



District 4067

LOCAL LITERACY PLAN

As required by MN Statute 120B.12, a school district must develop and implement a local literacy plan in order to ensure that students are reading well by third grade. The reasoning behind the statute is stated below:

“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 understandings 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 ready for the demands of college and the workplace. According to the Minnesota Department of Education from cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. A recent study released by the American Educational Research Association found “A student who can’t read on grade level by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time.”

MN Statute 120B.12

Introduction

Aurora's Mission

To operate a center of learning that embraces academic excellence and celebrates the gift of Latino culture.

Aurora's Vision

At Aurora Charter School, we strive to develop the whole child through a bicultural education, giving our students the socio-emotional tools they need to fully acquire the academic 21st Century Skills and become active and responsible citizens.

Aurora's Core Values

At Aurora Charter School we strive to reach the whole child by embracing our core values:

- Bicultural education
- High academic expectations
- Safe and nurturing learning environment
- Family and community partnerships
- Environmental stewardship
- Active and responsible world citizenship

Aurora's Literacy Objectives

- All students will learn at high levels.
- All students will meet or exceed individual growth targets on local literacy assessments.
- All students will be able to read in Spanish by the end of 2nd grade.
- All students will demonstrate an ongoing desire to reach and extend personal learning goals.
- All students will demonstrate an understanding of how literacy achievement impacts their future and the world around them.

Statement of Goals and Objectives

At Aurora Charter School, students will be able to demonstrate reading proficiency in Spanish from kindergarten through third grade, and reading proficiency in English by the end of third grade. After third grade, literacy instruction shifts from learning to read to reading to learn. Spanish reading proficiency is measured through the administration of Fountas and Pinnell's Sistema de evaluación de la lectura (a Spanish benchmark reading assessment) and English reading proficiency is measured through the Fountas and Pinnell Benchmark Reading Assessment (F&P BAS) and the NWEA Measures of Academic Progress (MAP) Growth Assessment. Learning does not begin or end at proficiency though, at Aurora, it is believed that all students can learn at high levels; therefore, rigorous whole group, small group, and individualized reading instruction is provided daily for all students. This is achieved through high quality, research-based core reading instruction with differentiation, as well as through reading intervention blocks of time aimed to address targeted areas of need determined through data representing the whole child. In addition, to ensure adequate progress is being made and to increase student motivation and engagement, both grade level and individual growth goals are developed. If a student is not meeting grade level and/or individual goals they may be referred to Aurora's Response to Intervention (RTI) program or the Exceptional Student Services program (otherwise known as special education) through the Child Find Process led by the Child Find Team. Student data is then analyzed and used to inform classroom and tiered instruction for the identified student. More on the types of assessments Aurora uses to measure proficiency, track progress, and identify student for Child Find Process can be found below.

Introduction

Aurora Charter School is a developmental bilingual school in South Minneapolis which serves more than 400 students in preschool through 8th grade. Ninety-nine percent of Aurora's student population speaks Spanish as their first language; therefore, it's early learners, in grades K-2, are taught literacy in Spanish. It is Aurora's belief that native language and literacy skills must be strengthened before students can be successful at learning to read, write, and speak in a second language. The idea being that literacy skills and strategies are only transferable to another language if students have first mastered them in their native language. In addition, Aurora also values and strives to help students become biliterate; therefore, students in grades K-2 are also provided with a small amount of English instruction each day. Furthermore, once students reach third grade they are taught literacy skills and strategies primarily in English. Also in 3rd grade, a Spanish language arts teacher also pushes into the classroom for a short period of time in order to continue to extend and strengthen literacy skills in Spanish. This trend continues through the upper grades. In short, the aim of Aurora's literacy model is to achieve biliteracy in English and Spanish by the end of 8th grade.

See Section 5: Curriculum and Instruction for more information regarding how instruction at Aurora leads to biliteracy

SECTION 1: Identification

Assessment Overview

The Aurora Charter School assessment program incorporates local and state standardized testing in addition to formative and summative classroom assessments to create a complete profile of each student's proficiency in reading, as well as track individual growth. Furthermore, the data is also used to pinpoint students' areas of need and strength. The NWEA Measure of Academic Progress (MAP) Growth Assessment and Fountas and Pinnell's Benchmark Reading Assessment (F&P BAS) are given in English in 2nd and 3rd grades while Fountas and Pinnell's Sistema de evaluación de la lectura (a Spanish benchmark reading assessment) is given to all students in grades K-3. The F&P BAS is given (in both English and Spanish) students in grades 2 and 3 to provide adequate equivalences between the two languages. All local schoolwide assessments are given three times a year: fall, winter, and spring to screen and measure student progress. In addition to the benchmark assessments, additional Fountas and Pinnell assessments in phonemic awareness, phonics, and word analysis are given to kindergarten students to measure emergent reading skill.

