

**Surad Academy  
Local Literacy Plan  
2023-2024**

**Purpose Statement**

“Consistent with this section, 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 grade 3, including English learners. The plan must be consistent with section 122A.06, subdivision 4, and include the following:

1. a process to assess students' level of reading proficiency and data to support the effectiveness of an assessment used to screen and identify a student's level of reading proficiency;
2. a process to notify and involve parents;
3. a description of how schools in the district will determine the proper reading intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention; and
5. identification of staff development needs, including a program to meet those needs.”

-- Minnesota State Statute 120B.12

**Use of Data**

**Comprehensive Needs Assessment**

The Surad Academy Academic Committee will serve as a group of administrators, teachers, and RTI staff who review literacy data on an annual basis and complete a comprehensive needs assessment following the collection of spring literacy data.

This group will perform the following tasks:

1. Review student literacy proficiency data
2. Identify literacy achievement gaps
3. Disaggregate student data to ensure all students are making adequate progress, regardless of their racial, ethnic, FRL, EL, or SPED identify/status.

Upon completion of the needs assessment, the Academic Committee will make recommendations for how to address identified achievement gaps, weaknesses in the curriculum menu, or other modifications or additions to the literacy program. These issues may

be addressed during the subsequent school year through either classroom modifications, curriculum additions, or RTI services.

College and career readiness targets do not apply to Surad Academy as we do not currently enroll high school students.

### **Assessment Plan**

The following assessment plan outlines the required assessments for each grade and intervention level. Individual teachers and programs may administer additional assessments and progress monitoring based on their individual classroom and student needs. The purpose of the required district assessments is to identify whether students are reading at grade level, gather information on students' areas of strengths and weaknesses related to literacy, and identify students who may have characteristics of dyslexia.

During the 2023-2024 school year, the NWEA Measures of Academic Progress (MAP) Assessment will be administered for all students in grades K-5. MAP is a computer-based, adaptive assessment that adapts to each student's progress during the test. This assessment provides information about whether students' literacy achievement and growth are below, at, or above grade level norms for students in the United States. It also provides teachers with information regarding areas of strengths and areas to focus instruction for student improvement, including the areas of Literature, Informational Text, and Vocabulary Acquisition and Use. These areas are further broken down for each student in the Student Profile Report for teachers to identify specific skills to be reinforced or introduced in each area.

The MAP assessment is what Surad Academy will use to monitor student achievement and growth from Fall to Spring assessment periods. This information is required for reporting to Surad's school authorizer to ensure that students are making adequate progress in literacy. The MAP assessment also meets the requirements for the Minnesota Department of Education's (MDE) required Read Well by 3rd Grade report.

Surad Academy will also use universal screening for characteristics of dyslexia, another requirement of the Read Well by 3rd Grade report to MDE. Surad Academy will use the NWEA Reading Fluency Assessment for all students in grades K-3 beginning in 2023. Surad Academy will continue to explore the need for universal screening beyond 3rd grade to ensure that all students with characteristics of dyslexia are identified and receive appropriate evaluation and services.

In addition to universal screening and assessment tools, students who are identified as needing additional screening for diagnostic purposes, or who are receiving intervention services with RTI staff have additional progress monitoring and assessment requirements.

The table below summarizes the universal screening assessments, as well as diagnostic and monitoring tools utilized by our RTI department.

Table 1.

Grade	Universal Screening	Diagnostic & Monitoring Tools
K	-NWEA MAP Growth K-2 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring -Reading Horizons -Reading A-Z -Lexia
1	-NWEA MAP Growth K-2 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring -Reading Horizons -Reading A-Z -Lexia
2	-NWEA MAP Growth K-2 OR NWEA MAP Growth 2-5 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring -Reading Horizons -Reading A-Z -Lexia
3	-NWEA MAP Growth 2-5 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring (as needed) -Reading Horizons -Reading A-Z -Lexia
4	-NWEA MAP Growth 2-5 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring (as needed) -Reading Horizons (where indicated) -Reading A-Z -Lexia
5	-NWEA MAP Growth 2-5 (Fall and Spring) -NWEA MAP Reading Fluency (Fall)	-MAP Reading Fluency Progress Monitoring (as needed) -Reading Horizons (where indicated) -Reading A-Z -Lexia

In accordance with the Read Well by 3rd Grade requirement (Minn. Stat. § 120B.11), Surad Academy provides opportunities to screen students for convergence insufficiency disorder.

