



Read Well By Third Grade Local Literacy Plan

"Literacy is the ability to read, write, speak, listen, view, visually represent and think in order to communicate to society."

-International Reading Association

Table of Contents

PROGRAM OVERVIEW	4
GOALS AND OBJECTIVES	4
ASSESSMENT PROCESS	5
General Reading Assessments	6
Universal Screening Assessments	6
Defining Proficiency	6
Intervention	7
Progress Monitoring	7
INSTRUCTION, INTERVENTIONS AND INSTRUCTIONAL SUPPORTS	9
Tier One: Core Literacy Instruction	9
Tier Two: Small Group Support	10
Tier Three: Intensive Support	10
Interventions Based on Learner Data	10
STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS	10
PROFESSIONAL DEVELOPMENT	11

PROGRAM OVERVIEW

Reading Well by Third Grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are reading for the demands of college and the workplace.

From cradle to career, a sustained effort to create quality literacy environments in all our schools and programs from birth through grade 12 promotes academic success (Minnesota Department of Education).

Minnesota Statute 120B.12 states that 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 the Grade Three. This legislation is commonly referred to as "Reading Well by Third Grade". The literacy plan "must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.

The Purpose of this document is to outline how DaVinci Academy of Arts and Science plans to address each of these requirements for our students in Kindergarten through Third Grade.

GOALS AND OBJECTIVES

DaVinci Academy of Arts and Science will develop proficient readers who have positive attitudes and habits with regard to reading, use their word knowledge to understand what they read, develop an understanding of what they read by extending, elaborating and evaluating the meaning of the text and can read a variety of texts for a variety of purposes. Our literacy program strives to have all students achieve at or above grade level and become lifelong, independent readers.

Our primary reading goals are to:

- Help every child read at or above grade level by third grade;
- Work collaboratively across grade levels and subject areas to develop proficient readers;
- All students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks;
- All students who are exceeding reading grade level benchmarks will be supported and challenged in order to make projected growth;
- Stakeholders will be informed about the instructional efforts to ensure that all our students will be reading well by third grade.

According to our mission statement, DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

The vision states that DaVinci Academy will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

To advance its mission and vision, DaVinci Academy has put into place the following pillars:

- Art and Science Focus
- Enhanced Learning Experience
- Differentiated Instruction
- Character Development

It is our goal to have all students reading well by third grade to ensure readiness for a successful future. This goal is aligned with the mission, vision and pillars of DaVinci Academy. Instructional programming that supports this goal for all students reading well by third grade includes:

- Research-based curriculum that is aligned with current state standards;
- Formative assessments that are used to modify instruction and to identify students not on pace to meet proficiency;
- Research-based teaching and learning protocols;
- Early intervention in reading for students at risk;
- Utilizing Multi-Tiered System of Support (MTSS)
 - MTSS is a multi-level framework for student growth in the classroom
 - The framework provides a process for teachers to ensure personalized learning for all students to reach their potential
 - The foundation of MTSS includes: data collection, instruction and interventions. MTSS is about clearly identifying students' needs, designing a tiered system of support that relies on strong core instruction, frequently monitoring students who are underachieving and changing interventions when students are not progressing to their expected level.
- High quality instruction that meets the needs of all students;
- Guided reading program with integrated library;
- Regular assessments to plan for reteaching and intervention;
- Professional Learning Communities (PLCs) that focus on improving literacy;
- Professional development to ensure all of our staff stay current on best practices for literacy instruction.

DaVinci Academy will provide a sequential, challenging curriculum in reading, writing, speaking and listening so that all students develop communication skills needed to be literate citizens.

ASSESSMENT PROCESS

Reading proficiency will be defined as students who score at or above established benchmarks and who perform at grade level in the classroom. Reading proficiency will be ensured for all students in Kindergarten through Grade Three by multiple measures of assessment, data-driven decision making and a multi-tiered system of intervention through Response to Intervention (RTI). Students who are not at grade level will receive research-based interventions and their progress will be monitored until proficiency is attained. Interventions will supplement core reading instruction.

The core curriculum, Core Knowledge Language Arts, is aligned to the Minnesota English Language Arts standards.