Screening Assessments

Fountas and Pinnell Benchmark Reading Assessment (F&P BAS):

All students in grades K-3 take the Fountas and Pinnell Benchmark Reading Assessment (F&P BAS), three times per year (fall, winter, and spring) to screen for students in need of help in one or more of the five areas of reading. This comprehensive, one-on-one reading assessment measures ability in areas of phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension; as well as documents student progress of these skills throughout the year. The data collected from the F&P BAS is reliable and easily identifies a student's independent, instructional, and hard reading levels. It can also help teachers plan effective instruction, group students effectively, select appropriate texts, and communicate student progress with families. Furthermore, it helps teams of educators determine which students need extra support or enrichment. Differentiated instruction and intervention plans can then be developed and used to ensure students are learning at high levels and meeting academic goals and standards.

Fountas and Pinnell Screening Assessments by Grade: Spanish

	Early Literacy Behaviors	Letter/Sound Recognition (Spanish)	Blending Words (Spanish)	Initial Syllables (Spanish)	Rhyming (Spanish)	Segmenting Words (Spanish)	High Frequency Words #1-25 (Spanish)	High Frequency Words #1-100 (Spanish)	Complete Benchmark Assessment (Spanish)
Grade K	X	X	X	X	X	X	X		X (winter/spring)
1								X	X
2									X
3									X

Fountas and Pinnell Screening Assessments by Grade: English

	Word Features	Letter/Sound Recognition	Blending Words	Initial Syllables	Rhyming	Segmenting Words	Complete Benchmark Assessment
Grade 2	X	X	X	X	X	X	X (winter/spring)
3							X

Fountas and Pinnell Reading Level Proficiency Goals by Trimester

	Grade			
	K	1	2	3
Fall (Entering) Proficient Reading Level	--	D	J	M/N
Winter Proficient Reading Level	C	H	L	O
Spring (Exiting) Proficient Reading Level	D	J	M	P

Goals based on the Fountas and Pinnell Text Level Gradient and the Instructional Level Expectations for Reading Chart

NWEA Measure of Academic Progress (MAP) Growth Assessment

All students in 3rd grade take the Measures of Academic Progress (MAP) Growth Reading Assessment three times per year (fall, winter, and spring). Like the Fountas and Pinnell Benchmark Reading Assessment (F&P BAS), the MAP is used as a screening assessment. It measures a student's ability to read and comprehend literature and informational text as well as read, understand, and apply vocabulary. It is different from the F&P BAS because it is based on individual growth, not predetermined benchmarks though projected proficiency levels are calculated and used during the screening process. Furthermore, the MAP is an adaptive assessment; therefore, it adjusts to find a student's unique learning level allowing for a student's individual growth and progress to be accurately measured from assessment-to-assessment and year-to-year. In the classroom, teachers use MAP data in many ways: (1) to inform their everyday instruction, (2) to improve and elevate their teaching, (3) to set learning goals with students, (4) to predict student growth and achievement, (5) to identify students in need of support or enrichment, and (6) communicate growth and progress with families.

Measure of Academic Progress (MAP) Growth Assessment Proficiency Goals by Trimester

		Testing Season		
		Fall	Winter	Spring
Grade	3	191	198	201

Goals Based on MN MAP Linking Study Norms

Screening and Identifying Students with Dyslexia

At Aurora, we screen for reading proficiency three times per year: fall, winter, and spring using the MAP Growth Reading Assessment, the Sistema de evaluación de la lectura (F&P BAS in Spanish), and the Fountas and Pinnell Benchmark Reading Assessment (FPRA in English). After a thorough analysis and interpretation of all student data, students found to be struggling with phonemic awareness, phonics and word analysis are also given the Wilson Assessment for Decoding and Encoding (WADE) to screen for deficits in their ability to read text. After all assessments are completed, students performing below grade level standards will receive effective core instruction as well as intervention. All interventions will be goal-based and targeted to meet individual need(s) of each student. Students proven to be struggling in phonemic awareness, phonics, or word study receive interventions that are targeted to meet individual student need and match the [evidence-based indicators for dyslexia](#). All student proficiency and growth is then monitored closely using data collected from evidence-based interventions, MAP Skills assessments, WADE, and classroom formative and summative assessments. After interventions have begun, data is triangulated and a child find meeting is held to review student growth and proficiency every 6 weeks. Students who are not making adequate progress towards reaching grade-level standards (display flat progress or progress that peaks then stagnates), and continue to need systematic and explicit instruction in phonemic awareness, decoding/encoding, morphology, fluency, and comprehension may be identified and referred for evaluation of dyslexia via section 504 or the special education program. Indicators for dyslexia listed in Table 1 are considered when making a decision to refer. Once a decision to refer has been made, the collaborative teaching teaming including interventionists and classroom/EL teachers fill out a referral form including but not limited to the reason for referral, which [evidence-based indicators for dyslexia](#) were met, baseline data, localized assessment data, interventions attempted, and student strengths and weaknesses. The referral form and student data is then reviewed by the child study team and a decision is made regarding student evaluation.

