

**Spero Academy Local Literacy Plan
District #4113**

***To ensure reading proficiency by the end of Grade 3, in accordance with MN State Statute 120B.12 –
Read Well By Third Grade.***

About Spero Academy:

Spero Academy Mission. *Our mission is to provide students with a personalized and adaptive education to grow academically, emotionally, and socially.* We Believe ... Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential.

We focus our resources and energy on developing our core capabilities to develop our **Strategic Intent:**

- Create *differentiated programs* that integrate academics with social and emotional learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists, and families to integrate and coordinate personalized education
- Structure learning environments with *small student-to-teacher ratios*
- *Assess student progress* across all learning areas

Values and Guiding Principles. The board has approved the values and guiding principles listed below as central to Spero Academy's operation and success.

We believe development of the "whole child" is essential to success and central to the premise that being educated in an inclusive education environment, including students from diverse backgrounds and learning needs, enriches all children.

- We believe that continuous progress as the instructional model is essential to optimum student learning.
- We believe that the delivery of broad-based content, in a personalized learning environment, best meets the educational needs of students of all abilities.
- We believe in the importance of incorporating character development in the educational setting.
- We believe year-round instructional time results in more positive academic and developmental outcomes for all students.
- We believe that ongoing evaluation of program and practices in light of current research is essential to maintain the highest quality of educational program.

Continuous Progress Instructional Model. The school adopted a continuous progress approach to instruction to address the needs of each student. The model is well suited to the school's philosophy of inclusion and of individualized instruction. Each classroom is organized for teachers to guide the individual learning progress, which is then monitored to determine when mastery has occurred. Students are then instructed in the next set of standards, moving at their own pace. Four approaches are used to implement the model. These are: 1) a rotation model for the class and school that allows students to work at stations within the classroom individualized to their instructional level, 2) non-graded reading, 3) progress monitoring, and 4) differentiated instruction for all students.

Initially, all students who are in grade-level classrooms are assessed in reading through a variety of assessment instruments, including The Bridge, The Early Reading Scoring Instrument, Whole to Part, and the Northwest Association Evaluation's Measures of Academic Progress. Students learn with peers closest to their instructional level—on grade level, advanced, or remedial. Teachers provide instruction through a rotation model with students moving to various stations for instruction tailored to their level or need.

Broad-based Content Approach. Believing in the value of developing the "whole child," Spero Academy provides instruction across a broad array of content. Four underlying principles guide the choice of curricular content. First, the school has a group of specialists or residencies that provide content in the arts and other non-core areas. Second, instruction is based upon Minnesota's Academic Standards. Third, there is dedicated instructional time for each content area, and fourth, there is assessment for all content areas. The broad-based content approach is manifested through the school's commitment to instruction in the core content areas and also in music, physical education, and art.

Minnesota B-12 Comprehensive Literacy Plan

<i>Guiding Principles of Effective Literacy Practice...the WHAT</i>	<i>Core Components of Sustainable Implementation...the HOW</i>
*Curriculum, Instruction, and Assessment Aligned with Minnesota B-12 State and Local Standards	*Instructional Leadership at ALL Levels
*Multi-Tiered Systems of Support	*Job-Embedded Professional Development
	*Family and Community Partnership

Essential Elements:

- *Data Driven Decision Making
- *Culturally Responsive Teaching
- *Evidence-Based Literacy Practices
 - *Technology and Innovation

Drives the WHAT and the HOW

Curriculum, Instruction, and Assessment Aligned with Minnesota B-12 State and Local Standards

Spero Academy's Local Literacy plan recognizes the diversity of student needs present at the school and addresses that diversity by establishing individual student goals dependent upon each student's needs and program. Spero Academy established a literacy committee during the 2018-2019 school year to review and research new literacy curriculum programs. Additional curriculum was purchased to meet the needs of our diverse student population and will be rolled out during the 2019-2020 school year.

