



DaVinci Academy Of Arts and Science

District # 4185

Local Literacy Plan

The public reports will be prominently displayed on the district's official webpage and contain all required elements consistent with MN Statute 120B.12 in a manner accessible and relevant to ensuring that all district students will be reading well by the end of third grade.

1. Statement of Goals and Objectives for Reading Proficiency

According to the 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.

In order 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 help 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 of all students reading well by third grade includes:

- Curriculum that is aligned to current state standards
- Formative assessments that are used to modify instruction and to identify students not on pace to meet proficiency
- Research-based curriculum
- Early intervention in reading for students at risk
- High quality instruction that meets the needs of all students
- Technology integrated into instruction
- Guided reading program with integrated library
- Regular assessments to plan for reteaching and intervention

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

MCA Reading Historical Data – 3rd and 4th Grade Proficiency Rates

School year	DaVinci Average	State Average
2012 - 2013	72.2	55.8
2011 - 2012	94.3	77.8
2010 – 2011	79	76.8
2009 – 2010	87.6	74.5
2008 - 2009	74	76.4

NWEA Reading Historical Data – Average RIT Score

	K	1	2	3	4
S – 13	164.4	189.4	203.9	210.3	216.2
S – 12	165.3	188.9	203.4	211.3	218.4
S – 11	164.0	189	199.5	208.4	216.6
S – 10	166.1	188.4	198.1	206.5	215
S – 09	160	184.2	196.4	205.4	214.1

Teachers utilize the Core Knowledge Language Arts Curriculum which is a comprehensive program that includes phonics, guided reading, writing, spelling, comprehension, listening and speaking. Complementing this curriculum is the Scholastic Guided Reading library. This literacy program places emphasis on the five essential components of reading – phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension. In the K – 3 classrooms, teachers use the Daily Five program. The term "The Daily Five" refers to the five choices that the students will be able to choose. The five choices are:

1. **Read to Self** - Students will choose from the classroom library, find a comfortable spot in the classroom, and will read to themselves. "Children reading to themselves is the first step in Daily Five and is the foundation for creating independent readers and writers."

2. **Read to Someone** - Students will pair up with a partner. They will both take turns reading to each other. One student will act as the "reader" and the other student will act as the "Checker" and will re-tell what was read by the "reader" - this skill is called "check for understanding". "Reading with someone helps readers, especially developing readers, become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns while reading increases reading involvement, attention, and collaboration."

3. **Work on Writing** - Students will write about different topics. "The writing component of the Daily Five provides additional support children require to become effective writers. Its purpose is to provide daily writing practice."

4. **Listen to Reading** - Students will sit at a listening center and hear a book read to them while they follow along. Listening to Reading is valuable for developing fluency and vocabulary.

5. **Word Work** - Students will use different means to create words (play-doh, stencils, etc.) or will use different work studies such as sorting words or putting them in ABC order. "Creating and maintaining a time during each literacy block to focus on words is critical to developing readers, writers and communicators."

2. Assessment Techniques and Strategies

To determine students' reading proficiency and identify struggling readers, the STEP (Strategic Teaching and Evaluation of Progress) Literacy Assessment is given three times during the school year in the fall, winter and spring. The STEP Literacy Assessment is a developmental assessment that helps to provide a window into how students are progressing across the literacy continuum. This continuum includes emergent readers, early readers, transitional readers and self-extending readers. This comprehensive assessment allows teachers to move beyond just describing students' individual scores on isolated assessments to be able to discern where they fit into a larger picture of how students develop an integrated ensemble of strategies for learning to read and construct meaning from text.

The STEP assessment provides a set of tools, tightly aligned with scientifically aligned milestones in reading development, to follow kindergarten through third grade students' progress. These tools are organized into a developmentally sequenced set of tasks which focus on the strategies and skills students need to

expand their repertoire as readers. At the heart of the assessment is a set of leveled texts that increase in difficulty with each “step”. During individual conferences of 10 to 15 minutes, the teacher records students’ reading accuracy and fluency, observes their reading behaviors and engages them in comprehension conversations about what they have read. Each Step, in conjunction with the leveled books, also includes assessment components that provide a deeper look into some specific skills that supplement what is learned from students’ oral reading. That is, STEP joins the reading of authentic texts with assessments that focus on level appropriate individual skills such as letter-sound association, phonemic awareness and word knowledge.

After each round of STEP assessments, the STEP coordinator and Academic Director meet with the teachers in order to identify needs, group students and plan for instruction based on students’ assessments. This data is then used to drive instruction. After the assessments are completed, the data is entered into the STEP wall data base which provides teachers with a comprehensive view of each child’s strengths and difficulties with regard to reading.

All students take the NWEA Map test in the Fall. Students in grades 3 and up also take the MCAIII reading test in the spring. The following is a chart detailing the various assessments and times they are conducted.

	K	1	2	3
Fall	<ul style="list-style-type: none"> • STEP • NWEA • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • NWEA • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • NWEA • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • NWEA • DDI
Winter	<ul style="list-style-type: none"> • STEP • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • DDI
Spring	<ul style="list-style-type: none"> • STEP • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • DDI 	<ul style="list-style-type: none"> • STEP • AIMSWEB • DDI 	<ul style="list-style-type: none"> • MCA II • AIMSWEB • DDI

3. Communication Plan and Timeline

Initial STEP results are shared with parents at fall parent/teacher conferences. We also hold a parent information evening so that parents understand the program and what each level entails. Parents are also given information about ways they can help their child at home. Winter and spring STEP assessment results are shared with parents at conferences and are sent home with explanation information.