Screening and Identifying Students with Convergence Insufficiency

Aurora Charter School does not include screening for convergence insufficiency (CI) disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. The rationale being that Aurora follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings for school use are not available for diagnosing CI.

Diagnostic Assessments

The NWEA MAP Growth Reading Assessment is norm referenced and aligned to Minnesota State Standards; therefore, it is often used as an indicator of preparedness for state assessments and overall grade level proficiency. However, the MAP is best used as a measure of growth over time. Through the MAP assessment, teachers can pinpoint the skill areas and concepts a student knows

currently, what they need to learn now, as well as what they need to learn next. In addition, the CPAA (grades K-2) and MAP Skills (grade 3) assessments are given to students in order to dig deeper and identify specific skill gaps. Armed with this information, teachers can personalize learning plans and goals as well as provide quality, informed instruction to ensure they are meeting the needs of each and every student in their classroom.

In addition to the MAP and MAP Skills, the Fountas and Pinnell Benchmark Reading Assessment (F&P BAS) is also used as a diagnostic tool. It not only gives teachers the independent, instructional, and hard reading levels of their students, but it also illuminates in which areas of reading a student needs extra support. Patterns of error can be used to identify areas of need so that the teacher can better differentiate instruction or provide intervention to meet individual needs. Also, the data from F&P BAS can be combined with formative and summative data gathered in the classroom to identify areas of high concern. Then additional Fountas and Pinnell diagnostic assessments can be selected and administered to identify specific skill gaps and devise a plan to help students close those gaps and achieve mastery. (See a more detailed description of the MAP and F&P BAS under the screening heading above).

Fountas and Pinnell Goals for Additional Assessments by Trimester

	Grade								
	Kindergarten			1st Grade			2nd Grade		
	F	W	S	F	W	S	F	W	S
Uppercase Letter/Sound Identification	3	16	29	29	29	n/a	n/a	n/a	n/a
Lowercase Letter/Sound Identification	3	16	29	29	29	n/a	n/a	n/a	n/a
Segmenting/Blending Words	1	8	10	10	10	n/a	n/a	n/a	n/a
Initial Syllables	1	6	8	8	8	n/a	n/a	n/a	n/a
Rhyming	1	8	10	10	10	n/a	n/a	n/a	n/a
Early Literacy Behaviors	2	8	10	10	n/a	n/a	n/a	n/a	n/a
High Frequency Words (25/100)	1	15	19	25	75	100	n/a	n/a	n/a
Word Features	n/a	n/a	n/a	1	16	21	16	25	30

Goals Based on F&P [Optional Assessment Criteria](#)

Progress Monitoring Assessments

Students who perform below grade level on both the MAP and F&P BAS may qualify for additional support through the Response to Intervention Program (RTI). Students performing below the 40th percentile on MAP and are reading 1 or more grade levels below their peers on the F&P BAS will be flagged and monitored within the classroom while students performing below the 20th percentile on MAP and are reading 2 or more grade levels below their peers on the F&P BAS will be immediately considered for the RTI program. Classroom formative and summative data is also taken into consideration when selecting students for RTI. The progress of the students who qualify for RTI in grades K-2 will be monitored through the CPAA and/or the regular administration of Fountas and Pinnell assessment probes (F&P optional assessments) in the student's area of need. In grade 3, the MAP Skills assessment will be used to monitor progress and determine skill mastery. Both students in Tier 2 and 3 may also be given the F&P BAS on a more regular basis until they are able to reach and consistently perform at grade level to exit the program. The frequency of these assessments and exit criteria is dependent on a student's intervention plan and the conclusions made by the intervention and collaborative team of teachers.

The chart below indicates where students should be performing on a monthly basis according to the Fountas and Pinnell Text Level Gradient.

