Benchmark Advance curricula. These curricula emphasize phonics and stand-alone reading comprehension programs. These approaches will provide an integrated and comprehensive standards-based literacy program for all elementary students. A 60-minute language skills block is also incorporated with an additional 40-minute ‘what I need’ (WIN) time dedicated to literacy interventions.

## **What is MSA's Literacy Instruction?**

MSA provides a structure and support that will enable all students to acquire the knowledge, skills, habits and dispositions needed to meet or exceed standards in reading, writing, listening and speaking.

Our students in grades K – 3 will be assessed ongoing using the NWEA assessment programs to determine their reading proficiency. Reading proficiency will be ensured for all students in kindergarten through third grade by multiple measures of assessment, data driven instruction and a response to intervention approach to build literacy skills. Students not reading at grade level will receive support, intervention, and progress monitoring until proficiency is attained. Intervention will supplement not supplant reading instruction.

Moving students to independence on increasingly difficult tasks is supported through the use of explicit instruction that increases their content knowledge and habits of thinking about the content. Teachers will take into account the initial abilities of the learner, the instructional goals and the task complexity. All students receive grade-level core instruction. Teachers differentiate content, product, process, and environment to meet the needs of all learners and to allow all students to access core content.

Systematic and explicit instruction and gradual release of responsibility is used to support learners in learning new skills and strategies in both reading and writing. As the learner becomes more knowledgeable in the content and thinking around a new skill, the scaffold is gradually removed. The degree of scaffolding changes with the abilities of the learner, the goals of instruction and the complexities of the task. Scaffolding may be substantial at first on new or difficult tasks and then can be gradually removed.

## **How is literacy delivered in the classroom?**

MSA uses a structured literacy approach that is characterized by multiple specific principles: explicit, systematic, cumulative, diagnostic, and responsive instruction. MSA will integrate the science of reading into its instructional practices by utilizing the instructional ideas below:

- Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.
- Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter- sound relationships and spelling patterns.
- Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and [expression](#).
- Vocabulary - Knowing what words mean and how to say and use them correctly.
- Comprehension - The ability to understand what you

The MSA Literacy Framework has four key focus areas for rigorous literacy instruction including the what, how, why, who, and when.

Teachers should always know and understand:

- **WHAT** should be taught at each grade level based on MN ELA Standards?
- **HOW** the instruction will be delivered?
- **WHO** will receive the instruction?
- **WHY** this instruction for this group of students?
- **WHEN** and how often students will be assessed?

## MSA PK-8 Literacy Vision

MSA students will become productive, inspired, and literate global citizens through the development of effective reading, writing, speaking, listening, and viewing skills.

- MSA students are engaged, independent & critical readers, writers, and researchers.
- We believe in implementing explicit structures to support students and educators in building life-long literacy skills.

All MSA students receive daily foundational skills instruction to develop early literacy skills this includes;

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Common course materials include

- Savvas MyView Literacy
- MobyMax
- Lexia
- IXL

## Action Plan for Continuous Improvement

### Assessment Plan

#### **Reading Proficiency: Use of Student Assessment Data to Inform Instruction**

At MSA Academy, we continually review our curriculum and instruction and make improvements to ensure that all students gain the reading skills they need to be successful in reaching their greatest potential. The assessment process, which includes screening and accountability, diagnostic and progress monitoring, is vital to instructional decision-making in literacy. All students are screened to identify their literacy strengths across the five components. Diagnostic tools are used to determine individual instructional needs. Progress monitoring is used to track student growth in reading over time.

Teachers and administrators use student assessment data to customize instruction for each student. In the fall, winter and spring, teachers formally assess their students' reading using a combination of screening and accountability measures (indicated in the table below) to provide instruction that matches students' instructional needs. Assessments are administered by teachers. Families are provided screening reports during conferences that show grade-level benchmarks and how their child is doing in grade level proficiency.