Assessments:

Literacy Readiness Checklist: District created readiness checklist used to measure a continuous literacy growth. The five areas of measurement are: Alphabet Recognition, Alphabet Production, Word Recognition, Phonological Awareness, Name Production. Students scores are reflected in multiple means, they are able to point, match or verbally respond to show what they know. This assessment was developed to meet the diverse literacy learners at Spero Academy that often are in the Emergent Literacy Learner category for multiple years and also compliments the Bridge Assessment with specific data.

Bridge Assessment. The Bridge is an early literacy development assessment that was chosen to assess students who were not yet at the reading readiness level, but whose reading program included instruction on early literacy concepts. It is a portfolio rating scale, originally designed for preschool students, but with applicability to early literacy learners who are from a wide range of abilities. It is an observation-based tool that can be used to "determine ongoing progress and children's interests as well as inform daily practice related to early language and literacy development."

The Bridge is divided into five major areas: Foundations of Reading, Alphabet Knowledge, Phonological Awareness, Literacy-Related Language, and Oral Language. Evidence is gathered for each of the areas using a guide for scoring. All evidence is dated and filed in a portfolio and scored. Twenty-five students' reading progress was assessed using the Bridge with data gathered in September, January, and June.

Early Reading Screening Instrument (ERSI). The ERSI is an individually administered assessment that includes four tasks: Alphabet Knowledge, Concept of Word, Phoneme Awareness, and Word Recognition.

A short explanation of the four tasks is presented below.

- Alphabet Knowledge: Recognition and naming of the upper and lower case letters of the alphabet
- Concept of Word: Ability to match spoken words to printed words

- Phoneme Awareness (Spelling): Assessment of phoneme awareness through analyzing their invented spellings of select words
- Word Recognition: Recognition of words common to first grade

The ERSI was administered to the Spero Academy students who were in the first grade or to any second through fifth grade students who were at the reading readiness level. Students were assessed in September, January, and June. The fall-spring cohort results are reported below for each task area and for the total score. The percentage of students who were at and remained at ceiling for the entire year and those who improved are reported. This is followed by a comparison of the scores for the cohort group to determine the amount of change between fall and spring based on change to their quartile placement.

Whole-to-Part Reading Assessment. The Whole-To-Part reading assessment information assists with understanding the support skills needed to develop reading comprehension. The areas assessed support the integrated reading processes involved in successful silent reading, thus giving a teacher a better understanding of how best to focus instruction for each student. There are three parts to the assessment: Word Identification, Silent Reading Comprehension, and Language Comprehension.

Northwest Evaluation Association (NWEA) Measures of Academic Progress. Spero Academy has administered the NWEA for several years. This year it was one of the menu of assessment choices that teachers could use to assess whether students were making individual progress in reading and mathematics. The NWEA customizes tests to individual students. Each student receives a unique test, which is developed via computer for him or her as the test is being administered. Each test question presented to a student provides some information about the trait that is being measured. The closer each item is in difficulty to the student's actual level of functioning, the more information it provides for that student.

The NWEA is administered to students in kindergarten through fifth grade according to their academic levels. One of the objectives of administering the assessment to kindergarten and first grade students is so that they become familiar with the test early in elementary school, thus increasing the reliability of the assessment results in the upper grades when the assessment is used as an accountability measure.

Curriculum & Beliefs:
Literacy Instruction

The Four Blocks Framework (Cunningham, Hall, & Sigmon, 1999; Erickson & Koppenhaver, 2007) is a multimethod, multilevel framework of literacy instruction for elementary age learners. Based upon the fact that all children learn differently and that a combination of approaches is necessary to become conventional readers and writers, the *Four Blocks Framework* represents four different components for teaching children to read. These approaches include: Guided Reading, Self-Selected Reading, Writing, and Working with Words. The primary focus of Guided Reading is teaching comprehension skills and strategies. The primary focus of Self-Selected Reading is to allow students to practice skills they have learned, while reading easy text of their own choosing. Self-Selected Reading also encourages and builds students' reading interests and motivation for reading. The primary focus of Writing is to help students view writing as a way to communicate thoughts on paper. The primary focus of Working with Words is to help students to learn to automatically read and spell high-frequency words and to learn to look for patterns in words so that they can decode and spell unfamiliar words.