Fountas and Pinnell Benchmark Reading Assessment: Progressing Monitoring by Instructional Text Reading Level

Grade	Months of the School Year									
	1	2	3	4	5	6	7	8	9	10
K	--	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V

Goals based on the Fountas and Pinnell Text Level Gradient

Identification of English Language Learners:

In order to identify students with limited English proficiency (LEP) to receive English Language development (ELD) services, Aurora Charter School gives a Home Language Questionnaire to all students. If an incoming student in first through fifth grade does not have a WIDA ACCESS English Language Assessment (ACCESS) score or is new to the United States, an EL teacher administers the WIDA Screener to identify his/her level of English language proficiency. Kindergarten students are not assessed until the spring ACCESS test. An EL service identification letter is sent home to inform parents that their child is LEP and receiving EL services within 30 days of placement.

Exiting Second Language Services:

In order for a student to exit the EL program at Aurora Charter School, they must obtain an overall ACCESS score of 4.5, and a score of 3.5 in at least three of the four language domains (listening, reading, writing, speaking) according to the results of the WIDA ACCESS assessment. The students who qualify will be exited in the MARSS system and will be monitored for at least two years afterward.

For more information about the WIDA ACCESS English Language Assessment please visit the [assessment page on the Aurora Charter School website](#) or the the [WIDA MN website](#).

SECTION 2: CURRICULUM AND INSTRUCTION

Core Instruction**Dual Language**

Since Aurora Charter School is a developmental bilingual school, Spanish is the main language of instruction used in grades K-2 while students are still focused on learning to read. However, all students are provided literacy instruction in both English and Spanish, in different amounts of time and using different modalities (see the time allocation chart below). Literacy skills and strategies can be transferred from a child's first language to their second; therefore, in second grade, literacy skills learned in Spanish begin to be transferred to English where students will then begin the process of reading to learn. Even though students are being provided more and more instruction in English in third grade and beyond, the importance of continuing to strengthen literacy skills in their native language, Spanish, is always emphasized.

Literacy Time Allocation Chart

GRADE	SPANISH	ENGLISH	INTERVENTION	DELIVERY OF INSTRUCTION
KINDERGARTEN	60 minutes Literacy Instruction	30 minutes Literacy Instruction	30 minutes Spanish Literacy Intervention	Spanish Literacy is taught by a native Spanish speaking teacher English provided by EL teacher Interventions provided by Native Spanish speaking classroom teachers and interventionists
1ST GRADE	75 minutes Literacy Instruction	45 minutes Literacy Instruction	30 minutes Spanish Literacy Intervention	Spanish Literacy is taught by a native Spanish speaking teacher English provided by EL teacher Interventions provided by Native Spanish speaking classroom teachers and interventionists
2ND GRADE	75 minutes Literacy Instruction (Science Integrated)	75 minutes Literacy Instruction (Social Studies Integrated)	30 minutes Spanish Literacy Intervention	Spanish Literacy is taught by a Native Spanish Speaking Teacher English is co-taught by a Native English Speaking classroom and EL teacher Interventions are provided by bilingual classroom teachers and interventionists
3RD GRADE	45 minutes Literacy Instruction	75 minutes Literacy Instruction	30-45 minutes English Literacy Intervention	Spanish Literacy is taught by a Native Spanish Speaking Teacher English literacy is co-taught by a Native English Speaking classroom and EL teacher Interventions are provided by Native English speaking classroom teachers and interventionists
4TH GRADE	45 minutes Literacy Instruction	75 minutes Literacy Instruction	30-45 minutes English Literacy Intervention	Spanish Literacy is taught by a Native Spanish Speaking Teacher English literacy is co-taught by a Native English Speaking classroom and EL teacher Interventions are provided by Native English speaking classroom teachers and interventionists
5TH GRADE	45 minutes Literacy Instruction	75 minutes Literacy Instruction	30-45 minutes English Literacy Intervention	Spanish Literacy is taught by a Native Spanish Speaking Teacher English literacy is co-taught by a Native English Speaking classroom and EL teacher Interventions are provided by Native English speaking classroom teachers and interventionists

Balanced Literacy

Despite Aurora's dual language model, all classroom teachers at Aurora follow a balanced approach to literacy. In this approach, students are not only instructed in reading, but also writing and word study. It is understood that language processes are dependent on each other. For instance, highly developed skills in reading will lead to highly developed skills in writing, and word knowledge is key in both being able to read and write. In other words, instruction must be "balanced" between all three: reading, writing, and word study.

In Aurora's balanced literacy model, students are instructed not only as a whole class, but also in small groups and as individuals according to their needs and interests. As a result, teachers are required to differentiate instruction for each instructional setting.

