

# Odyssey Academy Local Literacy Plan



**ODYSSEY**

**A C A D E M Y**

an educational journey

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## Goals and Objectives

Odyssey Academy believes that all students are learners and capable of high achievement when challenging expectations are set. We believe that it is possible and necessary for all students to read on grade level by third grade in order to meet the literacy demands of the 21st century.

### MEASURABLE READING GOALS

- Students who have been continuously enrolled at Odyssey will read proficiently by the time they are in third grade according to the MCA.
- The percentage of students in grades K-3 with annual fall and spring STAR assessment scores that grow at least one grade level equivalency will be at least 60%.

In order to meet these goals, Odyssey Academy teachers and staff continually work to improve academic achievement by implementing research-based curriculum and interventions, engage in self-reflection to improve teaching practices and make every effort to build cooperative relationships with parents. The Minnesota English Language Arts Standards and data from various literacy assessments guide the selection of curriculum and determine levels of academic support at Odyssey Academy. Assessment measures such as the Minnesota Comprehensive Assessments (MCA) and STAR are used to measure year-long growth. Monthly and weekly progress is determined using measures such as AIMSweb, STAR and other teacher developed formative assessments or those that accompany the core curriculum. These results indicate which students are on target for reading proficiency and which students need further literacy support. At Odyssey Academy, reading proficiency is defined as students who score at or above grade level on these tests and who also perform at or above grade level in the classroom. Parent communication occurs a minimum of three times a year with a focus on using these measures to report student progress toward proficiency.

## Process to Assess Students

All students are screened a minimum of five times a year using STAR Reading and Early Literacy testing. AIMSweb fluency tests are also given to second and third grade students a minimum of three times a year; first grade students are given the AIMSweb fluency test in the winter and spring. These screening tests are given in order to determine general levels of reading aptitude as well as proficiency in specific areas of literacy.

AIMSweb fluency assessments are given individually to each student by their homeroom teacher or other school professional. STAR tests are completed in the computer lab where Odyssey's technology coordinator is the key test administrator. Classroom teachers and instructional assistants are also available to help maintain an appropriate testing environment.

Students for whom screening data indicates are not reading at grade level receive research-based interventions that are specific to their areas of need and are frequently monitored to track progress and measure the effectiveness of a particular intervention. A multi-tiered approach is used to help match the level of student need with appropriate instructional practices and level of intervention.

Teachers communicate screening, diagnostic and progress monitoring results to parents at fall, winter and spring conferences. Grades are also reported three times a year and indicate areas of need and whether a student is reading at grade level. Parents will also be notified each time their child moves to a different or more intensive level of intervention.

### Screening Assessments and Skills by Grade Level

Grade Level	Screener	Skills Assessed
Kindergarten	STAR Early Literacy	Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Sentence Level Comprehension, Paragraph Level Comprehension
	Dolch	Sight Words
	Benchmark Literacy Levelled Texts	Reading Fluency, Comprehension
1st Grade	STAR Early Literacy	Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Sentence Level Comprehension, Paragraph Level Comprehension
	AIMSweb	Reading Fluency
	Dolch	Sight Words
	Benchmark Literacy Levelled Texts	Reading Fluency, Comprehension
2nd Grade	STAR Reading	Foundational Skills, Literature, Informational Text, Language
	AIMSweb	Reading Fluency
	Dolch	Sight Words
	Benchmark Literacy Levelled Texts	Reading Fluency, Comprehension
3rd Grade	STAR Reading	Foundational Skills, Literature, Informational Text, Language
	AIMSweb	Reading Fluency
	Dolch	Sight Words
	Benchmark Literacy Levelled Texts	Reading Fluency, Comprehension

## Parent Notification and Involvement

All parents are communicated with a minimum of four times during the year. Before school starts, parents and students are invited to an open house or conference where they are able to meet their child's teacher and learn the expectations of the classroom. This time gives the teacher and parents a chance to connect, set goals and allows the teacher to communicate educational and behavioral expectations as well as to establish a platform for further communication during the year. During this meeting, teachers explain what will happen if a student is identified with a need for intervention and the parent signs a contract indicating they understand the intervention process.

The next regularly scheduled parent-teacher meeting happens at fall conferences, which is when teachers share assessment results with the parents and highlight what skills the student has succeeded and what skills the student needs to focus on next. Academic goals are set or reviewed and parents are given specific strategies in which they can support their child's development at home. Winter and spring conferences as well as trimester report cards are used to further inform parents about their child's reading growth and progress toward obtaining proficiency.

## Intervention and Instructional Supports

### CORE READING INSTRUCTION

Odyssey Academy's core reading instruction is aligned with the 2010 English Language Arts (ELA) Academic Standards. Instructional practices are scientifically based and balance all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as outlined in Minnesota Statute, section 122A.06, subdivision 4. Core instruction is considered to be general instruction for all students in the regular classroom and is designed to represent on grade-level curriculum. Students making adequate growth and those reading at or above grade level will have their literacy needs met through instruction in the core curriculum.

