Cyber Village Academy (CVA)

Literacy Plan for Read Well by Third Grade

Introduction and Objective

According to MN Statute 120B.12, a school district must have a plan to ensure that every child is reading at or above grade level no later than the end of grade 3. Cyber Village Academy is a K-12 public school and has implemented this literacy plan for students in grades K-3. Teachers adhere to the model cycle of continual assessment, data-based instructional planning, and standards-based instruction to ensure student success. Teachers are continually provided with professional development on scientifically-based reading instruction. Through this continual process, those young students reading below grade level are targeted for additional support to accelerate achievement so they can achieve the objective of grade level reading by the end of third grade. The school has adopted the following procedures, interventions and supports to align with the Read Well by Third Grade program.

Assessment

Upon entering Cyber Village Academy, all students are assessed to determine proficiency levels through multiple means of assessment. Cyber Village Academy also requests literacy data from previous schools to assist in successful and smooth transitions for students who have been receiving extra support.

NWEA MAP/MPG – This assessment measures the following areas of reading: comprehension-informational, comprehension-narrative, literature, and word recognition, analysis and vocabulary. Students obtain a RIT score based on their results.

Lexia - Lexia provides explicit, systematic, personalized learning on foundational reading skills for students of all abilities, and delivers norm-referenced performance data and analysis. This research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.

MyON - myON provides actionable data on the number and type of books opened and read; the time a student has spent reading; a student's completion of book quizzes; the results of regular Lexile benchmark assessments; and a report that forecasts long-term reading growth.

Through these initial screening assessments, CVA staff is then able to target students who are below grade level reading proficiency to probe further into areas of specific need. Additional information on a student's status, as well as subsequent progress monitoring based on the outcomes of initial assessments, comes from Dibels, Comprehension Plus, and the Sonday System.

Results of these measures are communicated to the staff during Problem Solving meetings held monthly. A systematic procedure to address the student's needs is outlined during this meeting. Implementation teams include the classroom language arts teacher and the Title I teacher, who then meet to design a

plan with more specificity based on schedules, a student's time on campus, and groupings of other students with similar needs. Particular resources are identified to assist in closing the gap.

Subsequent Problem Solving meetings include updates on progress monitoring data, effective practices, and achievement in reading as it pertains to success in other content areas. The entire staff is involved in these meetings as it is the CVA philosophy that all teachers have shared responsibility for every child's achievement. Modifications in programming for the student are data-driven and may result based on the findings from progress monitoring efforts and other anecdotal records reported by teachers.

Communication

Results of the initial MAP/MPG assessments are provided in a timely manner to families and students. Initial results are emailed to parents and guardians promptly. Deeper communication happens through parent/teacher and student/teacher conferences in which individual goals are established. Parents are provided information on the MAP/MPG assessment, their student's target level, and what supports are available from the school. Parents are also provided helpful strategies and resources to assist their child at home in becoming proficient through the NWEA Learning Continuum and Student Profiles and online assistance and information such as Reading Rockets. Parents will be regularly informed of student progress via email communication, phone calls and/or face-to-face parent meetings based on the short-term goals that are established for the student.

Individualized Learning Plans are created by the teacher and the student using testing data, classroom learning achievement and observations. Teachers work with students to develop short and long term goals and frequently revisit the document to ascertain their levels of accomplishment, to identify different strategies for success, or to refine or modify the goals. Individualized Learning Plans are available securely online for students and parents to access at any time.

Interventions and Instructional Supports

The following paragraphs outline the programs Cyber Village Academy may use. Decisions regarding which system to apply are made by the implementation team based on the identified area of need.

Lexia: Designed as an essential component of every reading curriculum, Lexia Reading provides individualized learning and norm-referenced performance data without interrupting the flow of instruction to administer a test. This scalable, research-validated, technology-based system predicts students' year-end performance and provides teachers with data-driven action plans to help differentiate instruction.

Dibels: The DIBELS measures assess the 5 Big Ideas in early literacy identified by the National Reading Panel: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.

