

Friendship Academy of the Arts

K-3

Literacy Plan and Data

A balanced, comprehensive approach to teaching reading is the purpose of this plan. All action steps are components of a balanced program.

We believe:

Literacy is the foundation for learning. Reading and writing are the most important skills a student will learn in school.

Everyone needs to be a lifetime reader and model reading.

- Parents (significant others) play a major role in early literacy. Parents should read to their child, and provide a variety of enriching experiences.
- Teachers should value and use students' prior knowledge and experiences to enhance literacy
- Students expand their world view through reading and writing; it touches the heart and teaches the mind.

Everyone can learn to read.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Teachers must intervene early to ensure all students' success.
- Staff development is critical to a literacy program.
- Reading and writing instruction should emphasize a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.
- Students must learn to access and use a variety of information.

The more students read & write the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students should be reading meaningful text daily.
- Students must write meaningful text every day.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

Definition of Literacy

Literacy is knowing how to read and write well enough to function in a literate society and being able to apply this knowledge whenever needed.

Literacy is constructive

Readers use their existing knowledge-what they already know-to construct an understanding of text. Writers use existing knowledge to construct a meaningful text.

Literacy is fluent

Readers and writers master basic processes to the point where the processes are automatic.

Literacy is strategic

Readers and writers are aware of their purpose for reading and writing, the nature of the material, and whether what they read or write makes sense.

Based on their awareness, readers and writers have strategies or plans to help them solve problems or construct meaning before, during, and after reading and writing.

Literacy is motivated

Readers and writers find written material interesting and informative. Readers and writers believe that they are capable of reading and writing to communicate effectively with others.

Literacy is a lifelong pursuit

Readers and writers continuously practice, develop, and refine their reading and writing.

I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level K-3.

FAA's Literacy Goals:

This plan focuses the district's literacy efforts in the following key areas:

1. Providing a range of supports to ensure all students have access to a high quality school experience, and a successful transition from primary grades to intermediate grades;
2. Improving K-3 teachers' capacity to meet the needs of all students through targeted professional development that helps teachers use data from student assessments to inform instruction and give them new best-practice strategies to target core instruction, interventions, and enrichment based on assessed student need;
3. Expanding the availability and ease-of-use of student data, and ensuring that information available to teachers and other stakeholders include disaggregated results of student assessments and growth data in grades K-3;

4. Providing outreach, education, and support to parents to increase their capacity to support their children's developing literacy at home, including utilizing Individual Learning Plans to communicate with families;
5. Assuring that all students become fluent, critical readers, at or above grade level;
6. Enhancing instructional practices so that students view literacy as a rewarding, beneficial experience and have the skills to engage successfully in all types of learning activities;
7. Raising expectations and providing resources so that all instructional staff (administrators, teachers, paraprofessionals, volunteers) are engaged in improving their own literacy and in the pursuit of lifelong learning.

Over the course of the 2011-2012 school year, the Friendship Academy of the Arts principal and school board completed a mission and vision review process that resulted in approval of the following mission and vision statement:

Friendship Academy of the Arts mission is to educate children to be confident, creative, and competent citizens

Friendship Academy of the Arts vision is that learners are empowered to find meaning and understanding through the Arts, which includes: dance, music, theater, literature, media, and visual.

In adherence to FAA's school mission, it is the expectation for every Friendship Academy of the Arts student to be reading at or above grade level by the end of each school year. As part of this school-wide effort, Friendship Academy of the Arts has created a K-3 Literacy Plan that will support FAA's school-wide goal of providing a learning program that supports every student in becoming confident, creative, and competent citizens who are college bound.

As a data-driven school, FAA teachers use disaggregated student achievement results and growth data to determine trends in performance levels. Further, FAA teachers analyze student-specific data when determining the educational supports needed at the student level. Through benchmark assessments and continuous progress monitoring, FAA teachers have a clear understanding of each student's current achievement data in the fall, and set measurable goals for accelerating progress toward the year-end proficiency goals.

Scientifically-Based Reading Instruction

At Friendship Academy of the Arts, reading instruction begins in Kindergarten with a linear process-oriented approach to reading instruction using Houghton Mifflin StoryTown, Fontas and Pinnell and Dibels. Most of our students enter Kindergarten with very little reading and phonemic awareness skills. Therefore, we start students with phonemic awareness and mastering basic sight words through direct instruction of the HM StoryTown, Fontas and Pinnell and Dibels. Our goal is that all Kindergarten students will begin reading books within three months after enrollment, December.

Our reading instruction continues in grades 1-3 with extensive reading, direct instruction and targeted reading interventions.

