



## **Minnesota Excellence Learning Academy Literacy Plan**

The mission of the Minnesota Excellence in Learning Academy is to serve children and families in urban communities by providing a high-quality learning environment that accelerates achievement, performance, and college-preparedness through careful analysis of scholar needs and effective use of data to personalize and monitor scholar learning. Innovation combined with research-based, trauma-informed, culturally relevant best practices coupled with strong support for teachers, will ensure that every scholar at MELA will be reading by the end of third grade. Students will continue to meet or exceed grade-level standards past third grade, ensuring readiness for accelerated work in a high-performing middle school, high school, and colleges of their choice.

### **Statement of Goals**

Minnesota Excellence in Learning Academy's Literacy Plan is closely aligned with the school's mission. We use data from our assessments to provide professional development for staff that informs instruction and intervention to ensure that all scholars meet or exceed grade-level proficiency in reading by the end of third grade.

The history of growth and achievement is as follows:

- In MELA's start-up year, approximately 32% of scholars in grades K-2 met or exceeded proficiency targets on the NWEA MPG Reading Assessment.
- In the school's second year, the school added third grade, and the number of scholars meeting or exceeding proficiency targets increased to approximately 39%.
- In the third year of MELA, the number of scholars meeting, or exceeding proficiency targets increased to approximately 43%.
- During the 2018-2019 school year (Year 4), approximately 45% of scholars met or exceeded their NWEA MAP scores.
- Due to COVID-19 in the 2019-2020 school year, we were unable to do a year-end assessment of NWEA MAP scores. Utilizing the Winter Benchmark, 58% of students in Grades K-3 met or exceeded proficiency targets on the NWEA MAP Reading Assessment.

During 2020-2021 we attempted to continue the use of NWEA MAP assessments. Because students completed these assessments between home and school, we found both incomplete data and discrepancies in the data. However, we did have assessments that used control measurements for assessments. Those exams were

ESGI and Running Records/DRA. The following chart indicates the % of students at grade level during the beginning of the year, mid-year, and end of year assessments during the 20-21 School Year.

<u>Grade</u>	<u>Test Utilized</u>	<u>Beg Year</u>	<u>Mid-Year</u>	<u>End of Year</u>
PreK	ESGI	12%	51%	85% 60%**
K	DRA	78%	90%	76%
1	DRA	28%	36%	39%
2	DRA	57%	67%	71%
3	DRA	30%	41%	32%
4	DRA	27%	38%	45%
5	DRA	44%	60%	65%
6	DRA	39%	19%	33%

\*\*Developmental Guidelines indicate that students who know 15 or more letters in PreK are proficient. 85% of MELA PreK students met this benchmark. School-specific expectations ask PreK students to know 20 or more letters to be proficient. 60% of MELA students made this benchmark.

During the 2021-2022 school year, we were surprised by how much COVID-19 impacted our students' growth and achievement. We started the first trimester very strong, but our school community (both teachers and students) was hit with COVID-19 during the second and third trimesters, which we believe impacted the momentum had made during the first half of the school year. The chart below shares ESGI, DRA, and FastBridge Scores.

Grade	Test Utilized	Beg of Year	Mid Year	End of Year
PreK	ESGI	77% (30/39)	95%	97%
K	ESGI	69%	94%	94%
K	DRA	43%	34%	46%
K	FastBridge	57%	29%	37%
1	DRA	62%	14%	38%
1	FastBridge	47%	38%	33%
2	DRA	29%	24%	43%
2	FastBridge	33%	29%	24%
3	DRA	60%	33%	47%
3	FastBridge	53%	67%	60%
4	DRA	36%	18%	45%
4	FastBridge	60%	50%	58%
5	DRA	33%	50%	72%
5	FastBridge	47%	53%	42%
6	DRA	45%	63%	45%
6	FastBridge	45%	40%	27%

Moving forward we will continue to use ESGI, Running Records/DRA, and FASTBridge scores. Teachers use the assessment results to differentiate and personalize instruction for each scholar to help accelerate scholar learning. Individual goals are set by understanding what skill gaps need to be closed combined with setting expected growth goals. Teachers conference with students to set these goals together with the aim to surpass them. During the 2022-2023 school year, we will continue to implement and refine our work, while intensifying our vertical alignment in Grades PreK-6.

## **Assessment Plan: Closing the Achievement Gap**

Minnesota Excellence in Learning Academy provides a Multi-tiered System of Support for scholars that need additional instruction in order to meet growth targets. There are three types of instructional support provided for scholars: core, targeted, and intensive.