- Whole Group
 - Instruction is short (5-20 minutes)
 - Teacher uses academic language that is easily understood by all or most students
 - Teacher uses explicit instruction and modeling
 - Teacher uses authentic, engaging grade level texts
 - Teacher uses evidence-based strategies to make grade level text accessible to all students
 - Teacher uses reading and writing activities that are authentic
 - Teacher front loads vocabulary or builds background knowledge when necessary
 - Teacher activates prior knowledge
- Small Group
 - Groups of 6 students or less
 - Teacher uses authentic, engaging texts
 - Teacher uses reading and writing activities that are authentic
 - Teacher understands the proficiency level of each student and can group students according to need
 - Teacher uses short-term, flexible grouping
 - Small group time for students who are struggling may be extended while other students work independently
 - 1:1 instruction within the small group setting may be necessary for students who are struggling
 - Teacher uses additional differentiated literacy strategies to meet unique small group and individual needs
- Individual
 - Teacher uses authentic, engaging texts
 - Teacher uses reading and writing activities that are authentic
 - Teacher understands the proficiency level of each student
 - Teacher holds 1:1 conferences with students while students work independently
 - Teacher instructs struggling students in a 1:1 setting while other students work independently

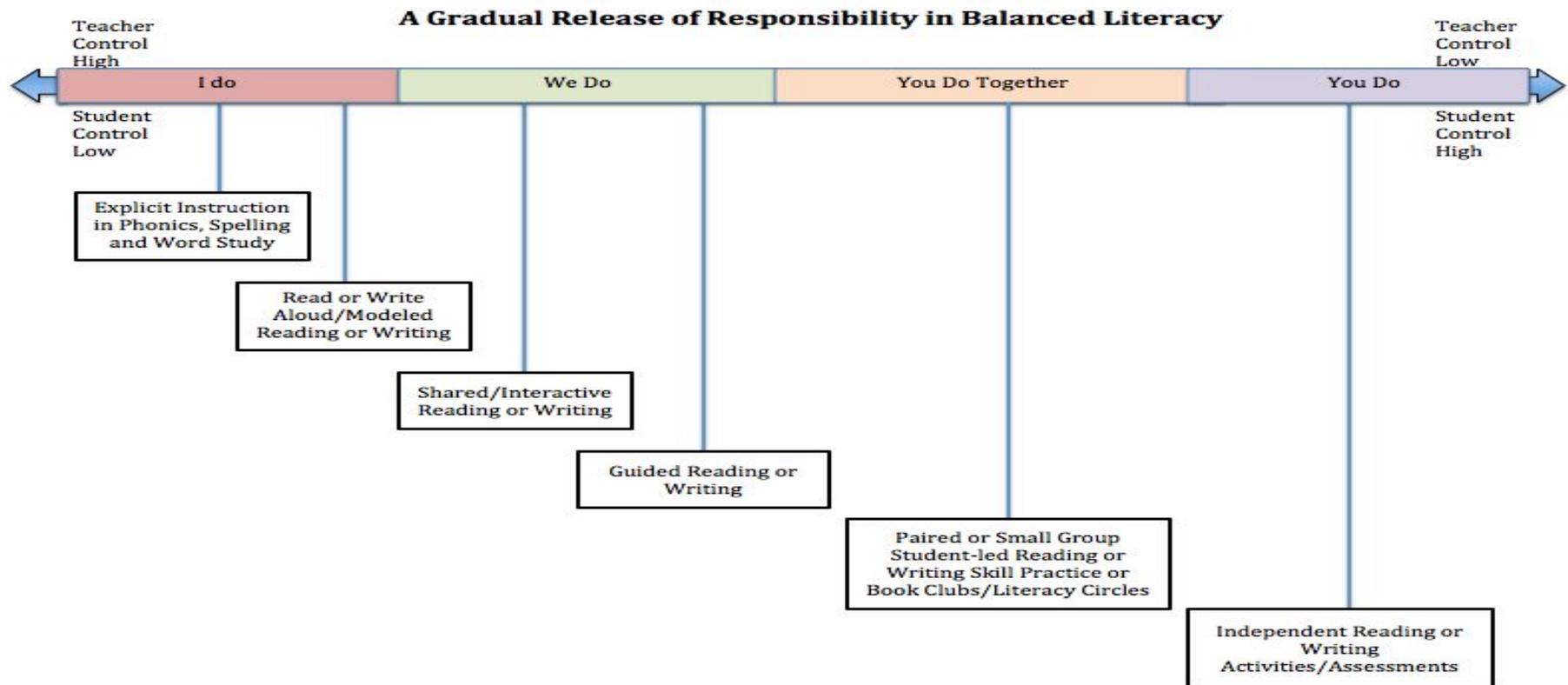
- Teacher uses additional differentiated literacy strategies to meet unique individual needs

In addition to providing differentiated instruction in various settings, the balanced literacy model also requires teachers at Aurora to scaffold instruction and gradually release responsibility of learning to the students. In other words, the goal being that students take control of their own learning. Below is a figure representing release of responsibility and how it is connected to the components of balanced literacy.