General Reading Assessments

Student results on assessments is what drives instruction at DaVinci Academy. A wide variety of data is used to make instructional determinations and to assess students' level of reading proficiency. These assessments give teachers, parents/guardians and students specific information starting the first month of Kindergarten. Assessments are administered in both whole class and individual settings throughout the year. They include a variety of standardized tests as well as classroom-based assessments.

Throughout the school year, students are assessed using:

- FastBridge Early Reading Assessment
- FastBridge AutoReading Assessment
- CBM Reading
- Minnesota Comprehensive Assessment (MCA)
- Teacher-created interim assessments
- Informal Reading Inventories measuring reading through oral reading, retelling and questioning. Measures comprehension, fluency, vocabulary.

When students are not meeting grade level benchmarks or making personal growth, additional assessments are used to diagnose learning difficulty patterns, plan instruction and to learn what a student has mastered. If a student exceeds expectations, this data also supports extending their learning.

To help determine achievement of the goal that all students make at least one year's reading growth, students in grades K - 8 take the Fastbridge Reading assessment three times per year. Students' scores on the components of the reading assessment help determine if they have made adequate yearly progress.

Universal Screening Assessments

In a process informed by a multi-tiered system of support (MTSS) framework which includes universal screening, progress monitoring and problem-solving, we screen all students in Kindergarten and First Grade using the Fastbridge earlyReading (letter names and letter sounds, phonemic awareness and decodable words). Students in Grades Two and Three are screened using Fastbridge aReading and CBMReading. This assessment measures students' fluency and is used as an indicator of proficiency.

DaVinci Academy will assess all students within the first three weeks of the new school year. Students new to DaVinci Academy will be assessed during their first two weeks of school.

Defining Proficiency

At DaVinci Academy, we base our definition of "proficiency" on Minnesota Language Arts

Standards benchmarks at each grade level. We use multiple data points, including classroom assessments and teacher observations as well as standardized testing measures. The table below further defines how “proficient” is defined in reading for Grades One through Three in the winter and spring.

Students are deemed proficient if they are labeled as “on track” on the various components of the FastBridge assessment or if they have “Met” or “Exceeded” standards on the MCA assessment.

Intervention

Results from all of the assessments outlined above are collected, analyzed and monitored for grade-level performance. Throughout the school year, this analysis identifies students in need of additional instruction and/or time to reach grade level proficiency in reading as well as those who require extensions. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to master grade level benchmarks.

The analysis is part of a multi-tiered system of support and is used to determine if students are to be considered for targeted services in reading. These targeted services include Tier II interventions with a Response to Intervention (RTI) instructor. These services are delivered for 20-30 minutes each day in a small group setting and are delivered in addition to the core curriculum. Tier III interventions include work in the Wilson Reading System which is based on the Orton-Gillingham multi-sensory approach to reading difficulties. This intervention is delivered in a 1:1 setting for a minimum of 30 minutes per day.

Progress Monitoring

Progress monitoring assessments are brief and are administered more often than screening and diagnostic tools. The purpose is to determine the rate of a student’s progress toward grade level outcomes and to provide information on the effectiveness of interventions.

The classroom teacher monitors progress of students using Fastbridge Progress Monitoring probes. The success of a particular intervention is monitored by student performance using progress monitoring probes in relation to fall, winter and spring benchmark scores. As student performance improves, teachers refine the frequency of the intervention. Teachers may also conduct additional formal and informal diagnostic assessments to determine appropriate interventions.

Parents/guardians are contacted by the classroom teacher to notify them of the assessment results and planned interventions for their child.

Students who continue to struggle to make sufficient progress toward reading proficiency after classroom interventions may be referred to our Student Intervention Team (SIT). This team determines the level of intervention and often that intervention will involve work with a Response to Intervention (RTI) teacher.

Students who are not on-track for meeting grade-level expectations are progress monitored every other week (Tier 2) or weekly (Tier 3). By monitoring students’ response to instruction and

intervention, teachers are able to make adjustments to ensure consistent progress. If a student's progress is insufficient after evidence-based interventions are administered with fidelity, the student may need a more intensive evaluation to determine the presence of a disability. A combination of screening and progress monitoring after a period of evidence-based instruction matched to student needs provides the greatest predictive accuracy for supporting students who are likely to have dyslexia.