In the Kindergarten through 3rd grades, our reading program includes:

- Over 2 hours of reading, writing and literacy instruction every day
- Literacy skills infused into all disciplines such as Social Studies, Science and Math
- Flexible groups are utilized providing targeted interventions and accelerations

FAA has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

Friendship Academy of the Arts uses the Fountas and Pinnell Benchmark Assessment System to assess and define students' reading proficiency. The following chart, adapted from the Fountas and Pinnell system, outlines the proficiency targets used by Friendship Academy of the Arts in determining whether or not a student is performing at grade level in the fall and spring of each year.

Grade Level	Fall Target for Proficiency	Spring Target for Proficiency
K	/	C
1	C/D	I
2	I/J	M
3	M/N	P
4	P/Q	S
5	S/T	V
6	V/W	Y

Through FAA's Response to Intervention program, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. ALL students, (whether below, at, or above grade level) are supported by the RtI program in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in the core classroom as well as in RtI. The goals and student progress are discussed at PLC meetings, where interventions are evaluated and adjusted as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

FAA maintains a strong commitment from school leaders and educators in meeting our school mission. The staff collaborates 3 times a week in Professional Learning Communities (PLCs) to have collaborative, data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them about students' progress toward year-end learning goals. Teachers then have the support to collaboratively identify appropriate instructional interventions that can be implemented and collectively commit to implementing those interventions. FAA teachers utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers.

FAA continues to refine its data collection and analysis process that ensures data-guided instruction and collaboration among teachers. FAA administrators monitor the success of the learning program through frequent classroom walk-throughs, teacher observations and evaluations, and analysis of student data. This ensures we do not remain stagnant in what we are doing, rather continue to work and make changes to ensure we are best serving individual student needs at Friendship Academy of the Arts Academy.

II. Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

Screening Assessments

Students in grades K-6 are screened using the Fountas & Pinnell Benchmark Assessment System (F&P). This assessment, given to all students, is administered by the Academic Director or classroom teacher in

the fall, winter, and spring. FAA uses F&P because it is a standardized assessment that gives teachers information about multiple areas of a student’s reading profile. All test administrators participate in the Fountas & Pinnell Benchmark Assessment training conducted by the Academic Director, to ensure inter-rater reliability. For the assessment, a student reads a fiction or nonfiction text with the administrator. The tester records miscues as a student reads while timing his/her reading. This gives us information about the student’s fluency, accuracy, and comprehension. After reading, the student participates in a guided discussion with the test administrator. The student’s responses are record and he/she receives a comprehension score. This one assessment gives teachers information about a student’s fluency, accuracy, and comprehension level. The assessment also keys instructors into the student’s strengths and weaknesses in phonics and high-frequency word identification. Students must demonstrate proficiency in their accuracy and comprehension in order to pass a given level. Reading rate and miscue analysis are used to further determine a student’s reading profile.

The following table summarizes the screening assessments procedures for K-3 grade.

Screening All students are assessed in the following areas using the measurement tools in the chart below. All students are assessed three times a year- fall, winter, and spring. Students that are below proficiency all receive diagnostic and progress monitoring assessments.

Area of Reading	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>
	F& P/Dibles Benchmark Assessment	F& P/Dibles Benchmark Assessment	F& P/NWEA Benchmark Assessment	F& P/NWEA Benchmark Assessment
Phonics (Letter Sounds)				
	F& P/Dibles Benchmark Assessment	F& P/Dibles Benchmark Assessment	F& P/Dibles/NWEA Benchmark Assessment	F& P/NWEA Benchmark Assessment
Phonemic Awareness (Blending/Segmenting)				
	F& P Benchmark Assessment	F& P Benchmark Assessment	F&P/Dibles/NWEA Benchmark Assessment	F&P/NWEA Benchmark Assessment
Vocabulary (High Frequency Words)				
	F& P Benchmark Assessment	F&P Benchmark Assessment	F&P/Dibles/NWEA Benchmark Assessment	F&P/NWEA Benchmark Assessment
Comprehension				

	F& P/Dibles Benchmark Assessment	F& P/Dibles Benchmark Assessment	F&P/Dibles Benchmark Assessment	F& P/Dibles Benchmark Assessment
Fluency and/or Oral Language				

Diagnostic Assessments & Progress Monitoring

Diagnostics assessments are used when a student does not demonstrate proficiency on the F&P screening assessment. Classroom teachers and the educational assistant will begin instructing and assessing students using the Dibels letter sound fluency, nonsense word fluency, and oral reading fluency based on data from the benchmark assessment. Following the screening assessment, diagnostic assessments will be administered by the **Academic Director and/or classroom teacher.**

Progress monitoring occurs on a daily, weekly, and monthly basis until students are demonstrating proficiency. The area of progress monitoring will depend on results of a diagnostic assessment. These progress monitoring results guide the intervention plans of each student.