The core literacy curriculum used at Aurora Charter School in both English and Spanish is Benchmark Literacy. Benchmark Literacy is a research-based reading and writing program aligned to the Common Core Language Arts Standards. It follows the balanced literacy model focused on the 5 pillars of reading (see figure below) and puts comprehension and higher-order thinking at the core of instruction. As a result, students are able to learn and expand knowledge through reading, thinking, writing, and sharing daily. In addition, Benchmark’s dedication to repeatedly exposing students to essential academic vocabulary and high quality visuals helps accelerate learning for English Language Learners.

Pillar of Reading	Description
Phonemic Awareness	The ability to hear, recognize, and manipulate sounds to create words.
Phonics	Understanding the relationship between printed letters and letter sounds so students can learn to decode and understand text.
Fluency	The ability to read text quickly, accurately, and with prosody with little effort.
Vocabulary	Understanding the meaning of different words and their parts in order to create meaning from text.
Comprehension	The ability to extract meaning from text, think critically about it, and apply it.

Both the balanced literacy model and Benchmark Literacy help teachers ensure that the Minnesota State Academic Standards for Language Arts are met by each and every student. Please click on the link for a more detailed look at the Minnesota State Academic Standards for Language Arts: [Minnesota Academic Standards for Language Arts](#)



English Language Support

English as a Second Language Services:

At Aurora Charter School, the English Learner (EL) population is served in many different ways. Currently, there are five highly-qualified EL teachers that serve the EL population at Aurora. Each teacher provides service to one-two grades to allow for more intensive instruction. The EL teacher collaborates at a high level with literacy teachers by co-planning and co-teaching SIOP lessons. In kindergarten and first grade, students receive a thirty and forty-five minute English content class, respectively. In Kindergarten, the primary focus is on improving English proficiency in the Listening and Speaking modalities. Furthermore, in 1st grade the EL teacher provides sheltered instruction in English corresponding to Minnesota's Science and Social Studies standards. English Language Arts

in second through fifth grade is co-taught by the content teacher and a licensed EL teacher. The English Language Arts model is a 20 minute co-taught mini lesson, followed by a read aloud using a metacognitive strategy, and then forty minutes of differentiated guided reading instruction. Guided reading implements flexible grouping of students based upon the triangulation of three key pieces of assessment data: Fountas & Pinnell scores, WIDA ACCESS score, and summative classroom assessments. The EL department collaborates to offer strategies, supports and assistance in differentiation, vocabulary development, scaffolding, sheltered content, verbal processing, background knowledge, and feedback to all teachers. Newcomer students and students below a WIDA level 2 receive one-on-one or small group pull-out instruction at least once per day with the EL teacher that corresponds to their specific grade.

SECTION 3: READING INTERVENTION

At Aurora Charter School, we believe that all students can learn at high levels. As a result, Aurora has developed a Multi-tiered System of Support (MTSS) to identify and provide students academic, behavior, and socio-emotional development. The RTI or Response to Intervention Program addresses the academic side of MTSS. RTI is a three-tiered model of support. The intensity of instruction increases as student need increases; therefore, each Tier in the RTI model has its own set of supports and activities specifically designed to help the teacher or specialist meet the instructional needs of each child.

Due to the high number of students in need of intervention, Aurora follows a schoolwide approach to RTI. In addition to effective core instruction (with teacher led differentiation) in Tier one, all students receive math and reading intervention or enrichment services within a 30 minute block of time each day. This allows for not only the needs of struggling students to be met, but also those of students at grade level and beyond. Initially, students are identified and placed into intervention through a screening process at the beginning of each trimester. Students identified as in need of Tier 2 and 3 intervention will be immediately serviced.