Students determined to require Tier II intervention begin work in the Fountas & Pinnell Leveled Literacy Intervention (LLI) system. The LLI System is a short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Progress monitoring for students in Tier II interventions is conducted using the FASTBridge Progress Monitoring Probes. Using the progress monitoring to determine student's individual skill needs, RTI instructors can observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling and make informed decisions that connect assessment to instruction.

Tier III interventions in reading generally include work in the Wilson Reading System (WRS). As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning Steps of the program, students receive instruction in:

- Word structure, in depth, for automatic decoding and spelling
- Word recognition and spelling of high frequency words, including irregular words
- Vocabulary, word understanding, and word-learning skills
- Sentence-level text reading with ease, expression, and understanding
- Listening comprehension with age-appropriate narrative and informational text
- Reading comprehension with narrative and expository text of increasing levels of difficulty
- Narrative and informational text structures
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and comprehension

Progress-monitoring for students in the Wilson Reading System includes the Wilson Assessment for Decoding and Encoding (WADE). This assessment evaluates mastery of the program components as well as the student's ability to independently apply decoding and encoding skills.

PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents attend. If students have been identified for additional interventions, parents are informed about what those interventions will be and how they will be updated about progress. If warranted, an RTI instructor will sit in on the conference to give further information and answer any questions parents may have.

If a student begins Tier II or Tier III interventions, parents are informed by the RTI teacher providing the interventions. The parents receive information about the intervention itself, the frequency and the goal of the intervention as well as the timeline for updates regarding progress. If the RTI team has worked with a student in either Tier II or Tier III interventions and the student has not met targeted growth, the parents are invited to meet and discuss their child's progress, indicators of potential concern and a plan for their child moving forward. Parents will continue to be informed of progress toward the target reading goal throughout the school year.

INSTRUCTION, INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Reading proficiency will be ensured for all students in Kindergarten through Third Grade by multiple measures of assessment, data-driven decision making and a multi-tiered system of support (MTSS). The core elements of MTSS include: clearly identifying students' needs, designing a tiered system of support built upon strong core instruction, frequently monitoring students that are underachieving and changing interventions when students are not progressing to their expected level. If a student is identified as not reading at or above grade level, they will receive research-based interventions and progress monitoring until proficiency is attained. Interventions will supplement not supplant core reading instruction.

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments, students will receive a multi-tiered level of support that includes research-based interventions. These interventions target skill deficits in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Tier One: Core Literacy Instruction

The foundations of reading will be met through the core curriculum. The core curriculum includes the Core Knowledge Language Arts program (CKLA), differentiated instruction using flexible groupings and guided reading. CKLA is a comprehensive program for teaching reading, writing, listening and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history and the sciences.

Teachers will foster students' understanding and working knowledge of concepts of print, phonemic awareness, fluency and other basic conventions. In addition, a necessary and important component of an effective reading program is that it is structured to develop proficient readers with the capacity to think critically, read fluently and comprehend texts across a range of text structures. All classroom staff are expected to utilize the adopted literacy curriculum (Core Knowledge Language Arts) and materials with fidelity. All primary students interact with grade level texts to build a foundation of strong reading skills, deep

comprehension strategies and critical thinking about text. Students not yet reading at grade level or reading above grade level need supported interaction with appropriately leveled texts to:

- Build foundations of background knowledge
- Experience excellent writing and language models
- Engage in discussions to build oral language and vocabulary
- Enjoy a variety of text genres
- Engage with informational text
- Participate in critical thinking with teachers and peers

Teachers teach students in flexible groups and with leveled text that allows students to practice reading skills and strategies. Teachers create flexible groupings using assessment data to ensure that each student continues to grow. Motivating and engaging students in the reading process is also critical to reading success. Therefore, all students choose and read self-selected text in addition to teacher-selected text.

All students receive core instruction in Tier One. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading.