## Screening, Accountability, Diagnostic and Progress Monitoring Reading Assessments by Reading Component

Screeners/Accountability	Test Administration	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Lexia (K-8)	Bi-weekly, F,W,S	X	X	X	X	X	
MCA-III (3-8)	S				X	X	
My View	Weekly, F,W,S	X	X	X	X	X	
Lexia	F	X	X	X	X	X	
WIDA (ELL K-8)	W				X	X	X
NWEA	F,S	X	X	X	X	X	
Diagnostic/Instructional	Test Administration	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
MobyMax	Bi-weekly	X	X	x	X	X	X
Progress Monitoring	Test Administration	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
MobyMax	Bi-Weekly	X	X	X	X	X	X
Running Records	As needed			X	X		

### Early Reading Measures

- Picture Naming (Oral Language)
- Rhyming (Phonological Awareness)
- Sound Identification (Alphabet Knowledge)
- 'Which One Doesn't Belong?' (Comprehension)
- Alliteration (Phonological Awareness)

## **Minnesota Comprehensive Assessment (MCA)**

The MCAs are the state tests that help school districts measure student progress toward Minnesota's academic standards and meet the requirements of Every Student Succeeds Act. The reading and mathematics tests are used to determine whether schools and school districts have made adequate yearly progress (AYP) toward all students being proficient. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science is given in grades 5 and 8.

## **Evidence-Based Interventions and Enrichment**

Results from the above assessments, as well as teacher observations, are used to identify students who need additional interventions or enrichment opportunities. Both interventions and enrichment are provided during daily What I Need (WIN) time. Data is used to meet students' needs in small group instruction and Title I and Response to Intervention (RtI) groupings. If a student is struggling, the student will be discussed with MSA's Student Success Team (SST), and interventions will be determined and implemented. If two planned and documented interventions have been implemented and progress is below the timeline, the student may be referred for a special education evaluation through MSA's Child Study Team process.

## **Multi-Tiered Reading Support: Core, Supplemental, Intervention, Advanced, and Special Education Instruction**

Multi-tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework that aims to support the academic, social, emotional, and behavioral development of all students. The framework relies on data-driven decision making to provide multiple levels of support to accelerate student achievement. Individual student data is used to inform differentiated core instruction in addition to monitoring the progress of all students. Data is also utilized to guide the selection and implementation of appropriate research-based interventions for students in need of supplementary support.

### **MTSS CORE COMPONENTS**

There are four core components of the MTSS Framework:

1. Infrastructure to Support Implementation
2. Team Process
3. Assessment Cycle
4. Multi-Tiered Instruction & Prevention

These core components are the pieces of the framework that each school must implement with fidelity in order for the system to impact student outcomes.



### **Infrastructure to Support Implementation**

Knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals.



### **Team Process**

Data protocols are used by a team of school staff to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).



### **Assessment Cycle**

Universal screening, diagnostics, and progress monitoring data are used to inform data-based decision making.



### **Multi-Tiered Instruction & Prevention**

A school-wide, multilevel system of instruction and interventions geared towards prevention. This includes Literacy, Mathematics and School Culture, Climate and Safety

## **Advanced Differentiation**

Midway Star Academy's vision is that all students recognize and develop their talents as a result of enrichment and appropriately challenging learning opportunities. We recognize that talent is developed through a process that begins with exposure to many areas of interest, building skills, and providing learning matched to the increased intellectual demand necessary for advanced achievement. Our K-8 talent development model is structured to nurture academic talent in all children through a continuum of services based on Donald Treffinger's Levels of Service Model.

### **Enrichment for ALL (Level 1 Service, MTSS Tier 1)**

All students have unique interests and learning preferences, and they benefit from exposure to possible new interest areas into, through, and beyond the core curriculum. In partnership with support staff, families, and the community, teachers modify, adapt, and extend the core curriculum in response to interests and learning preferences. All students in grades K-5 are provided instruction using the Savvas: myView Literacy curriculum and for 6-8, the Wit & Wisdom curriculum. They are progress monitored weekly. Interventions are provided as needed by the classroom teacher based on results from the progress monitoring and by the intervention team.

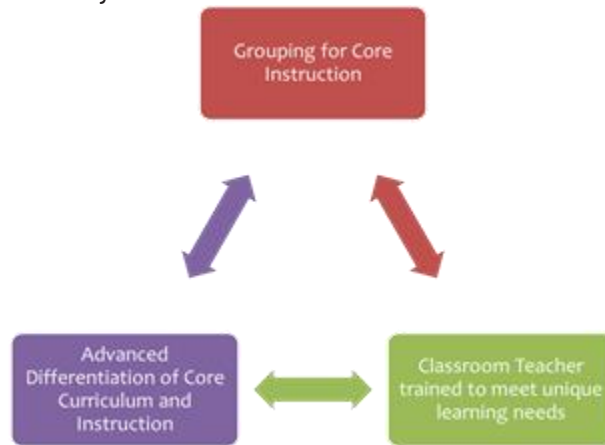
### **Taking interests to the next level (Level 2 Services, MTSS Tier 1)**

Students deepen their areas of interest through school-based enrichment opportunities. Students are encouraged to explore areas that provoke curiosity, thereby discovering unique strengths and talents.