The table below identifies the different diagnostic and progress monitoring tools available and which areas of a reading profile they are meant to assess.

Assessment Tool	Area of Reading Assessed
Fountas & Pinnell (F&P) Words and Phonics Assessments- blending words; rhyming words; phonograms; words with suffixes; words with prefixes; vowel clusters; compound words; syllables	Phonics and Phonemic Awareness
F&P Vocabulary Assessments- concept words; high frequency words; synonyms; antonyms; homophones;	Vocabulary
Running records	Accuracy, Fluency, Comprehension
School-generated high frequency word list (K-3)	Vocabulary
Dibles Letter Sound Fluency (LSF)	Phonics, for all kindergarten students and students receiving intervention services
Dibles Name Fluency (LNF)	Alphabet recognition for students receiving intervention services
Dibles Phoneme Segmentation Fluency (PSF)	Phonemic Awareness for students receiving intervention services
Dibles Nonsense Word Fluency (LSF)	Blending of sounds for students receiving intervention services

NWEA MAP Testing- MAP for Primary Grades (K-2); 3-5 Reading w/Goals (3) *all students take 3 times a year- fall, winter, spring*

Vocabulary, Comprehension, Phonics, Phonemic Awareness

Minnesota Comprehensive Assessment (MCA-III)

Standards based summative Assessment

Curriculum Based Measurement (CBM)

Fluency, Phonics, Phonemic Awareness

Data-Driven Instruction/Interventions

At Friendship Academy of the Arts Academy, students receive reading interventions that align with their individual reading profile. Students that are below proficiency level receive additional reading instruction for 45 minutes a day, 5 days a week. For example, a student that shows a deficiency in phonemic awareness might work with students from other classes that also need instruction in phonemic awareness.

A tiered instructional approach to reading is used to target reading instruction.

Tier I

Tier I instruction includes all students experiencing and mastering our core reading curriculum. In grades K-3, teachers provide direct instruction for approximately 2 hours in small homogeneous groups. Time allocation for reading is divided between whole group instruction and guided reading groups

Tier 2

An additional 30 minute block for reading intervention is established for all students who demonstrate a need for additional reading skill development. Researched interventions such as : Letter/Sound Correspondence, Phoneme Blending, Phoneme Segmenting, Blending Words, Repeated Reading with Comprehension Strategy, Newscaster Reading, Duet Reading, Pencil Tap, Stop/Go and last but not least Great Leaps. The right intervention is determined by students perform on the assessments described above.

Tier 3

Students receive more intense direct intervention services. Students receive one on one service through special education services or by an intervention specialist.

Classroom teachers and intervention teachers meet bi-monthly to discuss each student's progress (based on monthly progress monitoring) and adjust instructional interventions if needed. Flexible grouping and regrouping allows teachers to move students to the teacher that best meets their instructional needs.

Classroom teachers will communicate with parents on at least a quarterly basis. Once a quarter, along with report cards, teachers will call or meet with parents, outlining their child's reading profile, proficiency targets, and strategies to support increased proficiency. Between conferencing and report cards, parents will be informed of the interventions available at school and steps to take to support each child's reading at home.

If a student is not making enough progress, despite interventions, progress monitoring, and quarterly meetings with parents/guardians, the teacher may decide to meet more frequently with families to educate about other available resources.

III. Specific information on how elementary schools within the district will notify and involve parents in accelerating literacy development for their children in each grade K-3.

Parent Communication

At the beginning of the school year, parents will receive a welcome letter from each classroom teacher. Part of this letter will outline grade level reading expectations, what parents can do to support literacy development at home, and a general overview of the year's curriculum. The school will also use this letter to inform parents of the Reading Well by Third Grade initiative.

When a student is not meeting the proficiency standards in grades K-3, teachers will rely on phone calls home, parent-teacher conferences, and quarterly report cards to communicate with parents. As part of our school-wide initiative to involve parents, FAA teachers and families participate in multiple events throughout the year. Occasions such as quarterly Family Fun nights and monthly PTO meetings give our teachers ample opportunities to keep parents informed of their child's progress.

To give families access to our school-wide literacy plan, FAA's school website will have links to the summaries of our grade level reading curriculum, intervention process, grade level expectations, and suggestions for ways to support literacy development at home. This website address is included in our weekly letters home to parents and guardians.

IV. Explain for a public audience what interventions and instructional supports will be available to

students not reading at or above grade level in grades K-3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

Through FAA's Response to Intervention program, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. ALL students, (whether below, at, or above grade level) are supported by the RtI program in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in the core classroom as well as in RtI. The goals and student progress are discussed at PLC meetings, where interventions are evaluated and adjusted as needed, data is analyzed, and teaching strategies are discussed and practiced for implementation.