Convergence insufficiency disorder causes vision problems for students when reading or doing other close-up work, which can result in slower reading skills. The screening is performed by a trained nurse, but the actual disorder must be diagnosed by an ophthalmologist or optometrist. At Surad Academy, vision screenings are performed by our contracted school nursing company when a teacher expresses a concern that a student may have a vision problem. All students going through evaluations for special education services or students with an IEP are also given vision screenings. If the screening results in a concern about a student's vision, that information is communicated to the family to take the student to an ophthalmologist or optometrist for further evaluation.

## **Action Plan for Continuous Improvement**

### **Teams & Meetings**

The Surad Academic Board Committee serves as the group that monitors student achievement and progress during the school year. The group members consist of Surad Academy administrators, teachers, and RTI staff. We will focus our efforts to recruit community members as parents to serve on the committee to provide additional insights.

Once a year, following the spring administration of literacy assessments, this group will meet to review literacy data. The purpose of this meeting is to identify the school strengths and areas in need of improvement. The committee will then make recommendations on how to address those areas in need of improvement through instructional strategies, curriculum changes or additions, and monitoring/assessment practices.

Once a year, the full school board will hold an annual meeting to report on student progress and achievement, assessment outcomes, practices and plans for improvement, and students' access to effective and experienced teachers. This meeting is in accordance with the World's Best Workforce legislation (Minn. Stat. § 120B.11).

### **Strategic Planning**

Surad Academy is actively in the process of creating a new strategic plan to be written and finalized during the 2023-2024 school year. The strategic plan will address how the school will support and improve teaching and learning for the next few academic years and will be aligned with the requirements of World's Best Workforce legislation (Minn. Stat. § 120B.11). The literacy plan will be updated with strategic and action planning information once the new strategic plan is complete.

### **Action Planning**

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### **Evidence-Based Interventions**

The primary evidence-based intervention RTI staff use at Surad Academy is Lexia Lessons. Lexia Lessons are targeted, individualized lessons based on data from student performance on the LTRS-based, evidence-based foundational skills program Lexia Core5 or Lexia PowerUp. This intervention includes many evidence-based practices to help a student succeed in reading. Within the lesson, there is instruction on researched-based skills such as phonemic awareness, fluency, comprehension and writing, all of which are critical in literacy development. The other primary intervention used at Surad Academy is Reading Horizons. Reading Horizons functions both as a Tier 1 and Tier 2 foundational skills program, targeting explicit and systematic phonics with ongoing progress monitoring and diagnostic tools. The focus of Reading Horizons is phonemic awareness and phonics. The decoding system used in Reading Horizons helps students break apart unfamiliar words and identify the different parts of a word. We occasionally use decodable books from Reading A-Z to help a student develop and practice a specific phonic skill (example-blends, r-controlled vowels, long vowel patterns).

Reading A-Z is a third research-based intervention we use in RTI. There are lessons for the decodable books that provide instruction on other literacy skills such as fluency, comprehension and writing. More information about Reading A-Z can be found [HERE](#). In order to ensure Surad Academy supports the unique needs of each individual student, the RTI department in consultation with the Academic department and classroom teachers will sometimes use resources from other evidence-based interventions as described above.

### **Parent & Community Engagement**

World's Best Workforce requires each school board to establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The school board Academic committee serves as the district advisory committee for WBWF and regularly reviews assessment data and plans, curriculum, grading systems, as well as English language, special education, and response-to-intervention programming. The committee is primarily composed of Surad Academy staff, but is actively pursuing the recruitment of additional parent and community members to provide a more diverse set of opinions and expertise.

### **Communication Plan**

#### **Reporting to Stakeholders**

Surad Academy will publish finalized World's Best Workforce, Read Well by 3rd Grade, and annual reports to the school website. The school will also host an annual public stakeholder meeting to review the previous academic year's data and upcoming curriculum, data, and assessment plans to address any areas of concerns. This information is also shared with staff during a professional development session.

Families of students in grades 3-8, and families of students identified as English language learners are also provided with annual information regarding their student(s) achievement level on the ACCESS and MCA statewide assessments.

### **Professional Development**

During the 2023-2024 school year staff will participate in professional development on the Science of Reading and teaching phonics using the Reading Horizons curriculum. The professional development will be led by an outside consultant. Additional guidance and coaching will be provided throughout the year by mentor teachers. Ongoing coaching support for teachers will be provided by Surad Academy's Academic Director during formal and informal observations. Monitoring of fidelity and the effectiveness of ELA instruction will be completed by the Surad Academy Academic Committee during monthly committee meetings.