Sonday System 1: The system is an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term

memory. The concepts and elements taught in Sonday System 1 are phonological awareness, phonemic awareness, consonant and vowel sounds, vowel pairs, consonant blends and digraphs, R controlled vowels, vowel consonant-e, compound words, non-phonetic words, spelling, rules for English language, reading/writing fluency, vocabulary and comprehension.

Sonday System 2: The Sonday System 2 is an Orton-Gillingham based, multisensory language instruction program. Its structured phonics instruction focuses on syllable division, prefixes, suffixes, roots and the rules that govern them, fluency, vocabulary and comprehension.

Comprehension Plus: This program provides explicit instruction and practice of the comprehension skills students need to understand written text. Students study skills, vocabulary, phonics/word study, and writing connections.

Other instructional supports may include, but are not limited to, small group work in the regular classroom, individual work in the Resource Room, and online resources to work on at home and/or school.

Professional Development

Professional Learning Communities are well-established at Cyber Village Academy. Through this community of educators, professional development takes place on a weekly basis. Training in differentiation and instructional strategies, for example, equip teachers to meet the literacy needs in their subject area. Coaching is done formally three times a year, and reflections on teaching strategies and effectiveness occur regularly throughout the year in both structured and unstructured ways.

NWEA's Learning Continuum and Student Profile resources support instructional planning and help define flexible groups for instruction, personalize instruction, link test results to skills and concepts aligned with state standards and facilitate student learning plans. These resources are key in developing Individualized Learning Plans as they specifically outline past, present, and future reading objectives to assist in goal planning. Teachers use these resources to assist in personalizing instruction and maintaining a strong growth trajectory for every student.

Culturally Responsive Instruction

English learners at Cyber Village Academy will be initially identified through the use of a home language survey. The home language survey will be given to all students enrolling in Cyber Village Academy for the first time, regardless of perceived native language. After a student is identified through the use of a home language survey, a student's English proficiency level and plan for English instruction is determined by combining developmentally appropriate language assessments such as Lexia and Dibels, as well as input from parents and teachers.

Cyber Village Academy uses the WIDA ACCESS 2.0 Summative Assessment to measure English language proficiency of students who have been identified as English Language Learners. This assessment is used to qualify student for additional reading supports and annually to monitor students' progress in building their academic English. The WIDA ACCESS 2.0 Assessment is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Depending on individual need, students in the English learner program may receive one or any combination of pull-out EL instruction, in which the EL teacher works with the student outside the mainstream classroom, push-in EL instruction, in which the EL teachers works with the student in the mainstream classroom, and/or online instruction and support services. At Cyber Village Academy the goal is to serve students as much as possible in the mainstream classroom; however, based on proficiency level and individual needs, some students may be better served with a portion of their school day spent receiving pull-out services with an EL teacher. All EL instruction will be aligned to grade level curriculum.

Dyslexia and Convergence Insufficiency Disorder

Dyslexia: Initial screening is conducted using Lexia, NWEA MAP assessments. Through these initial screening assessments, CVA staff is then able to target students who are below grade level reading proficiency to probe further into areas of specific need. Additional information on a student's status, as well as subsequent progress monitoring based on the outcomes of initial assessments, comes from diagnostic assessments such as DIBELS, Comprehension Plus, and the Sonday System. Identified students are targeted for intervention and brought through the Problem Solving process. The Problem Solving team monitors and assesses the student to rule out other contributing factors such as a specific learning disability in reading.

Convergence Insufficiency Disorder: Screening is conducted by classroom teachers through observation and dialog with students. Teachers look for students who appear to struggle with seeing written items, squint to see written items, hold papers closer or further away from their eyes than typical, or complain of headaches or eye strain. Identification of a student with vision deficits lead to conversations between school staff and the parent/guardian and a recommendation to be evaluated by the family doctor.

Resources

"ACCESS for ELLs 2.0 Summative Assessment." WIDA: ACCESS for ELLs 2.0. University of Wisconsin, n.d. Web. 20 Apr. 2017. <https://www.wida.us/assessment/ACCESS20.aspx>.

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