## Advanced Learner Are Identified and Supported in Daily Instruction (Level 3 Services, MTSS Tier 2)

Every MSA school has a plan to provide identified advanced learners with:

- Opportunities to learn with like-ability peers through research-based grouping practices.
- A classroom teacher trained in advanced learner education who understands the unique needs of this population and how to meet those needs through effectively differentiated curriculum and instruction.
- Rigorous, challenging learning experiences through a core curriculum that have been differentiated by adding depth, complexity, novelty, and sometimes acceleration.
- Students identified as needing tier 2 support will work in small groups with an interventionist teacher. Using individualized plans, created through NWEA, students will work at their academic levels, receiving support and instruction in their identified areas of need. Students will be progress monitored on a weekly basis by the interventionist.



## Accelerated and Individualized Plans (Level 4 Services, MTSS Tier 3)

For some advanced learners, the services described above may not provide the intellectual demand or pace of learning that they need to make continued academic growth. These students' needs surpass the curricular enhancements and instructional pacing available in the grade level or subject area. Students identified as needing tier 3 support will receive the following interventions:

- Using data from NWEA, individualized plans will be created for each student that is focused on areas of need.
- Students will meet in small groups with an interventionist teacher on an ongoing basis. The number of minutes each student receives for interventions will be dependent on his/her individualized plan.
- Students will be progress monitored weekly and adjustments will be made based on the data.

## Special Education

MSA offers a wide range of special education programs and services. To receive special education services, a student must be evaluated and meet state criteria. Once qualified, an Individual Education Plan (IEP) is developed for the student. Programs and services are provided to students and their families from birth through age 21 or upon completion of a secondary education program. Special education is also available for students who live in Minneapolis and attend nonpublic schools.

Through collaboration between school staff and parents, a special education evaluation can be used to determine whether a child has a disability that should be addressed with special education services. A team consisting of a classroom teacher, special education teacher, parent/guardian, and a school psychologist would meet to create the evaluation plan and service plan if identified. Student growth is monitored and instructional services are adjusted based on progress monitoring to best ensure student success.

Parents of children with disabilities can reach out to advocacy groups to help them navigate the special education system. The advocate responds to questions, concerns, and complaints and helps parents understand their rights and responsibilities in the special education process. Advocate groups work directly with parents and collaboratively with the IEP team to develop comprehensive and inclusive plans to promote school success for children with disabilities.

## Supplemental, Intervention, and Advanced Instructional Materials for General Education

<b>Tier 2</b>	Population	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
NWEA Savvas	<b>K-3</b>	<b>P</b>	<b>PA</b>	<b>F</b>	<b>C</b>	<b>V</b>	
<b>Tier 3</b>	Population	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
NWEA Savvas	<b>K-3</b>	<b>P</b>	<b>PA</b>	<b>F</b>	<b>C</b>	<b>V</b>	<b>OL</b>

# MSA's K-8 Literacy Framework

145 minutes of daily literacy instruction

Savvas: MyView Literacy Curriculum(sample myView Scheduling Options [K-2](#) [3-5](#))

(Grades K-2, 35 minutes daily, 3-5 65 minutes daily)

Teacher Does <-----> We Do <-----> Students do collaboratively and independently		
<u>Opening</u> Explicit Teaching of Learning Target (5-15 minutes)	<u>Work Period</u> The practice of Learning Target (25-35 minutes)	<u>Closing</u> Revisit of Learning Target (5 -10 minutes)
<ul style="list-style-type: none"> <li>• Skill/Strategy Mini-lesson</li> <li>• Read Aloud</li> <li>• Shared/Interactive Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Reading and Conferring</li> <li>• Literature Circles</li> <li>• Writing About Reading</li> <li>• Guided Practice of skill/strategy</li> <li>• Project-based learning</li> <li>• Guided Reading</li> <li>• Partner Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Share out</li> <li>• Reinforcement of LT</li> </ul>
<b>Whole Group Strategic Reading</b> (30-40 minutes) <ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Initial teaching of skill/strategy</li> </ul>		<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Share out</li> <li>• Reinforcement of LT</li> </ul>