The progress of all students is monitored closely during core instruction and the intervention block. Collaborative teaching teams meet biweekly to analyze and discuss the progress of all students. Students failing to make adequate progress in Tier 1, after 6 weeks, are provided with Tier 2 interventions and students not responding to Tier 2 interventions will be considered for more intensive Tier 3 pull out intervention where they receive additional support from an interventionist or reading specialist. Later, if data shows the student is still struggling, the Child Find Team meets and considers the student for continued Tier 3 intervention or referral for special education services. Once a student proves mastery of targeted skill(s) and demonstrates reading presidency on local assessments they will exit the intervention program. More on how intervention works with assessment can be found above in Section 1: Assessment.

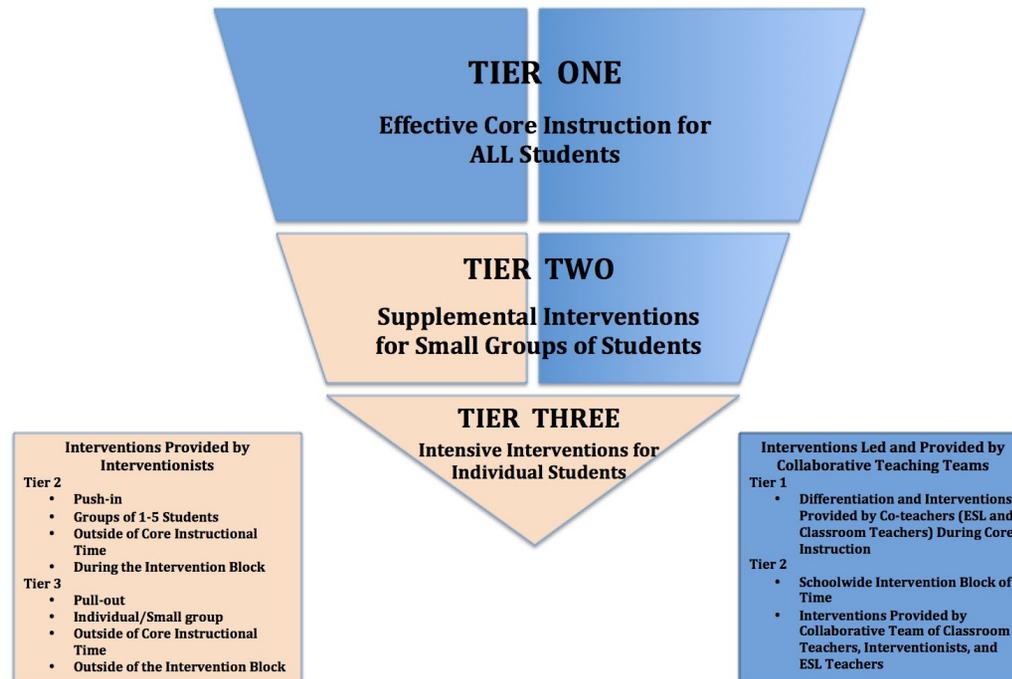
Below is a brief description of each Tier and a figure that displays Aurora's RTI model.

Tier 1: All students will receive effective core instruction led through a co-teaching model. The EL teacher and classroom teacher will work together using backwards to design to create a learning environment in which all students can learn at high levels. This includes using data to identify needs, inform instruction, provide differentiation, employ initial interventions, practice flexible grouping, and monitor progress.

Tier 2: Collaborative teaching teams will provide interventions for all students in a 30 minute intervention block. Needs and grouping will be determined through review of ongoing screening, diagnostic, and progress monitoring data. Students in Tier 2 will work in small groups according to proficiency and growth exhibited on chosen learning targets derived from essential standards . Interventions will be completed within the classroom. Intensity of instruction will increase and group numbers will decrease as the level of need becomes more severe. In this Tier, students will continue to follow the gradual release of responsibility model, but will need more explicit and guided instruction than during core instruction.

Tier 3: Students will work one-on-one for 30-45 minutes with an interventionist in a pull-out model following a strictly explicit and guided approach to instruction: an “I do” then “We do” model. In grades 3, interventionists will use the Leveled Literacy Intervention (LLI) program and in K-2, interventionists will use the Soluciones intervention curriculum. Additional research-based interventions such as the Wilson Phonics program, instead or in addition to the standard intervention curriculum to meet targeted needs.

ACS Response to Intervention Model



SECTION 4: Family Notification and Engagement

Engagement

As part of Aurora's Parent Involvement Initiative, the Curriculum and Instruction Administrator, Family Engagement, EL and Literacy Coordinators work in concert to arrange a variety of opportunities to empower parents through education. These opportunities include a yearly curriculum and parent engagement night, literacy-focused nights to be informed and educated about the curriculum and strategies to support students' learning at home and parent workshops spanning a wide range of necessary topics (every Thursday night). Our library allows students to check out books to bring home and has a parent focus group that meets once per quarter to ensure appropriate familial and cultural responsiveness. When available, leveled readers are sent home to extend reading at the student's independent reading level. The monthly Noticias (newsletter) includes vital information regarding literacy programming and helpful information from within the classroom. Finally, to promote summer reading, literacy educators coordinate an Annual Book Drive composed predominantly of donated, high-interest, high-quality texts for consumption over scholastically dormant months.

