Local Literacy Plan
2023-24 SCHOOL YEAR

LITERACY ASSESSMENTS

mCLASS Dibels

Purpose: The mCLASS Dibels assessment is used for Tier 1, Tier 2 and Tier 3 level interventions. It provides a detailed view of students' foundational literacy progress at 3 windows during the year.

Administration Timeline: The mCLASS Dibels assessment is administered in the fall (benchmark administration) and then again during 2 different assessment windows (winter and spring) throughout the year. This final administration is what is used to determine EOY student foundational literacy achievement.

Student Performance Targets: Students will score in the "At Benchmark" or "Above Benchmark" categories as determined by the mCLASS Dibels assessment.

NWEA MAP Growth – Reading

Purpose: The NWEA MAP assessment is a norm-referenced assessment that provides information on how a student is performing relative to their peers. The percentile rankings provided by NWEA allow teachers to understand how students are performing broadly and can be used to track student growth over time. Unlike STEP, the NWEA MAP assessment does not provide information on specific skill gaps that we will address through targeted instruction.

Administration Timeline: The NWEA MAP assessment is given to all students in the fall, winter, and spring.

Student Performance Targets: We assess both overall performance by percentile rank and student growth from fall to spring. Our desired growth target is 100% of students meeting typical growth targets and 50% of students meeting a tiered growth target which is a multiplication of their expected typical growth. For overall performance, we hope to see a 10% increase in the % of students performing in the top two quartiles.

LITERACY INSTRUCTION

CKLA Skills Curriculum

Vision: Students are receiving explicit instruction in letter identification and formation, letter sounds, blends, digraphs, word families, and a variety of decoding strategies. The CKLA Skills curriculum also provides opportunities for students to practice their decoding skills using decodable readers.

Ratio: CKLA Skills lessons are interactive. They incorporate call and response prompts and opportunities for students to engage in whole body learning. There are also opportunities for students to engage in written practice in each lesson. CKLA Skills lessons provide consistent and repeated instruction that allows students to develop decoding and encoding skills. Teachers guide and correct throughout the lesson.

Teaching Model: 60 minutes of daily whole group grade-level practice, with small group follow-up and remediation

Key Criteria for Success:

o   Ensuring that students fully participate in all components of the daily lesson.
o   Teachers implement CKLA Skills lessons with fidelity. This includes allocating 60 minutes per day for each lesson, as well as 20-30 minutes for intervention.
o   Students participate in a curriculum assessment at the end of each unit, and classes engage in remediation and re-teach lessons as appropriate.

Close Reading (Wheatley)

Vision: Students are exposed to fiction literature and nonfiction content based in social studies and science through texts organized by theme. Students get hands-on experience with books, and will learn to participate in discussions about books by answering text dependent questions and practicing habits of discussion after multiple reads of a text or passage (close reading).

Co-Teaching Model: One teach/One assist, Alternate Teaching, Parallel Teaching, Team Teaching

Key Criteria for Success:

o   There is a system for distributing and collecting books.
o   Students are taught how to treat books and basic print awareness
o   There is a routine to transition from the reading to writing portion of this block.
o   Teachers push to hold students accountable for using habits of discussion (answering in complete sentences, adding on to one another's responses, etc.…)
o   Teacher push students to explain their thinking with evidence from the text
o   Teachers should be coaching students individually during the writing portion of this block by holding mini conferences and keeping notes on student's next steps

SCREENING EFFORTS

Dyslexia

KIPP Minnesota will use mCLASS Dibels to support screening and identifying students with dyslexia.

Convergence Insufficiency

KIPP Minnesota will provide professional development to staff members on the symptoms of convergence insufficiency. If staff members notice symptoms with a student, they will work with our student health team to refer the student to an eye care professional for an eye exam.