## Foundational Skills and Small Group Instruction:

(Grades K-2, 30 minutes daily)

<u>Grades K-2</u> Whole Group (20 min) Small Group (30 min)	
<ul style="list-style-type: none"> <li>• Foundational Skills/word work lessons (20 min whole group lesson)</li> <li>• Student practice centers (includes foundational skills centers and technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading groups</li> <li>• Strategy lesson groups</li> </ul>

\*K-2 is 60 minutes due to more explicit foundational skills instruction needed at this level

\*\*Both Reader's Workshop and Guided Reading/Small Group Instruction need to happen daily. Ideally, they would be in the same block, but they do not have to be.

## Writing Workshop

(Grade K-8 25-30 minutes daily) \*

Teacher Does <-----> We Do <-----> Students do collaboratively and independently		
<u>Opening</u> Explicit Teaching of Learning Target (5-15 minutes)	<u>Work Period</u> Practice of Learning Target (15-20 minutes)	<u>Closing</u> Revisit of Learning Target (3-5 minutes)
<ul style="list-style-type: none"> <li>• Shared/Interactive Writing</li> <li>• Modeled Writing</li> <li>• Skill/Strategy Mini-lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Independent Writing and Conferring</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Share out</li> <li>• Reinforcement of LT</li> </ul>

## Savvas: myView Literacy Curriculum

### Opening

(Explicit Teaching of Learning Target)

#### **Skill/Strategy Mini---Lesson (5---15 min.) Whole Class**

The teacher provides explicit instruction on text structure, reading skills, comprehension strategies, and ways to respond to different types of text. Students see models, including think-aloud, during read-aloud or interactive/shared reading). Skills or strategies are connected to a learning target.

#### **Reading Aloud (5-15 min.) Whole Class**

Teacher models reading strategies, fluency and phrasing with a text. Students have an opportunity to hear the teacher's thoughts about the text and engage in discussion to make meaning of the text. Reading is connected to LT.

#### **Shared & Interactive Reading (5-15 min.) Whole Class**

Students and teachers share the task of reading, supported by a safe environment in which the entire class reads text (with the assistance of the teacher), which might otherwise prove to be too difficult. Reading is connected to LT.

#### **Whole Group Strategic Reading (30-40 min.) Whole Class**

Teachers conduct a whole group reading lesson for a longer period of time, such as a close reading lesson or the initial teaching of skill or strategy. This may be used when students are beginning a difficult skill and need more scaffolding from the teacher before beginning independent work. Lessons are connected to LT.

### Work Period

(Practice of Learning Target)

#### **Independent Reading and Conferring (15---35 min.)**

Students practice strategies that they have learned in the read-aloud, shared reading, guided reading, and word study while reading and responding to text at their independent level. Teachers provide guidance with book choices, tailor teaching to meet individual needs, and confer with individuals to monitor progress.

#### **Literature Circles (15---30 min.) Small Groups**

Building on their experiences in guided reading, students (typically in grades 3---5) engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add to their understanding as they construct meaning with other readers.

#### **Writing About Reading (10-25 min.) Independent or Small Group**

Students respond to a text using a strategy or skill taught in the mini-lesson.

#### **Guided Practice of Skill/Strategy (10-15 min.) Independent or Small Group**

The teacher confers with students independently or in groups, if partner reading, to reteach skills or strategies learned in the mini-lesson or provide any additional scaffolding needed for students to be successful when working independently.

#### **Partner Reading (10---25 min.)**

Students read to one another and get immediate feedback on the pronunciation of words and the meaning of the text. Two brains work together to figure out confusing reading puzzles on the spot.

### Closing

#### **Reflection/Share---Out (5-10 min.) Whole Class**

The teacher often identifies students during their conferring for share out. Students come back together as a group to connect back to the learning target and share their learning from the work period.

