



# Phoenix Academy OF ART & SCIENCE

## District Literacy Plan

“READ WELL BY THIRD GRADE”

### SUMMARY

The mission of The Phoenix Academy of Art & Science is to create a safe, engaging, positive and hands-on learning environment of core academics including the valuable instruction of the arts and sciences. By building on the foundation of supportive relationships among school staff, students, families and communities, each student’s needs are met at their individual level socially and academically. We strive to promote happy and confident students who develop a love of learning. The Phoenix Academy’s District Literacy Plan describes current efforts to support this mission and to reach the goal that each student in our school will read at or above grade level by Third Grade. This meets the requirements of Minnesota Statute 120B.12 enacted because research consistently supports the foundational importance of early reading success. This plan is ongoing and will be updated yearly.

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### INTRODUCTION

The Phoenix Academy of Art and Science community is committed to ensuring that each student reach or exceed grade level standards and benchmarks. These benchmarks are crucial in reading; research strongly points to the fact that students who are not reading at or above grade level by Third Grade have difficulty catching up later in school. As part of this literacy milestone, the Minnesota State Legislature adopted statutes to frame the work that ensures that all students Read Well by Third Grade.

Minnesota Statute 120B.12 requires that all school districts:

- assess students’ level of reading proficiency and identify students not yet reading at grade level.
- notify and involve parents/guardians of students who are not yet reading at grade level.
- intervene and accelerate learning growth for students who are not yet reading at grade level.
- ensure that elementary teachers have appropriate training and support to provide comprehensive, scientifically based and culturally sensitive instruction.
- adopt and post a “Local Literacy Plan” to ensure that all students are reading at or above grade level by the end of third grade by July 1 of each year.

The goal for all students to Read Well by Third Grade requires sustained engagement and commitment from our community of stakeholders. The Phoenix Academy curriculum is designed to provide a solid base for instructional planning. School board members can make policy decisions and provide resources to support and maintain an excellent program that meets our students’ needs. Administrators can provide resources and equipment needed to support and maintain an excellent program that meets our students’ needs. Teachers use research-based instructional strategies and engage in professional development on scientifically based reading instruction. Parents/guardians can talk to and read with their children at home, thereby building strong foundational literacy skills. Students can engage in literacy play and study. With ongoing support and engagement from all our stakeholders in the literacy needs of our children, we believe that we can prepare each student to achieve success.

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### STATEMENT OF LITERACY GOALS

The Phoenix Academy is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness. Our mission is to prepare students for life through academic, emotional, and social development. We believe literacy is the cornerstone of this mission. Therefore, the ability to read and use language has a direct impact on student learning, the ability to demonstrate standards’ proficiency, and the quality of our students’ lives.

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students in grades K-3 is grounded in:

1. Ongoing assessment of each student
2. 2020 Minnesota K-12 Academic Standards in English Language Arts
3. District/School Improvement Planning
4. Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
5. Research-based teaching and learning practices
6. Professional Learning Communities (PLCs)

## ASSESSING LITERACY PROFICIENCY

### Assessments

The Phoenix Academy uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals. These provide teachers, parents/guardians and students with specific information beginning the first month of kindergarten and continuing over the course of each year. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed by each in grades K-3.

Grade	Assessment	Areas Addressed	Timeline
<b>K</b>	FastBridge Assessment	Four Subtests	Fall, Fall, Winter, Spring
	Word Segmenting	Phonemic Awareness	Fall, Fall, Winter, Spring
	Letter Names	Phonics	Fall, Fall, Winter, Spring
	Letter Sounds	Phonics	Fall, Fall, Winter, Spring
	Nonsense Words	Phonics	Fall, Fall, Winter, Spring
	Sight Words - 50	Fluency	Fall, Fall, Winter, Spring
<b>1</b>	FastBridge	Four Subtests	Fall, Fall, Winter, Spring
	Word Segmenting	Phonemic Awareness	Fall, Fall, Winter, Spring
	Nonsense Words	Phonics	Fall, Fall, Winter, Spring
	Sight Words - 150	Fluency	Fall, Fall, Winter, Spring
	Sentence Reading	Fluency	Fall, Fall, Winter, Spring
<b>2</b>	FastBridge	Four Subtests	Fall, Fall, Winter, Spring
	Word Segmenting	Phonemic Awareness	Fall, Fall, Winter, Spring
	Nonsense Words	Phonics	Fall, Fall, Winter, Spring
	Sight Words - 150	Fluency	Fall, Fall, Winter, Spring
	Sentence Reading	Fluency	Fall, Fall, Winter, Spring
<b>2-3</b>	FastBridge	Four Subtests	Fall, Fall, Winter, Spring
	Word Segmenting	Phonemic Awareness	Fall, Fall, Winter, Spring
	Nonsense Words	Phonics	Fall, Fall, Winter, Spring
	Sight Words - 150	Fluency	Fall, Fall, Winter, Spring
	Sentence Reading	Fluency	Fall, Fall, Winter, Spring
<b>3</b>	FastBridge	Four Subtests	Fall, Fall, Winter, Spring
	Word Segmenting	Phonemic Awareness	Fall, Fall, Winter, Spring
	Nonsense Words	Phonics	Fall, Fall, Winter, Spring
	Sight Words - 150	Fluency	Fall, Fall, Winter, Spring
	Sentence Reading	Fluency	Fall, Fall, Winter, Spring
	MCA	General Reading	Spring

