ATHLOS
LEADERSHIP
ACADEMY

K-3 Literacy Plan
Updated August 2019

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

ALA Mission Statement:
Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school and college preparatory education through high standards for academic scholarship, fitness and nutrition, character development, and student leadership opportunities.

In adherence to ALA's school mission, it is the expectation for every ALA student to be reading at or above grade level by the end of each school year. As part of this school-wide effort, Athlos Leadership Academy has created a K-3 Literacy Plan that will support ALA's school-wide goal of providing a learning program that supports every student in obtaining proficiency in reading, including reading instruction appropriate to the specific needs of English Learners. In the event that students are not reading at or above grade level by the end of third grade, the school will continue to provide interventions to the student as needed.

As a data-driven school, ALA teachers use disaggregated student achievement results and growth data to determine trends in performance levels. Further, ALA teachers analyze student-specific data when determining the educational supports needed at the student level. Through benchmark assessments and continuous progress monitoring, ALA 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.

ALA 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.

ALA uses the Fountas and Pinnell Benchmark Assessment System to assess and define students' reading proficiency. The Fountas and Pinnell System has gone through field studies to test its reliability and validity as a tool. Many curriculum programs align with the Fountas and Pinnell leveling system, making it an effective tool for screening and identifying a student's level of reading proficiency. The following chart, adapted from the Fountas and Pinnell system, outlines the proficiency targets used by Athlos Leadership Academy in determining whether or not a student is performing at grade level in the fall

K-3 Literacy Plan
Updated August 2019

and spring of each year. This chart was updated starting in the 2013-2014 school year in accordance with amended performance indicators published by Fountas and Pinnell.

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

Through ALA's Multi-Tiered Systems of Support model, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. Students are supported by the MTSS model 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 plans are implemented 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 all tiers of the MTSS model. The goals and student progress are discussed among teachers and administration and interventions are evaluated and adjusted as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

ALA 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 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. ALA 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.

ALA continues to refine its data collection and analysis process that ensures data-guided instruction and collaboration among teachers. ALA administrators monitor the success of

K-3 Literacy Plan
Updated August 2019

the learning program through frequent classroom walk-throughs, teacher observations and evaluations, and analysis of student data.
This ensures we continue to work and makes changes to ensure we are best serving individual student needs at Athlos Leadership 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-3 are screened using the Fountas & Pinnell Benchmark Assessment System (F&P). This assessment, given to *all* K-3 students, is administered by an intervention specialist or the classroom teacher in the spring. New ALA students are tested, as well, in the fall. ALA 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 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 recorded and he/she receives a comprehension score. This one assessment gives teachers information about a student's fluency, reading rate, accuracy, and comprehension level. The assessment also keys instructors in on 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.

K-3 Literacy Plan

Updated August 2019

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

Screening *All* K-3 students are assessed in the following areas using the measurement tools in the chart below. Students that are below proficiency receive diagnostic and progress monitoring assessments.

Area of Reading	*K*	*1*	*2*	*3*
Phonics (Letter Sounds)	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment
Phonemic Awareness (Blending/Segmenting)	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment
Vocabulary (High Frequency Words)	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment
Comprehension	F& P Benchmark Assessment	F&P Benchmark Assessment	F&P Benchmark Assessment	F&P Benchmark Assessment
Fluency and/or Oral Language	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment	F& P Benchmark Assessment

Diagnostic Assessments & Progress Monitoring

Diagnostic assessments are used when a student does not demonstrate proficiency on the F&P screening assessment. Classroom teachers will choose the diagnostic tool to use based on data from the benchmark assessment. Diagnostic assessments will be administered by the classroom teacher and/or the Intervention Specialist.

Progress monitoring will occur on at least a monthly basis until students are demonstrating proficiency. The area, depth, and frequency of progress monitoring will depend on results of a diagnostic assessment as well as student performance as compared to grade level expectations. These progress monitoring results guide the intervention plans of each student.

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

may choose other grade-level appropriate diagnostic and progress monitoring tools as well.

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
ACCESS for English Language Learners (administered by ELL/Title I teacher)	Oral Language; Vocabulary;
Running records	Accuracy, Fluency, Comprehension
School-generated high frequency word list (K-3)	Vocabulary
Fountas and Pinnell	Fluency
PRESS	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

Data-Driven Instruction/Interventions

The Minnesota Department of Education has adopted "Multi-Tiered Systems of Support," or MTSS, as the name for Response to Intervention (RtI). ALA has also adopted that terminology and has implemented a MTSS model that is tailored to ALA's needs.

MTSS is a framework that integrates instructional interventions within a multi-tiered instructional system created to maximize student achievement. With MTSS, Athlos Leadership Academy uses data-based decision making and professional development/PLCs to identify student instructional needs, continually monitor student progress, provide evidence-based interventions and to adjust the intensity and nature of those interventions depending on a student's responsiveness to the intervention.