Core instruction for scholars in grades K-3 is provided using a language-based, integrated reading and writing instructional approach that utilizes proven practices such as language categorization and organization, repeated reading, writing for multiple purposes and audiences, kinesthetic learning, and developmental phonics progressions. The language-based literacy curriculum provides a balanced literacy approach and includes explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, including embedded opportunities for scholars to repeatedly practice skills in these areas with fading teacher support over time. A blended language and writer's workshop approach incorporates comprehension instruction through writing analysis; utilizing rubrics, writing exemplars, and regular conferencing and feedback cycles to provide clarity around student growth targets and desired outcomes.

Targeted instruction for scholars in grades K-3 is provided using small group reading instruction. Small group instruction involves a teacher working with a small group of scholars who demonstrate similar reading behaviors and/or read in a similar level range, providing targeted instruction to students through a combination of choral reading, repeated reading, sight word and phonics practice, and speaking, listening, and writing comprehension activities. Intensive instruction for scholars in grades K-3 are provided using researched-based interventions and strategies that are monitored regularly to assess scholar progress.

All scholars at Minnesota Excellence in Learning Academy will be assessed in the fall, winter, and spring using multiple measures. Each scholar is assessed, at minimum, three times each year to measure their progress in oral reading fluency, phonemic awareness, phonics, comprehension, and vocabulary. The assessment results are used to gather information about a scholar's strengths and needs for additional support.

Scholar results will be communicated to parents through the report card in November, March, and June. Parents of scholars that are identified as needing additional support will receive communication explaining their child's current academic level and the interventions that will be provided for their child. Identified scholars that receive interventions will be progress monitored using ongoing running records, FastBridge, or



## Kindergarten Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP for Primary Grades	x	x	x
MC	ESGI Kindergarten Benchmark Assessment	x	x	x
MC	DRA2 (Independent Reading Level)	x	x	x

## Kindergarten Benchmarks: NWEA MAP

NWEA MAP	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 110-134	RIT 135-144	RIT 145 or above
Winter	RIT 122-145	RIT 146-155	RIT 156 or above
Spring	RIT 128-151	RIT 152-161	RIT 162 or above

## MELA Personalized Growth Target Framework: Letters/Sounds and/or Running Record Levels

Grade/ Skill	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<b>K: Uppercase</b>	6-10	8-13	11-16	14-19	17-22	20-26	26	26	26
	11-15	13-18	16-21	19-24	22-26	26	26	26	26
	16-20	18-23	21-26	26	26	26	26	26	26
	21-26	23-26	26	26	26	26	26	26	26
<b>K: Lowercase</b>	6-10	8-13	11-16	14-19	17-22	20-26	26	26	26
	11-15	13-18	16-21	19-24	22-26	26	26	26	26
	16-20	18-23	21-26	26	26	26	26	26	26
	21-26	23-26	26	26	26	26	26	26	26
<b>K: Sounds</b>	6-10	8-13	11-16	14-19	17-22	20-26	26	26	26

	11-15	13-18	16-21	19-24	22-26	26	26	26	26
	16-20	18-23	21-26	26	26	26	26	26	26
	20-26	23-26	26	26	26	26	26	26	26
<b>Kindergarten: RR/DRA</b>	Below A	A	A	A-B	B	B-C	C	C	C-D
	AA	A	A-B	B	B-C	C	C-D	C-D	D
	A	A	A-B	B	B-C	C	C-D	D	D-E
	B	B	B-C	C	C-D	D	D-E	E	E-F

### **First Grade Screening and Benchmarking**

<b>F = Fluency MC = Multiple Components</b>	<b>Required Assessments</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
MC	NWEA MAP for Primary Grades	x	x	x
MC	DRA2 (IRL)	x	x	x

### **First Grade Benchmarks: NWEA MAP**

<b>NWEA MAP</b>	<b>At Risk (Intensive)</b>	<b>Some Risk (Targeted)</b>	<b>Low Risk (Core)</b>
Fall	RIT 130-150	RIT 151-164	RIT 165 or above
Winter	RIT 140-164	RIT 165-175	RIT 176 or above
Spring	RIT 144-170	RIT 171-181	RIT 182 or above