Menu of Literacy curricula used within *The Four Blocks Framework*:

Wonders and Wonderworks Intervention (McGraw Hill 2020) for Guided and Shared Reading, Writing and Phonics

Fundationals K-3 (2019 Wilson Language Training Corporation)

Geodes for Emerging and Developing Readers: Levels 1 and 2 - (2019 Great Minds)

Learning A-Z Materials

Edmark Reading Program: Kits Level 1 and 2

- **Multi-Tiered Systems of Support**
- **Instructional Leadership at ALL Levels**
 - Literacy Committee made up of administration, teachers and community members.
- **Job-Embedded Professional Development**
 - 2017-2018: Teacher committee training for Literacy assessments. Teacher committee introduction to Literacy at Spero Academy. PLP committee review of data, data analysis
 - 2018-2019: Teacher committee training for Literacy assessments. Teacher committee introduction to Literacy at Spero Academy. PLP committee review of data, data analysis. Literacy Committee formed to review and research curriculum needs

- 2019-2020: Teacher committee training for Literacy assessments. Teacher committee introduction to Literacy at Spero Academy. PLP committee review of data, data analysis. Literacy Committee ongoing to review and research curriculum needs. New literacy curriculum to be rolled out.
- **Family and Community Partnership**
 - Personalized Learning Plans developed with families in the fall and review progress at mid-year conferences.
 - Conferences 2x per year
 - Report cards 3x per year
 - Special Education progress reporting 3x per year, annual family meeting 1x per year

Statement of Goals and Objectives	<p>80% of students in 3rd grade will meet their personalized learning goals in the area of Language Arts by the end of the 2019-2020 school year.</p> <p>Spero Academy selected six assessments on which students' progress is monitored and assessed. The assessments were chosen with particular focus on whether they were aligned with the Minnesota K-12 Academic Standards. In addition to the six assessments, benchmark data were gathered for every Spero Academy student in the key academic areas. An important feature of Spero Academy's accountability plan is that the data gathered can be used for assessing whether the school is succeeding in meeting its mission and also used to inform day-to-day instruction.</p>
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Struggling Students

Spero Academy identifies struggling students through a Child Find process. A chart depicting this process is available in Appendix A.

Spero Academy has a menu of curriculums and assessments that work to meet the needs of students where they are. It is believed that students benefit from interactive and hands-on curriculum that involves multiple modalities of instruction. Below are some of the many ways that students receive this through individualized academic instruction at Spero Academy.

1. Multidisciplinary Teaching Model
2. Collaborative teaching teams

3. Small Group instruction
4. Indirect therapeutic services
5. Differentiated Lessons
6. Personalized Learning Plans to focus on academic and social and emotional support in the areas identified as greatest needs
7. Frequent assessment of skill development

<p>Definition of Proficiency</p>	<p>Targets:</p> <ul style="list-style-type: none"> Exceeds targets/standards - “Blue diamond” icon Meets targets/standards - “Green circle” icon Below targets/standards - “Yellow triangle” icon Well below targets/standards - “Red exclamation point” icon 					
	<p>Reading Assessment Targets:</p>					
	BRIDGE:	Total Score: 66		ERSI	Total Score :40	Whole to Part:
	94-100% correct	Score of 62-66		95-100% correct	Score of: 38-40	Above Grade Level
	80-93% correct	Score of 53-61		80-94% correct	Score of: 32-37	At Grade Level =
	60-79%	Score of 40-52		60-79%	Score of: 24-31	< 1 Below Grade Level
0-59%	Score of 0-39		0-59%	Score of 0-23	> 2 Grades below grade	

Appendix A. Child-Find Process Diagram.