Tier Two: Small Group Support

The second tier of instruction includes targeted interventions for students not yet making sufficient growth. While benefiting from whole class and flexible grouping instruction, some students need more time and instruction to accelerate growth and reach grade level benchmarks. Students performing below grade level in reading are supported with additional RTI instruction using the Leveled Literacy Intervention program. Additional support is provided for a minimum of 30 minutes per day, five days per week. To gauge effectiveness of specific interventions, classroom and RTI teachers will monitor progress using the FASTbridge progress monitoring tool as well as the BAS. Once a student has reached grade level benchmarks, they will continue to be monitored and the extra support in Tier Two may stay the same, be reduced or may be ended. Classroom teachers will continue to monitor progress to ensure that mastery is maintained.

Tier Three: Intensive Support

At the third tier of instruction are targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction. Students who are significantly below level in reading will receive Tier One and Tier Two interventions and may qualify for more intense Tier Three support. This support consists of additional time with the RTI instructor using the Wilson Reading Program or other research-based interventions. Progress will be monitored using the BAS, Fastbridge progress monitoring and/or the WADE.

Interventions Based on Learner Data

Teachers use progress monitoring data, classroom assessments, professional observation and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and to plan instruction to target student learning goals. Achievement benchmarks are set using norms consistent with standardized assessments and Minnesota State Standards.

STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS

When a DaVinci Academy student's primary language is not English, the student is given a language proficiency test to determine English Learner identification status. Incoming kindergarteners are assessed with the WIDA screener and students entering in grades 1 - 8 are screened with WIDA's W-APT. These assessments test social, instructional and academic English proficiency in the four domains of reading, writing, speaking and listening.

The ACCESS for EL language proficiency assessment is used to determine each student's English Language Development (ELD) levels for grades K - 8. The WIDA tests are aligned with the WIDA ELD standards, which were adopted by Minnesota in June 2011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw scores. The table below provides detail on how the WIDA test defines English language proficiency.

WIDA English Language Development (ELD) Levels for grades K - 8:

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1.0 - 1.9	2.0 - 2.9	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9	6.0

In addition to the English Language acquisition data, DaVinci Academy uses a wide variety of data to determine each English Learner's educational needs and design appropriate core instructional program and intervention supports. Classroom assessments, as well as all other assessments stated previously in this report, are used with all students, including English Language Learners.

English Learners at DaVinci Academy experience inclusion for most of the day. They receive content-based instruction which promotes students' English language proficiency and builds academic content knowledge by integrating subject areas with language acquisition strategies. English learners acquire English through participation in age-appropriate instruction aligned to state standards as well as English Language proficiency standards. The primary objective of teaching language through content is to make the curriculum accessible to students at all levels of English proficiency.

At the K - 3 level, the EL teacher collaborates with the general education teacher to support language acquisition strategies. Linguistic, graphic, visual, kinesthetic and interactive supports are provided to make content standards and curriculum accessible for English Learners at all levels of proficiency. The EL teachers pull students out in small groups at predetermined times throughout the school day to support students in acquisition strategies to support the core curriculum.

PROFESSIONAL DEVELOPMENT

Teachers at DaVinci Academy participate regularly in professional development on scientifically-based reading instruction with the knowledge that supporting professional skill development and understanding positively impacts student achievement. Professional development at DaVinci Academy is a data-driven, ongoing and inclusive of all teachers. It is delivered in a variety of formats and aligned with school goals. To ensure consistency from

classroom to classroom and grade level to grade level, DaVinci Academy schedules a significant number of professional development trainings both at the beginning of the school year and throughout the year.

Professional development is a time to respond to immediate instructional needs as well as ongoing needs throughout the school year. At the beginning of each school year, three days are set aside for new teacher training. The following week is training for all staff. Each school year, an average of 10 to 12 professional development days are scheduled throughout the year. DaVinci Academy utilizes formal and informal evaluations as well as results of student data to identify teacher-training needs. In addition, teachers meet weekly in Professional Learning Communities (PLC) for a minimum of an hour each week. Much of this time is devoted to reviewing data, discussing instructional strategies, reviewing curriculum standards and discussion of specific student interventions.

Annually, teachers are provided training regarding dyslexia, eye convergence insufficiency disorder and other learning/medical disabilities that may impact student learning.