#### Odyssey Academy Core Curriculum

Area Of Literacy	Grade	Core curriculum
Reading Comprehension	K	Reading A-Z
	K-3	Benchmark Literacy
	1-2	Leveled Text
Vocabulary	K-3	Benchmark Literacy
Phonics	K-2	Benchmark Literacy Phonics
	3	Benchmark Literacy Word Study
Phonemic Awareness	K-2	Benchmark Literacy Phonics
	3	Benchmark Literacy Word Study
Fluency	K	Reading A-Z
	1-3	Benchmark Literacy Leveled Text

### INTERVENTION I

Screening results obtained from STAR and AIMSweb tests, along with core curriculum assessments are the primary means used to measure student growth. An intervention is implemented to help bridge the learning gap for students who score lower than peers who are exposed to the same instruction, or whose assessment results do not indicate they are on target to make grade level goals.

AIMSweb, STAR and core curriculum testing results also help teachers determine which component of reading a student may most benefit from additional instruction. Students are then assigned to a Walk to Reading intervention group where, for two hours per week, they work on skills specific to helping them obtain reading proficiency. Regular progress monitoring is conducted to gauge effectiveness of the intervention. When a student shows mastery of a skill they are either moved to a different Walk to Reading group that focuses on a separate area of need for the student or are included in the Walk to Reading group for students who are on target for proficiency in all areas of reading.

## **INTERVENTION II**

If, after four to six weeks, a student is not making adequate progress with the Walk to Reading intervention or they are significantly below grade level targets according STAR or AIMSweb testing, a second intervention is added in addition to the core curriculum and Walk to Reading time. This intervention takes place for at least one additional hour per week and utilizes a one-on-one or small group setting. Weekly progress monitoring measures the effectiveness of the intervention. If necessary, adjustments are made to instruction in order to maximize the effectiveness of the intervention.

## **EXTENDED DAY / EXTENDED YEAR**

Extended day and extended year opportunities are provided at Odyssey Academy. Families will be sent a letter recommending their participation if their child is not on target to meet AIMSweb reading goals, are not performing at grade level according to STAR tests or if core curriculum assessments indicate they are performing below their peers.

## Professional Development on Scientifically-Based Reading Instruction

Professional development at Odyssey Academy is data-driven, research-based and focused on teacher and student need. Teacher leaders are used to facilitate training on topics for which they are experienced. Additionally, staff members are also encouraged to seek relevant professional development opportunities outside of the school building. In order to do this, a written request is submitted to the executive director and the School Improvement Committee (SIC) explaining how the selected training would help them meet students' needs. The executive director and SIC review and approve or deny all requests.

PLC groups are also utilized to promote job embedded professional development. These groups seek out opportunities and resources to address the instructional goals they set each year for their grade levels. These groups also aim to understand the needs of diverse learners through various activities including book discussions and classroom observations.

## Curriculum and Instruction System

The reading curriculum at Odyssey Academy is designed to provide coherent instructional practices and support literacy growth for all stages of development. This includes research-based instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension as appropriate to each grade level. Our core instruction and intervention support systems are aligned with the Minnesota English Language Arts Standards.

## Student Support Systems for English Language (EL) Learners

Odyssey Academy supports English language learners by providing them with one-to-one and small group services. English language learners are first identified through home language surveys, teacher referrals, the W-APT initial assessment, and the WIDA Model placement test. These assessments measure students' speaking, listening, reading, and writing skills through an adaptive series of content-related questions. Additionally, teacher observations, documentation, and recommendations help determine students' level for support. Once identified, ELL students are then either monitored and instructed within their respective mainstream classrooms, or else are pulled out briefly for one-to-one or small group instruction for further guidance with difficult academic content-related tasks.

The English language learner program at Odyssey Academy meets the compliance requirements of Minnesota law by:

1. conducting continuous identification and annual assessments;
2. describing programming to parents upon request;
3. participating in professional development seminars and consulting with other staff in regards to how to modify curriculum and specific assignments to best meet the needs of individual English learners directly;
4. ensuring English learners receive direct instruction and remain in their mainstream classes; and
5. making certain that English learners have the equal and meaningful opportunity to attend all predominately nonverbal subjects, such as art, music, media instruction, and physical education.

## Communication System for Annual Reporting

The Odyssey Academy website contains a working link to our Local Literacy Plan, which outlines how we will ensure students are reading proficiently by third grade. Literacy assessment methods and data can be found within this plan. Odyssey's website also includes ideas to support literacy development within the resources for families link. This is where ongoing information about our literacy program and additional resource links for parents and other stakeholders can be found. Contact information for persons wishing to express questions or comments can also be found on the school website.

Odyssey continuously strives to improve our practices. One strategy we utilize to gain feedback from our stakeholders is an annual satisfaction survey that is conducted at spring conferences. The 2014-2015 survey will specifically seek feedback from families and staff that will help us evaluate and improve our current practices regarding accessibility of information, usefulness of documents, quality of resources and support for implementing effective strategies at home and for the overall implementation of the Local Literacy Plan.