## Writing Workshop - Writing Process and Craft



<b>Opening</b>  (Explicit Teaching of Learning Target)	<p><b>Modeled Writing (5--15 min.) Whole Class</b> Students hear the thinking that accompanies the process of writing, such as topic choice, planning the piece, looking for a better word, revising, and editing.</p> <p><b>Shared &amp; Interactive Writing (5--15 min.) Whole Class</b> In the <i>Shared Writing</i> process, students contribute ideas while the teacher scribes. <i>Interactive Writing</i> occurs when the teacher and children “share the pen” to write and create text.</p> <p><b>Skill/Strategy Mini-lesson (5-15 min.) Whole Class</b> The teacher provides explicit instruction on text types and purposes, the writing process, text structure, and organization. Students see models or think alouds, during the mini-lesson. The skill or strategy is connected to a learning target.</p>
<b>Work Period</b>  (Practice of Learning Target)	<p><b>Guided Writing (15--25 min.) Small Groups</b> Teachers work with groups of students or individual students on effective writing strategies that are determined to be important through observation of student behaviors and work.</p> <p><b>Independent Writing and Conferring (20--45 min.)</b> Students practice using the writing skills and strategies supported through modeled, shared, interactive and guided writing instruction. Teachers confer with individual students to advance their writing.</p>
<b>Closing</b>	<p><b>Reflection/Share---Out (5-10 min.) Whole Class</b> The teacher identifies students during their conferring for sharing or reflection. Students come back together as a group to connect back to the learning target and share their learning from the work period. Students also share their work in the author’s chair.</p>

## Foundational Skills and Small Group Instruction

### Foundational Skills (20 min.)

Foundational skills focus on word study, which includes concepts about print, phonics, phonemic awareness, high-frequency words, spelling, vocabulary, syllabication, and morphology. Students are supported in learning the meaning and patterns found within the language based on assessed needs.

### Guided Reading (10-20 min. based on reading level) Small Groups

With guidance, students read, think, and talk through an instructional-level text within a small group based on needs.

### Strategy Lesson Groups (10-20 min.) Small Groups

Teachers scaffold learning and choose text that will help students practice a strategy or skill based on their needs.

### Student Practice Centers (10-20 min.) Small Groups

Centers are organized and clear for students and are based on whole group instruction skills or strategies, or skills that students are not secure in. Students are aware of the process and routine. Students are engaged in their work and do not interrupt the guided reading in the room. A variety of practice centers can include: word work, foundational skills, independent reading, partner reading, comprehension organizers, reader’s response, digital media reading, vocabulary, writing about reading, etc.

## What I Need (WIN)

### Small Group Instruction (30 min.)

WIN time is a learner-centered approach where students benefit from differentiated instruction that occurs daily for 30 minutes. This may include reteaching, remediation, or extension of activities for literacy. During this time, classroom teachers meet with small groups, using data from NWEA to target instruction. Areas of focus will include foundational and comprehension skills which are determined based on the needs of the students.

Foundational Skills and Small Group Instruction  
Foundational Skills and Small Group Instruction

## MSA K-5 Literacy Curricular Resources

Literacy Area	Core Materials	Supplemental materials and teachers' resources
<b>Reading Comprehension and Fluency</b>	<b>K-5 MyView Literacy</b>  Leveled Classroom Collection  Guided Reading Books Savvas IXL Lexia MobyMax	Guiding Readers and Writers (Savvas)  Comprehending and Fluency K-12 (Savvas)  The Primary Literacy Standards (NCEE)  The Continuum of Literacy Learning
<b>Writing Process and Craft</b>	<b>K-5 MyView Literacy</b>	Savvas
<b>Language Skills</b> (Phonics, Phonemic Awareness, Spelling, Vocabulary, Structural Analysis)	<b>K-3 Savvas</b>  <b>4-5 MyView Literacy</b>	My View (K-5)  KPALS and PALS

## MSA 6-8 Literacy Curricular Resources

Literacy Area	Core Materials	Supplemental materials and teachers' resources
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<b>Reading Comprehension and Fluency</b>	<b>Wit &amp; Wisdom</b>  Leveled Classroom Collection  Guided Reading Books IXL Lexia MobyMax	Guiding Readers and Writers (Wit & Wisdom)  Comprehending and Fluency 6-8 (Wit & Wisdom)  The Primary Literacy Standards (NCEE)  The Continuum of Literacy Learning
<b>Writing Process and Craft</b>	<b>6-8 Wit &amp; Wisdom ELA</b>	Wit & Wisdom
<b>Language Skills</b> (Phonics, Phonemic Awareness, Spelling, Vocabulary, Structural Analysis)	<b>6-8 Wit &amp; Wisdom</b>  <b>6-8 IXL ELA</b>	Great Minds (6-8)  IXL Language Arts

## Communication Plan

### Parent and Community Engagement

Midway Star Academy believes in a strong partnership with the student's home and the community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, and social and personal life, which impacts their academics and behavior. In the fall, parents are invited to curriculum night. Explanations of the literacy program are provided and tips on supporting reading skills at home are given. Information concerning literacy development is also provided during quarterly conferences. Quarterly parent classes will be offered that focus on educating parents on the learning their children are doing, how to support them at home, how to navigate JMC, and how to check academic progress. Additionally, a parent resource booth will be set up at the annual carnival for parents seeking additional support on how to best help their child.