FAA maintains a strong commitment from school leaders and educators in meeting our school mission. The staff collaborates in regular and frequent Professional Learning Communities (PLCs) to have collaborative, data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative data and discuss what the data tells them about students' progress toward year-end learning goals. Teachers then have the support to collaboratively identify appropriate instructional interventions that can be implemented and can collectively commit to implementing those interventions. FAA teachers utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers.

V. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

As a SIG school, FAA has continual access to technical supports from the Minnesota Department of Education as needed and requested by FAA. Through teacher evaluations, meetings with teachers, and analysis of student data, the FAA principal is able to discern the professional development needs of FAA. FAA teachers have been recently trained in use of formative and summative assessments, 6+1 Traits of writing, and Readers Workshop. Upon completion of 2011-2012 final benchmark assessment data and the final round of teacher evaluations, FAA will begin the planning process for 2012-2013 professional development.

Through Professional Learning Community (PLC) work, teachers analyze student data (both summative and formative assessments, as well as student work). During our data and RtI PLCs, teachers bring concerns and questions to the PLC group as well as data and student work in order to, as a group, analyze what strategies/schedules/ changes/ supports/processes will support the student in achieving accelerated growth and proficiency. These frequent opportunities for teacher collaboration provide FAA teacher with the ability to maintain an up-to-date repertoire of best practices. Through the PLC time, teachers actively work together on reviewing student work and student data, aligning standards and lessons across grades, addressing individual student needs, advising changes in strategy/curriculum use, planning standards-based assessments and rubrics, etc.

In summer 2011 all FAA teachers participated in staff development on sheltered instruction. This resource was sought out to ensure that all teachers are equipped with the expertise needed to effectively identify the diverse needs of FAA's population. Follow up training in sheltered instruction is being planned for the 2012-2013 school year.

VI. Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

During the summer of 2011, FAA teachers received Reader's Workshop training as well as training in 6+ Traits of Writing. Teachers use these frameworks to design a reading curriculum that addresses the development of phonics, phonemic awareness, vocabulary, fluency, and comprehension. The Reader's Workshop model gives teachers the flexibility to meet the instructional needs of entire classes as well as individual students. During whole group instruction, teachers can focus on vocabulary, comprehension, and modeling literacy strategies. When working with a small group or individual students, teachers concentrate on students that require more scaffolding in any of the components of reading. Data from screening, diagnostic, and progress monitoring assessments guide the teacher's scope and sequence of Reader's Workshop.

For the upcoming 2012-2013 school year, staff at FAA will continue to provide interventions to meet the needs of all of our learners. Over the past four years, our school has followed the Response to Intervention (RtI) model to differentiate instruction for all students. In addition to the classroom reading block, students also receive daily RtI literacy instruction. Students are assigned to an RtI instructor based on their reading profile, which is determined through our various assessments. As noted, all students receive additional instruction during RtI time, which allows each student to achieve maximum growth, regardless of their starting level.

Teachers at FAA have been informally working in Professional Learning Communities (PLCs) throughout the 2011-2012 school year on vertically aligning our reading curriculum based on the 2010 ELA Academic Standards. A PLC with the 3rd-8th grade reading teachers, for example, meets once a week to align reading and writing instruction across the grade levels. While this process has been happening informally throughout the year, we plan on formalizing and documenting the vertical alignment during the 2012-2013 school year.

VII. Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

In summer 2011 all FAA teachers participated in staff development on sheltered instruction. This resource was sought out to ensure that all teachers are equipped with the expertise needed to effectively identify the diverse needs of FAA's population. Follow up training in sheltered instruction is being planned for the 2012-2013 school year.

FAA maintains on-site ELL expertise through our ELL staff. Through this position, not only do students have access to ELL supports as needed, FAA teachers have access to in-house supports. Classroom teachers, ELL teachers, and intervention specialists meet during weekly PLC times and on an as-needed basis to ensure that students are matched with the core and intervention supports that will ensure student success. ELL staff are called upon, by the principal, to lead trainings or meet with teachers when additional supports are necessary, as evidenced by student data, teacher observations, or 1:1 meetings with the principal.

Further, FAA's lesson plan format, used by all teachers, is adapted from a sheltered instruction lesson plan format. This format ensures that teachers focus on strategies that accelerate acquisition of oral language and literacy skills of ALL students through lesson planning and lesson execution.

VIII. Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in K-3.

A copy of the K-3 plan, along with the most recent assessment data, will be posted on the school's website.

2011-2012 K-3 Proficiency Data—Based on Fountas and Pinnell Benchmark System

	Grade Level Proficiency Target	% Meeting Grade Level Proficiency Target
Kindergarten	C	95%
1st	I	80%
2nd	M	83%
3rd	P	85%