### **MELA Personalized Growth Target Framework: Running Record Levels**

<b>Grade/ Skill</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>First: RR/DRA</b>	Below A	A	B	C	D	E	F	G	H
	AA	A	B-C	C-D	D-E	E-F	F-G	G-H	H-I
	A	B	C	D	E	F	G	H	I

	B	C	D	E	F	G	H	I	J
	C	D	E	F	G	H	I	J	K

### Second Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP for Primary Grades	x	x	x
MC	DRA2 (IRL)	x	x	x

### Second Grade Benchmarks: NWEA MAP

NWEA MAP	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 139-167	RIT 168-179	RIT 180 or above
Winter	RIT 149-176	RIT 177-188	RIT 189 or above
Spring	RIT 153-181	RIT 182-193	RIT 194 or above

### MELA Personalized Growth Target Framework: Running Record Levels

Grade/ Skill	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Second: RR/DRA	A	B-C	C-D	D-E	E-F	F-G	G-H	H-I	I-J
	B	C-D	D-E	E-F	F-G	G-H	H-I	I-J	J-K
	C	D-E	E-F	F-G	G-H	H-I	I-J	J-K	K-L
	D	E-F	F-G	G-H	H-I	I-J	J-K	K-L	L-M
	E	F-G	G-H	H-I	I-J	J-K	K-L	L-M	M
	F-G	G-H	H-I	I-J	J	K	L	M	M
	H-I	I-J	J-K	K	L	L	M	M	N



### Third Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP	x	x	x
MC	DRA2 (IRL)	x	x	x

### Third Grade Benchmarks: NWEA MAP

NWEA MAP survey w/goals 2-5	At Risk (Intensive)	Some Risk (Targeted)	Low Risk (Core)
Fall	RIT 151-180	RIT 181-192	RIT 193 or above
Winter	RIT 160-188	RIT 189-199	RIT 200 or above
Spring	RIT 164-191	RIT 192-202	RIT 202 or above

### MELA Personalized Growth Target Framework: Running Record Levels

Grade/ Skill	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Third: RR/DRA	C	D-E	E-F	F-G	G-H	H-I	I-J	J-K	K-L
	D	E-F	F-G	G-H	H-I	I-J	J-K	K-L	L-M
	E	F-G	G-H	H-I	I-J	J-K	K-L	L-M	M
	F-G	G-H	H-I	I-J	J	K	L	M	M
	H-I	I-J	J-K	K	L	L	M	M	N
	J-K	K-L	L	M	M-N	N	N-O	O	O-P
	L-M	M-N	N	N-O	O	O-P	P	P-Q	Q

### Fourth-Sixth Grade Screening and Benchmarking

The following information regarding running record/DRA level benchmarking in grades 4-6 is included for several purposes. First, including growth targets for all grade levels that attend MELA provides a more comprehensive picture of the school's Growth Plan as a whole.

Second, these growth targets can be used to inform and guide teacher instruction and student growth for students in grades PreK-3 that are performing above grade-level expectations.

### Fourth Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP	x	x	x
MC	DRA2 (IRL)	x	x	x

### MELA Personalized Growth Target Framework: Running Record Levels

Grade/ Skill	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Fourth: RR/DRA	F-G	G-H	H-I	I-J	J	K	L	M	M
	H-I	I-J	J-K	K	L	L	M	M	N
	J-K	K-L	L	M	M-N	N	N-O	O	O-P
	L-M	M-N	N	N-O	O	O-P	P	P-Q	Q
	M-N	N	N-O	O	O-P	P	P-Q	Q	Q-R
	N-O	O	O-P	P	P-Q	Q	Q-R	R	R-S
	O-P	P	P-Q	Q	Q-R	R	R-S	S	S-T

### Fifth Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	NWEA MAP	x	x	x
MC	DRA2 (IRL)	x	x	x

### MELA Personalized Growth Target Framework: Running Record Levels

Grade/ Skill	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Fifth: RR/DRA	H-I	I-J	J-K	K	L	L	M	M	N
	J-K	K-L	L	M	M-N	N	N-O	O	O-P

	L-M	M-N	N	N-O	O	O-P	P	P-Q	Q
	M-N	N	N-O	O	O-P	P	P-Q	Q	Q-R
	N-O	O	O-P	P	P-Q	Q	Q-R	R	R-S
	O-P	P	P-Q	Q	Q-R	R	R-S	S	S-T
	P-Q	Q	Q-R	R	R-S	S	S-T	T	T-U