### Reporting to Parents/Guardians

Parents are notified of student progress towards standards through report cards, progress notes, and conferences, as well as at an annual IEP meeting for students receiving special education. Academic goals and actions are the focus of the teachers, parents/caregivers, and students at conferences and other caregiver/teacher communications. If students are reading below grade level, parents are given information about the type of supplemental or intervention instruction their child will receive to support accelerated learning. Parents/caregivers are also supported in working with their children. They are provided information about their child's reading level and how they can support their child with reading

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at home. Parents and caregivers also have access to the MSA website with additional information including community resources. Parents/caregivers are advised to have their students read for at least 20 minutes per day outside of school.

### **Tier 3 Communications**

If the student is identified as needing Tier 3 intervention support, we will notify the student's parents/caregivers in writing. This notification will include:

- A description of the specific intervention, including the anticipated length of service and how student progress will be monitored
- A summary of the specific services to be provided
- The reason the student has been identified for the service
- Strategies parents can use to assist their children

### **Reporting to Stakeholders**

The district reports data and school improvement to stakeholders through different means of communication. In August, the administration team meets to review and analyze MCA data. This data is compared to the performance of peers attending Saint Paul Public Schools. This data is then shared with staff during workshop week and is presented to the school board. The information is also shared with Midway Star Academy's authorizer and is submitted to the MN Department of Education and posted on the website.

# English Learner (EL) Programming K-8

The K-3 EL (English learner) program in MSA consists of a two-pronged comprehensive language development program for English learners that incorporates an ongoing and intensive focus in English language development to support the development of reading, writing, speaking and listening in English.

Midway Star Academy has adopted an updated framework for ELD, developed by experts and codified through the Council of Great City Schools in *Re-envisioning English Language Arts and English Language Development for English Language Learners (2017)*. The Council's updated framework differentiates between two distinct types of ELD, both critical to the success of English learners: Focused Language Study (FLS) and Discipline-Specific Academic Language Expansion (DALE).

## **Focused Language Study (FLS)**

EL students who have recently arrived and/or are at Level 1 or 2 are to receive specific instruction that best meets their language development goals. FLS provides appropriate access points to content so that all students – no matter their proficiency level – can meaningfully participate. Since students receiving FLS are still developing academic language, their instruction will utilize supplemental resources beyond what is provided through the elementary content curriculum. This mode of instruction can be distinct from what other students are doing in general education classrooms. When Focused Language Study is targeted, growth from lower proficiency levels is quick.

Focused Language Study for upper proficiency levels (high level 2's, 3's, and 4's) should be targeted to develop English Language Proficiency and aligned with core instruction. In these instances, students are given opportunities to engage in core content and develop their academic English simultaneously.

## **Discipline-Specific Academic Language Expansion (DALE)**

Coupled with FLS is DALE: the opportunities to engage in academic language development integrated within content learning. When students are given the appropriate language support in conjunction with learning core content, they are then engaged in learning and can demonstrate content mastery. Research shows that “when English Learning is connected to grade-level content learning, ELLs feel like a part of the learning community, have the opportunity to learn grade-level materials, and develop English—all at the same time” (WIDA Essential Actions, p. 26).

# **MSA Professional Development**

## **Mission Statement**

The mission of the Professional Development Department is to develop and support coherent professional learning that is aligned with the District strategic plan and key priorities and enhances educator effectiveness so that student learning and achievement consistently improve. Literacy-focused professional development at Midway Star Academy will include the following:

## **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 weekly.

## **Data Analysis Meetings**

At the data analysis meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning. Teachers and other instructional leaders will meet weekly to review data and to work collaboratively on next steps for student achievement.

## **Workshops**

Professional trainings are offered throughout the school year to staff that focus on areas of need. In October, teachers will receive training from Savvas that is focused on foundational and comprehension skills related to the Science of Reading. Teachers will also be observed by Savvas consultants and feedback provided regarding instructional practice.

