

UBAH ACADEMY LITERACY PLAN 2025-26

Goal: The goal of Ubah Academy is to have every student reading at or above grade level every year, beginning in 9th grade, and to support multilingual learners and students receiving special education services in achieving their individual reading goals in order to meet grade level proficiency.

Ubah did implement a Monday morning reading time during the first semester for all students. This increased the amount of dedicated reading time by each student whether it was through a conventional hard cover book, magazine, or through the use of electronic media resources. English teachers in grades 9-12 incorporated reading strategies in the classroom to increase the level of reading skills. NWEA Reading data in 2024-25 showed that there were at least a dozen students in each grade level who would need to take the Capti test if it were given this school year.

Ubah District 4121 puts emphasis on Reading Literacy as one of its core missions in preparing students for their career aspirations after high school. Each week there is a dedicated Advisory period where students in all grades focus on their reading skills. We call this the Drop Everything And Read time. It is otherwise known as DEAR time. The emphasis is on instilling the love of reading of all kinds of material for our students so that they will not only become better readers, but find reading more enjoyable as a pursuit of lifelong learning. Learning to read is the most important skill that a student will use throughout their life. Teaching staff will be trained during the professional development week prior to the beginning of the 2024-2025 school year.

Ubah District 4121 recognizes the importance of professional development and its impact on student learning. Ubah is committed to professional development and common planning time to promote professional development for teaching staff. Each professional learning community will meet bimonthly on Fridays during asynchronous learning time. Teachers will have workshops prior to the school year acquiring literacy teaching skills. One of these skills that will be emphasized will be the importance of goal setting in regards to EL students. The aim of these goals will be focused on growth of the student's reading abilities. These workshops will be followed up by bimonthly professional learning community meetings where teachers will collaborate on literacy best practices through the content areas and the grade level areas.

NWEA Literacy Assessment data will be collected in the 9th, 10th, and 11th grade levels in October of 2025. The NWEA Reading testing results will be used to determine the level of a student's literacy. The cut score that will be used to determine whether or not a student needs to take the Capti test to determine if dyslexia is a possibility. The cut score is determined by taking the grade level mean for the students' grade level minus the standard deviation that appears for the school. Using the Spring 2025 data, we see that we will have some students that would likely need to be screened. Once we have our list of students, our Literacy team will take a look at the validity of the score based on a couple of factors:

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1. Do we have any data from a previous assessment that measures literacy that is different from the score we are seeing with this student? If so, has it happened more than once?
2. What is the duration of the test that was taken by the student? Was the student rushing through the test? Did the student take less than a minute per question to complete the test?
3. If the student did throw the test, an additional test may be required
4. Does the student have an IEP or 504? If so, does the student have a specific disability that is preventing this student from achieving a score higher than the cut score?
5. Is the student a new to country student? If the student has not been in the country for more than a year, the student will be exempted from the list of students that need to take the Capti test.
6. Is the student an ELL student? If so, are they proficient in another language?

Those who do not achieve a score above the cut score will be screened by the Capti test.

Students who are new to the district will be required to take the NWEA Reading test as part of their admission to school prior to taking classes..

Students who are designated to take the Capti test will be doing so starting in January. The testing will be administered by Ubah Academy staff members. The goal of the district is to have Capti testing completed by the end of April. The diagnostics from the testing results will be looked at by the Literacy team, and students will be identified as to whether or not they will need additional services in the 2026-2027 school year.

Parent Notification

Once the list of students who did not make the cut score have been identified after triangulating the data, a parent letter will be sent out notifying the parents that their child has been identified as not reading at grade level. The letter will also inform the parents of the Capti Test that will be done by the school. The parent will be encouraged to set up a time on a Friday to arrange for their son/daughter to take the test. The letter will be sent out in two different languages, Somali and English. A phone call from a bilingual employee, fluent in Somali and English, will follow one week later if the school has not already been contacted regarding the letter.

Depending on the type of assistance needed by the affected students, UA may need to hire additional staff to accommodate the learning needs of the newly identified students.

Students will then be assessed in the Spring to measure their literacy growth. English teachers will also be screening for any reading abnormalities should the NWEA test score data warrant a

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closer look due to a lack of academic progress. Classroom observational data will also be taken into account as well as Interventions and Instructional supports provided for the students.

The district currently assesses all English Learners using ACCESS for ELLs. The ACCESS Assessments helps educators accurately assess the academic language skills of English language learners. This assessment provides teachers with reliable data to make solid literacy decisions regarding the learners' literacy needs. Materials purchased will be based on this data, as well as demographic information to make culturally appropriate instruction. EL curriculum materials and interventions , used to develop language skills, will be updated as needed or developed on-site. Teachers will use this assessment data to improve instruction for the needs of their students.

Ubah teaching staff will use the data gleaned from the NWEA assessment data, formative assessment data, as well as classroom observational data to drive instruction. Teachers will target their literacy data to those literacy areas of the greatest need. Whether the data will show inferential reading skills or literal comprehension skills, there will be a primary focus in the literacy objectives that will be taught to students. The literacy instruction will be scientifically and evidence based with a multi-tiered approach to engage the learners in many different ways.

SAVVAS and IXL will be used for students who have been identified through classroom observation and assessment data. The emphasis will be on improving literacy skills in students for those areas that have been identified by staff members. For example, if a student is struggling in identifying the main idea of a passage, a teacher will assign the student(s) a lesson and exercise in either the IXL system or the SAVVAS system. The student(s) will be supported by an educational assistant trained in helping with literacy deficiencies..