### **Sixth Grade Screening and Benchmarking**

<b>F = Fluency MC = Multiple Components</b>	<b>Required Assessments</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
MC	NWEA MAP	x	x	x
MC	DRA2 (IRL)	x	x	x

### **MELA Personalized Growth Target Framework: Running Record Levels**

<b>Grade/ Skill</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>Sixth: RR/DRA</b>	J-K	K-L	L	M	M-N	N	N-O	O	O-P
	L-M	M-N	N	N-O	O	O-P	P	P-Q	Q
	M-N	N	N-O	O	O-P	P	P-Q	Q	Q-R
	N-O	O	O-P	P	P-Q	Q	Q-R	R	R-S
	O-P	P	P-Q	Q	Q-R	R	R-S	S	S-T
	P-Q	Q	Q-R	R	R-S	S	S-T	T	T-U
	Q-R	R	R-S	S	S-T	T	T-U	U	U-V

# Multi-tiered System of Support

## MTSS Academic Guide

SY: 2021 - 2022



**Tier III** - Intensive

**Tier II** - Targeted

**Tier I** - Core

	Tier 1	Tier 2	Tier 3
<b>DEFINITION</b>	Successfully targets 80% or more scholars	<15% of scholars	<5% of scholars
<b>WHO</b>	Ratio of scholars to teachers appx. 22 to 1	Ratio of scholars to teachers appx. 6 to 1	Ratio of scholars to teachers appx. 3 to 1 or 1 to 1
	Classroom Teacher ELL and/or SPED Teacher Paraprofessionals	Classroom Teacher Interventionist ELL and/or SPED Teacher Paraprofessionals	Classroom Teacher Interventionist ELL and/or SPED Teacher Paraprofessionals
<b>WHERE</b>	Classroom	Classroom	Classroom Pull Out Space

## Literacy Instruction

MELA Core Curricular Components
<ul style="list-style-type: none"><li>● 2 hours or greater of ELA instruction<ul style="list-style-type: none"><li>○ Daily 90 min Reading Block (20 min large group instruction; 70 minutes that includes daily small group reading instruction, independent reading, writing, and phonics practice; and/or group work.)</li><li>○ 30 min Writing Block 2xs a week</li><li>○ Daily Groves Phonics and Phonemic Awareness Instruction</li></ul></li><li>● Resources:<ul style="list-style-type: none"><li>○ Language-Based Literacy Curriculum</li><li>○ Targeted, sequential small group reading instruction framework for students below, at, and above grade level</li><li>○ Lexia minutes are met or exceeded each week</li><li>○ ESGI, Running Records/DRA, sight word assessments, and NWEA/FastBridge data is utilized to create personalized learning paths for scholars.</li></ul></li></ul>
Personalized Learning
<ul style="list-style-type: none"><li>● <b>Personalized Learning Plans</b> are customized based on the assessment data and 1:1 meetings with scholars. Teachers help scholars individually create short and long-term literacy-based goals, where scholars track their own progress, and success is celebrated followed by a new goal set. Teachers and learners use the Personalized Growth Target Framework throughout the year to promote self-directed learning and increase each scholar's ability to <a href="#">access, express, and engage</a> with learning and growth targets.</li></ul>
Data and Tracking
<ul style="list-style-type: none"><li>● Pre-Assessments are administered, tracked, and utilized to inform instruction for given standards and growth targets<ul style="list-style-type: none"><li>○ Teachers meet with Literacy Coach to Review and Plan instructional delivery, utilizing assessment data in conjunction with the Personalized Growth Target Framework</li></ul></li><li>● <u>Formative assessments</u> are given/reviewed daily and weekly to determine scholars' progress on learning standards:<ul style="list-style-type: none"><li>○ Exit Tickets given daily</li></ul></li></ul>

- Informal running records administered every six weeks
  - ESGI assessments administered every 6 weeks
  - One comprehensive exit ticket should be administered in core content areas weekly and tracked
  - Information gathered from daily data in Lexia and teacher observations from small group instruction.
- Summative Assessments:
    - Unit based - at the end of a teaching a cluster of standards
    - NWEA or FastBridge\* - 3x per year\*
    - ESGI - Formally 3x per year
    - DRA\* - 3x per year\*

\* Certain tests may be administered more frequently as a Progress Monitoring tool for scholars in Tier 3\*

### **Collaborative Problem-Solving**

- Data is communicated to parents and scholars on an ongoing basis
- Teachers, scholars, and parents engage in collaborative data-based problem-solving processes in order to make decisions across tiers of instruction.
- MTSS Problem Solving Teams meet, on average, 3x a month to review identified student data.
- School-based I-team meets, on average, 2xs a month to review school-wide data and monitor Tier 3 interventions.
- Problem-solving process includes problem identification, problem analysis, plan development, and plan evaluation.