Below are some of the resources Aurora provides their families.

- Information regarding how to obtain and use a library card as well as how to get to and from their local library.
- Information on free online resources through [Hennepin Public Library](#).
- Free online reading sites with books in both English and Spanish. For example [Epic Reading](#) and [Newsela](#)
- Access to lists containing good quality books. For example the [American Library Association](#) or [babble](#)
- Some classrooms take regular walks to the [public library near the school](#) and not only check out books, but also learn about the library and why reading is important.
- 2 nights per year Aurora will hold a literacy night for families that will focus on strengthening literacy and language.
- Starting in 2018-2019, students will bring home books and literacy activities regularly to be completed with families. These books will become part of the families home library.
- Literacy celebration events such as: reading olympics, read for the record, book drives, and book fairs.
- [¡Colorín Colorado!](#) A website dedicated to helping schools and Latino parents discover how to best identify and help students who struggle in reading.
- [K12reader](#) A website that provides free reading instruction resources for both teachers and parents
- [Parent Reading Tip Sheet](#) created by a reading specialist at Aurora

Further parent reading resources are available on the school website at auroracharterschool.org.

Notification

Parents and guardians of students at Aurora Charter School will be notified of their student's test results and general classroom progress at parent-teacher conferences three times a year. Students' proficiency and growth will be assessed using the Fountas and Pinnell Benchmark Reading Assessment and the NWEA MAP Growth Assessment, in addition to formative and summative classroom assessments used to measure progress towards meeting specific academic goals/standards. If a student demonstrates that he or she is performing below grade level and/or is not make adequate progress, they are referred to the Child Find Committee, his or her parent(s) will be immediately notified. In addition, parents of students who are identified as in need of EL services as determined by the WIDA ACCESS English language assessment, are informed via letter of their child's placement in the EL program within the first 30 days of entering school in the fall. The parents and guardians of students in the EL and/or RTI program will be notified at least every 4-6 weeks of their student's continued progress, if not more regularly, and will also be informed about how they can help their child make progress at home.

In addition to communication stated above, parents and guardians will receive a student report card quarterly indicating if the student is performing at, below, or above grade level standards. They also have access to student progress through the Infinite Campus Online Student Data Management System.

Parents and guardians are notified about state and local assessments via the assessment page on the school's website: [Aurora Charter School's Assessment Guide for Parents](#)

SECTION 5: PROFESSIONAL DEVELOPMENT

At Aurora Charter School, it is believed that the best way to help students learn and grow is to provide staff with high quality, applicable professional development (PD) opportunities that will enhance their teaching and instill in them the desire to continue to grow professionally. This include both onsite and offsite PD. The opportunities provided to staff varies year-to-year depending on student and teacher needs. All these instructional topics are embedded within the concepts delivered by the Future Forward Institute, from WESP, to which ten teachers and leaders are currently attending; more teachers will attend next year, if the Institute is still available.

Aurora Professional Development builds its PD in five main pillars to support differentiation in the classroom: data analysis, EL strategies, depth of knowledge, active cognitive engagement, and instructional density.

- **Administering, interpreting, and analyzing data:** Teachers will receive NWEA MAP and Fountas and Pinnell reading data trainings led by the District Assessment Coordinator and other members of the Literacy Team. We will also focus on Instructional Agility as a way to bring backwards design and depth of knowledge into the classroom.
- **EL Strategies:** Differentiation, Co-Planning and Co-Teaching, Vocabulary, Scaffolding, Verbal Processing, Building Background Knowledge, and Corrective Feedback for EL. The ESL Coordinator and her team will continue work from last year by further providing classroom teachers with effective instructional strategies for English Language Learners.
- **Depth of Knowledge:** Clear understanding of different levels of Depth of Knowledge, Balanced Assessments, Questioning Techniques, and Differentiation to increase academic rigor.
- **Active Engagement:** Choice, Learning Style, Creation and Use of Rubrics, Group Work and Project Based Learning, Real Life Connections, and Meaningful and Effective Feedback.
- **Instructional Density:** Unpacking standards, Essential Standards and Learning Targets, Lesson Objectives and Closure, Lesson Pacing.