### Defining Proficiency

Our definition of "proficiency" is based on Minnesota Language Arts Standards' benchmarks at each grade level and percentile rank based on national norms. We also use multiple data points (FastBridge, MCA, classroom assessment, teacher observation, etc.) to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

GRADE	ASSESSMENT	High Risk	Some Risk	Low Risk	Advancing Proficiency
K-3	FastBridge	<15th Percentile	15-40th Percentile	40-70th Percentile	>70th Percentile
3	MCA Reading	Does Not Meet (D)	Partially Meets (P)	Meets (M)	Exceeds (E)

### Intervention

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are considered for students who score in the lowest quartile (25th percentile and below).

Results from assessments outlined above are frequently disaggregated and analyzed at the district, site, program and classroom levels, and are monitored for grade-level performance. This analysis occurs in school and program improvement/curriculum planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and 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 achieve grade level benchmarks.

## PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports, parent teacher conferences and teacher communications at least two times per year. Parents/guardians are informed primarily by the classroom teacher. Parents/guardians are informed of the assessment data in a timely manner via fall and winter parent/teacher conferences, report cards and electronic communication. Each elementary teacher offers weekly newsletters.

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

## CORE INSTRUCTION, INTERVENTIONS, AND SUPPORTS

The Phoenix Academy of Art and Science uses the *Benchmark* curriculum for literacy instruction, which provides a solid base for all students. The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. If needed, there are also specialized instructional materials for English Language Learners as well as an intervention materials. This curriculum has been aligned to the Common Core standards and incorporates scientifically based reading instruction. Teachers are training on how to consistently implement this program. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of 90 minutes daily on reading instruction employing whole group, small group and individual instruction as needed.

Phoenix Academy's framework for literacy development provides the Daily Five model of instruction that supports all students. Core elements include clear identification of students' needs, a tiered system of support, frequent monitoring of all students and changing interventions when students are not making progress to their expected reading level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 3. The goal for all students (whether those below, at or above grade level) is to make one or more year of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional support minutes through homework help and teacher aides. Services during the school day are provided in a variety of formats based on student needs.

Models of intervention include, but are not limited to:

Additional instructional flexible group with classroom materials.

Phonemic Awareness lessons.

Phonics work with Phonics Readers and making words.

Fluency work with repeated reading of classroom text.

Comprehension work with strategy application, discussion and writing to read strategies.

Direct instruction with a research-based reading intervention program and practice with teacher.

Using phonics/word recognition, phonological awareness, print concepts, fluency, and text comprehension materials from school reading curriculum.

Direct instruction in targeted goals with classroom teacher.

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## TIERS OF INSTRUCTIONAL SUPPORT

### Tier One: Core Classroom Instruction

Tier one instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and the district adopted materials. Teachers teach students in targeted groups and with leveled text that allows students to practice and build reading skills and strategies. Teachers create targeted groups using assessment data to support student growth. Students in Kindergarten through Third Grade receive 90-minutes of literacy instruction per day. The students who are not yet reading at grade level need supported interaction with grade-level and above-grade-level texts to:

- build background knowledge.
- experience excellent writing and language models.
- build oral language and vocabulary through rich discussions.
- meaningfully engage with text through a variety of genres.

### Tier Two: Additional Instruction and Intervention

The second tier of instruction includes targeted interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. The goal of reading is making meaning from text; therefore, all interventions are designed to support achieving the goal of comprehension. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.