Fall NWEA results are sent home with first trimester report cards. This shows parents how their child is performing based on RIT averages with grade-level peers and national norms.

AIMSWEB results are generally used in-house. The RTI team holds meetings with grade level teachers to discuss the results and to identify any students needing extra assistance. These results are also shared with parents as deemed necessary. All test scores are shared during informal communication between parents and teachers throughout the year.

4. Parent Involvement

Parent involvement is a key component to success in learning to read and improving reading strategies. Some ways parents are involved include:

- As reader to small groups of students
- To listen to individual students and make a note of reading fluency
- Run Accelerated Reader tests for students as needed
- After-school programming as book club leaders
- Support for students at home by completing reading and reading logs
- Summer reading incentives
- Family reading nights
- Family participation in free book exchange evenings

5. Early Intervention and Instructional Supports

All skills presented in the classroom are aligned to the Core Knowledge Sequence as well as to the State standards. Leveled readers are used that meet the students' instructional and reading level. Teachers have access to a leveled library for guided reading. Through guided reading, teachers have the opportunity to hear and assess students' reading levels and fluency rates.

In the fall, the teachers analyze data from the MCAIII, NWEA MAP and STEP assessments in order to determine groupings of students for reading instruction. Some of the students need more of a challenge and others need more individualized intervention. An analysis of data allows teachers to plan for and provide a more differentiated approach to literacy instruction.

For students who are struggling, classroom teachers, along with RTI (Response to Intervention) teachers, provide Tier I and Tier II interventions within the classroom. All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier III interventions are provided on a pull-out basis by RTI instructors. At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Parents are informed about student progress in interventions through conferences with the classroom teacher and RTI staff.

6. Professional Development on Scientifically-Based Reading Instruction

Job-embedded professional development is designed to support high quality instruction necessary for meeting high achievement goals. The focus of professional development will center on literacy achievement in all grades. Thoughtful planning, assessment and data analysis, as well as focused instruction and professional development will provide all of the students at

DaVinci Academy the opportunity to read well by third grade. Staff development is provided on all intervention methods or programs that have been selected for use with students.

DaVinci Academy staff involved in the STEP Literacy Assessment received training in the program over a five-day session provided by a STEP consultant. This consultant then visited the school in February for a two-day in-house training for the staff. Teachers were observed during their reading periods and the received feedback about their lessons in relation to the STEP program. Individual and group question and answer sessions were held throughout the two days.

Another way staff is trained to deliver core instruction and interventions in Literacy is through staff development days. During these days, staff receives training on the use of effective literacy practices and instructional strategies. We have also devoted time to providing training in differentiated instruction.

The focus of professional development is linked to improving student achievement. This includes a complete analysis of student data and identification of students needing extra assistance.

7. Comprehensive Scientifically-Based Reading Instruction Built into the Reading Curriculum of DaVinci Academy

Reading Aloud	Children need to learn not only the technical skills of reading and writing but also how to use these tools to better their thinking and reasoning. The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children. According to children's author Mem Fox, children need to hear a thousand stories before they can begin to learn to read.
Shared Reading	Shared reading gives an authentic reason to practice skills and strategies. Creating an environment that is supportive allows children to join in and see themselves as readers.
Guided Reading	Guided reading provides the teacher with time to

	observe the reading behaviors of the students. This allows the teacher to monitor the reading levels of all students and provide more challenging material or more support as needed.
Independent Reading	Independent reading is an essential piece of the reading curriculum. It provides practice and builds fluency and comprehension. Independent reading makes it clear to students that reading is a priority. When students are allowed choice in what they read, this helps to ensure success and build more enjoyment in reading.
Writer's Workshop	Writer's workshop usually begins with the minilesson. Here we address our state standards by learning the writing process (prewrite, draft, revise, edit, publish) and organizing our learning by the Six Traits (ideas, organization, voice, word choice, sentence fluency, and conventions). The second segment is the 30-35 minute time block for students to write while the teacher holds conferences with individual students. The last 10 – 15 minutes are used for sharing of student work.
Word Work	Word work consists of spelling, vocabulary, high frequency word recognition and the like. Word work teaches skills necessary for the students' success in reading and writing.
Differentiation of Instruction	Differentiated reading instruction is of utmost importance for an effective literacy program. Differentiated instruction recognizes that students come to school with varying background knowledge, readiness, language, preferences in learning and interests. Differentiated instruction intends to maximize each student's growth and individual success by meeting each student where he/she is and build on the strengths of that student.

8. Support for English Language Learners

Currently, DaVinci Academy employs an ELL instructor to work with EL learners three days per week. This time is spent primarily on language development and reading strategies. By using the results of the ACCESS assessment, staff will have specific information regarding the EL students' specific reading, writing and language needs. The ELL teacher will provide interventions as needed and work with the regular education teachers to ensure that the EL learners are receiving adequate instruction inside the classroom.

9. Communication System for Annual Reporting

Following approval of the Local Literacy Plan for DaVinci Academy, a link on the school website will be provided for stakeholders to access the content. Results on the effectiveness of the program will be compiled and evaluated. Feedback will be sought from all stakeholders and the literacy plan will be updated on a yearly basis.