### **Tier 1 - Core**

#### Definition

- ALL students are provided “core instruction” by teachers for at least 30 minutes daily. This typically happens in a larger group setting of appx. 22 to 1
- ALL students will also receive daily small group instruction that is tailored to their needs.
- Scholars who are identified as needing Tier 2 or Tier 3 support will receive additional, targeted small group instruction to meet their specific needs.

### Assessment

- Universal Screeners (NWEA/FastBridge and DRA) are administered 3x per year
- Formative and Summative Assessments are administered as described in the MELA program details above.

### **Tier 2 - Targeted**

- Small Group instruction with not more than 6 to 1 scholar to teacher ratio
- Instruction is personalized and based on formative assessments, unit pre-assessments, and progress monitoring.
- This instruction can happen before or after “whole group instruction,” during core content periods, within or outside of the regular classroom

### Assessment

- ELA:
  - ESGI or sight word assessments - progress monitoring must happen bi-weekly in the areas of growth identified for scholars.
  - Ongoing running records - Ongoing running records must be administered **every six weeks** to measure scholar growth.

### **Tier 3 - Intensive**

- Small Group instruction typically 1:1 and no greater than 3:1
- Instruction is personalized and based on formative assessments, unit pre-assessments, and progress monitoring.
- This instruction can happen before or after “whole group instruction,” during core content periods, within or outside of the regular classroom

### Assessment

- ELA:
  - ESGI or sight word assessments - progress monitoring must happen bi-weekly in the areas of growth identified for scholars.
  - Ongoing running records - Scholars should be administered running records bi-weekly to monthly to measure growth.

## **Professional Development Plan**

At Minnesota Excellence in Learning Academy, all staff receive professional development, coaching, and support before, during, and after the school year. Part of the school's mission is that innovation combined with research-based best practices and strong support for teachers will ensure that every scholar at MELA will be reading by the end of third grade and continue to exceed grade-level standards ensuring readiness for accelerated work in a high-performing middle school, high school, and the college of his/her choice.

Professional development needs are determined based on teacher performance, scholar achievement data, and an ongoing feedback loop from weekly PLC reflections. Staff participates in professional development opportunities one week before students return, weekly during the school year, one week after the student school year is over, and as needed throughout the summer. Professional Development is provided by the Executive Director, Director of Special Education and Social Worker, School Director & Dean, Teacher Leaders, Instructional Coach, and outside consultants.

Professional development that supports literacy instruction is provided in the following areas:

- Personalized Learning-Utilizing Data and the Personalized GrowthTarget Framework to Guide Instruction
- Small Group Reading Instruction
- EL Learners (WIDA, differentiation strategies, social and academic language)
- Creating, Analyzing, and Utilizing Formative Assessments and Resulting Data
- Scope and Sequence, Standard Based Assessments and Reporting
- MTSS, Efficiency of PLCs
- SPED: student profiles. How to support SPED learners in the general education classroom
- PBIS/Zones/ENVoY strategies to maximize scholar engagement

All classroom teachers participate in weekly collaborative planning sessions in teams (PreK/K, Grades 1&2, 3&4, 5&6) and others (EL, SPED) that support the learners in their classrooms. These meetings are facilitated by an Instructional Coach, Mentor Teachers, and School Director. These meetings focus on instructional planning, data analysis and application, and interventions. All teachers receive coaching support from the Instructional Coach, Mentor Teachers, and School Director on a weekly basis. Teachers receive explicit strategy modeling monthly from the Instructional Coach and are observed and provided feedback on instruction and strategy implementation by one another and/or the Instructional Coach each trimester.



## **Family Partnerships**

Minnesota Excellence in Learning Academy stays connected with families throughout the school year. Classroom teachers communicate through phone calls and Class Dojo, the Dean of scholars puts together monthly newsletters and makes “Good News Phone Calls” of the day, and the School Director communicates with families as needed. Newsletters inform families about the happenings on campus and provide families with resources to help support their child academically at home. Report cards are sent home three times per year to keep parents up to date on scholar progress and grade-level expectations. Our school website and social media outlets offer parents resources to help them stay connected and partner with Minnesota Excellence in Learning Academy on upcoming events.