STONEBRIDGE
World School

Stonebridge World School Local Literacy Plan for K-6

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning and transfer that learning across all subject areas. Quality instruction should provide the basis for all students to read well by third grade and beyond. It is our goal to help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.   (MDE Website: Reading Well by Third Grade).

1. Statement of goals and objectives

The percentage of all students enrolled October 1 in grades 4-6 who are making medium/high to high growth (0 and above Z-score) on MCA Reading tests will remain at 55% each year.

The percentage of all students enrolled October 1 in grades K-6 meeting their projected RIT growth goal will remain at 55% each year.

2. Statement of Process to assess students' level of reading proficiency

Assessments Used

Stonebridge World School students in kindergarten through third grade complete several assessments that help staff identify and support students who need assistance to achieve grade-level proficiency.

	Initial Screening (Aug-Sept)	Winter Screening (Dec-Jan)	Spring Screening (Apr-May)
Kindergarten	• MAP Test • Kindergarten Inventory: letter recognition, rhyme, syllable, initial sounds, final sounds, onset and rime, phoneme segmentation	• MAP Test • K Inventory: letter recognition, rhyme, syllable, initial sounds, final sounds, onset and rime, phoneme segmentation	• MAP Test • K Inventory: letter recognition, rhyme, syllable, initial sounds, final sounds, onset and rime, phoneme segmentation

		• Pre-Primer and Primer Sight Words • Fountas and Pinnell (B)	• Pre-Primer and Primer Sight Words • Fountas and Pinnell (D)
1st grade	• MAP test • 1st grade Inventory: letter recognition, blending, segmenting, letter sounds • Pre-Primer, Primer, 1st grade Sight Words • Fountas and Pinnell (E)	• MAP test • 1st grade Inventory: letter recognition, blending, segmenting, letter sounds, CVCe, digraphs, blends • Pre-Primer, Primer, 1st grade Sight Words • Fountas and Pinnell (F)	• MAP test • 1st grade Inventory: letter recognition, blending, segmenting, letter sounds, CVCe, digraphs, blends • Pre-Primer, Primer, 1st grade Sight Words • Fountas and Pinnell (J)
2nd grade	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade Sight Words • Fountas and Pinnell (J) • Oral Fluency (53 wpm)	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade Sight Words • Fountas and Pinnell (K) • Oral Fluency (78 wpm)	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade Sight Words • Fountas and Pinnell (M) • Oral Fluency (94 wpm)
3rd grade	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade, 3rd grade Sight Words • Fountas and Pinnell (L) • Oral Fluency (79 wpm) •	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade, 3rd grade Sight Words • Fountas and Pinnell (M) • Oral Fluency (93 wpm) • OLPA • MCA Sampler	• MAP Test • Pre-Primer, Primer, 1st grade, 2nd grade, 3rd grade Sight Words • Fountas and Pinnell (O) • Oral Fluency (114 wpm) • MCA

Assessment analysis process

Teachers work together after the fall and winter MAP test to analyze the data and determine greatest needs. They use these results to identify and support students who need targeted assistance. Supports include small group instruction, remedial instruction and individual interventions.

Communication Plan and Timelines

Stonebridge report cards are sent to families three times a year to help them stay informed about their students' academic progress. Teachers also conduct conferences twice a year to showcase students' work and progress toward meeting academic goals.

3. Parent Notification and Involvement

Students and their families are welcomed to the school the 3rd week of school for Back to School Night. At this time, parents meet their child's teacher, and learn about the expectations for the school year, curriculum, assessments and ways to support their child at home. Parents are invited to the school throughout the school year for other events, focusing on Responsive Classroom, reading and math instruction, arts integration and global learning. All of these opportunities provide families with a chance to communicate with their child's teacher and to learn about the curriculum.

Conferences are another opportunity for parents to engage in their child's educational experience. They are held twice a year, with the 2nd conference being student-led. Parents use conferences to communicate students' progress toward grade-level standards. When necessary, teachers also send home materials that can be used to support students' progress at home.