The Daily Five program provides individual and small group reading instruction to students in grades K-3 who need additional reading support based on screening results from FastBridge Assessment scores, classroom assessment scores and teacher input. These services are provided in addition to their core literacy classroom curriculum, technology support services and include targeted instruction with highly qualified reading teachers. The instruction focuses on the five main pillars of reading as identified by the National Reading Panel – phonemic awareness, phonics, vocabulary, comprehension, and fluency.

### Tier Three

In the third tier, students receive increased instruction and may use an alternate curriculum to meet standards and make a year or more of academic growth. They may be taught by a special education teacher.

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## PROFESSIONAL DEVELOPMENT

The Phoenix Academy of Art and Science sets a minimum of 6 days of professional learning each year. There will be a variety of literacy-focused professional development activities designed and facilitated during the school year. The district is engaged in an in-depth study of literacy practices as part of a continuous improvement process for instructional review. This review is led by members of the school district's teachers and administrator.

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## SCIENTIFICALLY BASED READING INSTRUCTION

Scientifically based reading instruction is consistently implemented throughout the elementary grades. The Phoenix Academy Language Arts Curriculum Grades K-6 is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with the Minnesota Language Arts Standards (2010). Students are engaged in Language Arts instruction a minimum of 90 minutes each day in Kindergarten, First, Second, and Third Grade. In order to implement the 2010 Minnesota Language Arts standards in Centennial Public Schools, teachers:

- Use *Benchmark Advanced* materials (writing workshop, leveled readers, reader's theater and assessments)
  - Use other district-selected materials (selected novels, informational text, choice materials both in digital and print formats in the classroom, and media center)
  - Employ targeted grouping and guided instruction.
  - Utilize classroom assessments.
  - Employ district approved interventions
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## STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS

The Phoenix Academy of Art and Science has made resources available to all staff to respond to our students' diverse needs. Currently, staff receives training and support in the literacy needs of their English Learners on an as-needed basis. *Benchmark Advance*, our core reading curriculum, also incorporates specific supplemental reading materials and instruction for meeting the needs of EL students. Based on current data, additional training and support may be needed.

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## ASSESSMENT METHODS AND DATA

Throughout the school year, teachers, administrators and school staff are involved in regular data reviews to help inform instruction. These regular reviews of student data ensures that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

Our goal at the Phoenix Academy of Art and Science is for students to meet or exceed grade level state benchmarks and standards in reading. In order to get the most out of our yearly screening data, it is important to consider the following for all students:

- How did the students perform in the fall and winter? (i.e., what were their ability levels at the beginning and middle of the school year?)
- How many students did or did not meet grade level expectations at prior screenings?
- How much growth did students make between fall to winter and winter to spring screening periods? (i.e., what were their rates of improvement [ROI])?
- How did the students in each class perform compared to others in their class, school, district, and nation?

GRADE	ASSESSMENT	PROFICIENCY
K	FastBridge	Letter Name Fluency (LNF): Winter $\geq$ 51 Letter Word Sound Fluency (LWSF): Spring $\geq$ 41 Word Reading Fluency (WRF): Spring $\geq$ 12
1	FastBridge	Word Reading Fluency (WRF): Winter $\geq$ 51 Oral Reading Fluency (RCBM): Spring $\geq$ 62
2	FastBridge	Oral Reading Fluency (RCBM): Spring $\geq$ 95
3	FastBridge MCA Reading	Oral Reading Fluency (RCBM): Spring $\geq$ 117 MN Comprehensive Assessments (MCA): Spring = Meets or Exceeds

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## REFLECTION AND REVIEW

The Phoenix Academy of Art and Science core curriculum and tiered interventions are effective for many students. Based on the previous three years of data, many students are on track to be in line with the state average. Our interventions are working for most, but not all students. We will continue to improve our ability to use data to ascertain student learning objectives, personalize the intervention, and measure its effectiveness. Continued staff collaboration between classroom teachers, interventionists, and specialists to align instruction and intervention, with parents/guardians as partners, will allow us to continue to increase the number and percentage of students reading well by third grade.

Teachers and administration are all involved in the creation of this working document. As part of continuous improvement within the Phoenix Academy, the plan will be evaluated and updated reading goals for all our student and have all our kindergarten through third grade students "Read Well by Third Grade." We will continue to solicit community, parent/guardian and staff input about this plan throughout the upcoming years.