Stonebridge uses standards-based report cards to communicate progress toward mastery. Each grade-level has identified the power standards for each academic area. Teachers assess students in these areas and report their progress on the report cards. Each family receives these report cards in the mail.

4. Interventions and Instructional Supports

Students who are identified as not reading at or above grade level are referred to our Student Assistance Team. Through this process, students are provided individualized interventions and/or instructional supports. For students who are not meeting grade level benchmarks, additional supports are provided outside their core instructional time. Stonebridge has a dedicated intervention time, Power 30, built into the daily schedule where students receive additional support. This Power 30 time is also when our Reading Specialists pull students for prescribed interventions, using the Leveled Literacy Intervention system. Students who are almost at grade level are identified and given interventions through the MN Reading Corps, which works with students in grades K-3.

5. Professional Development on Scientifically Based Reading Instruction

Cluster Meetings

Each week, all teachers meet together in grade-level teams (K-1, 2-3 and 4-6) in a professional meeting facilitated by our Master Teacher. These meetings cover our instructional rubric, data-driven instruction and best practice instructional strategies. These meetings include a review of student data, model from the Master Teacher on how to apply the new learning and development time for teachers to plan the lessons for their classes.

Professional Learning Communities

Grade level teams also meet with the Academic Director weekly to analyze classroom data. Teachers develop standards-based assessments, collect data and analyze the results to determine next steps.

Instructional coaching, planning and evaluation

The Executive Director, Academic Director and Master Teacher meet with teachers to provide individualized coaching and assistance in planning reading instruction. These sessions involve planning between the Academic Director and Master Teacher, a pre-conference with the teacher, an observation and another conference following the observation. This model helps teachers improve their instruction and focus their planning on data-driven strategies. All teachers are evaluated four times a year through the Teacher Advancement Program (TAP) Rubric.

6. Instructional System

At Stonebridge, we are determined to increase student achievement in all areas. Each grade uses a standards-based curriculum map to deliver instruction in a systematic, structured way in order to ensure all students have an opportunity to master standards. Teachers use curriculum materials as resources to provide engaging, hands-on lessons.

In order to determine the appropriate level of support needed for struggling students, teachers look at student data weekly in their Cluster meetings and PLCs. Then, the teachers work with the Academic Director and Master teacher to develop a plan to help students meet

goals and increase achievement. These meetings help inform future professional development opportunities.

7. Student Support System for EL Learners

Students will receive services based on their WIDA level.

ELL Level	Services
Entering (Composite Score 1)	• Daily classes of intensive English instruction, totaling at least 30 minutes a day, with the goal being two 30 minute sessions, totaling 1 hour per school day. • Students also receive native language support • ELL teachers and classroom teachers collaborate to best address levels of understanding
Beginning (Composite Score 2)	• Pullout classes for a minimum of 30 minutes 3 or more times a week. • Classes consist of leveled groups where students have opportunity to practice their language with teacher and each other • Focused on explicitly teaching the structural elements of English language to support the classroom instruction • ELL teachers and classroom teachers collaborate once a month to reinforce pullout of push-in class
Developing (Composite Score 3)	• Developing ELLs receive weak-domain-focused English instruction in form of pullout or push-in classes for a minimum of 30 minutes 3 or more times a week. • Students practice their language with teacher and each other • ELL teachers and classroom teachers collaborate to best address levels of understanding
Expanding (Composite Score 4)	• Expanding ELLs receive weak-domain-focused English instruction in form of pullout of push-in classes for a minimum of 30 minutes 2 or more times a week. • Instruction focuses on language domains where most of the group is the weakest • ELL teachers and classroom teachers collaborate once a month to ensure classroom concepts are reinforced in ELL
Bridging (Composite Score 5)	• These students are qualified to start the exit process.

Staff at Stonebridge receive ongoing professional development in order to effectively recognize students' diverse needs in cross-cultural settings and to serve the oral language and linguistic needs of EL students. These trainings include development in Racially and Culturally Responsive Teaching, Strategies to support ELL students.