This model uses a three-tiered approach with primary (universal), secondary (targeted), and tertiary (intensive) levels of intervention that help match the intensity of prevention and intervention strategies to the intensity of the student need. This model will be applied with fidelity to ensure that appropriate supports are put in place for students' academic and behavioral educational needs. Need-driven decision-making takes place to ensure that school resources reach the appropriate students at the appropriate levels in order to accelerate the performance of all students to achieve and/or exceed proficiency.

K-3 Literacy Plan
Updated August 2019

Tier 1-Primary/Universal Level of Support (Core Classroom Level)-This is the level at which all students receive high quality instruction in ALA's core curriculum as well as receive classroom-level behavioral, academic, and social-emotional supports. Students who require targeted or intensive interventions due to learning difficulties will still continue to receive instructional supports in the core curriculum. It is the expectation that differentiated instruction occurs at the core classroom level to ensure optimal growth, support, and proficiency. The lengths of core curriculum instructional periods are determined by the Principal. Instruction is planned by the core subject teacher. High-quality, differentiated core classroom instruction is the foundation of all grade-level learning. It is the expectation for the classroom teacher to provide differentiated support to meet the needs of all students in order to reduce the need for Tier 2 or Tier 3 support. The primary/universal level of support includes:

- A researched based core curriculum.
- Culturally and linguistically responsive instructional practices.
- Universal screening. (ALA's Assessment Plan)
- Differentiated instruction and differentiated learning activities
- Accommodations to ensure all students have access to the instructional program.
- Problem solving to identify interventions, as needed, to address any behavioral problems that prevent students from demonstrating the academic skills they possess.

Tier 2-Secondary/Targeted Support- Targeted support is what *some* students receive in addition to full Tier 1 core classroom support. If students struggle to succeed within the Tier 1 core classroom support framework, they then receive targeted support at the secondary level. The purpose and goal of Tier 2 targeted support is to improve student performance to a degree that the student is performing at or above grade level and no longer needs targeted support. Tier 2 services are more intense (more time or narrowed focus of instruction/intervention) than Tier 1 interventions. Tier 2 services can be provided by a variety of professionals (e.g. classroom teacher, intervention specialist) and in any setting (e.g. general education classroom, pull-out setting, home). This tier typically includes small group instruction that is delivered as part of the general education curriculum. Tier 2 instruction could be provided by the general education teacher or an intervention specialist, but the number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus. Providers of Tier 2 instruction incorporate the instructional language and materials of Tier 1. For example, an intervention specialist may be called upon to lead a 12 week daily reading group within the core classroom's reader's workshop block, to ensure that a group of 5-8 students have access to an intensive daily reading group as opposed to being part of the standard classroom group rotation. Or, for example, a small group reading intervention may consist of 10 weeks of 30 minute sessions, 3 times per week that takes place outside of core instruction/direct instruction during arrival time, gym, social studies, or art/music. The instructional interventions are evidence-based, adult-led,

clearly articulated, data-driven, and directly related to student needs as indicated on student formative and summative assessments. Once a student has mastered the skill target in a Tier 2 target support group, the student should be exited from the intervention. These targeted supports can be provided by the classroom teacher or an intervention specialist, but are not to replace or take place during core instruction periods unless the core instruction teacher has formatted the time frame to include small group instruction. Tier 2 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 2 services, combined with Tier 1, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by ALA and graduate from needing Tier 2 interventions.

Tier 3-Tertiary/Intensive Support- (Non-IEP related intensive supports) Intensive support is what *few* students receive and is the most intense non-IEP-related service level provided by ALA. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) as established by ALA, and will graduate from needing Tier 3 or Tier 2 intervention supports. The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is characterized by:

- More instructional time
- Smaller instructional groups (or individuals)
- More precisely targeted lessons based on individual student needs as identified through summative and formative assessments.
- More extensive opportunities for practice, error correction, and feedback.
- Very frequent formative assessments to assess micro-level skills in order to rapidly address learning challenges or barriers to reaching success in Tiers 2 and 1.
- General rule: The more a student is behind in Tier 1 performance expectations and the less responsive a student is to Tier 1/Tier 2 interventions, the more frequent and varied the formative assessments should be to ensure that instructional supports are matched to the student's needs in order to "catch up" to grade level expectations.

At Athlos Leadership Academy, students receive reading interventions that align with their individual reading profile. Classroom teachers, specialists, and intervention teachers

meet in weekly PLCs where they discuss student progress and adjust instructional interventions if needed. Flexible grouping and regrouping allows teachers and specialists to move students to the teacher that best meets their instructional needs.

Classroom teachers will communicate with parents at least once per reporting period. Once per trimester, 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.

Intervention strategies are determined through collaboration between classroom teachers and intervention teachers. Intervention plans are created for students and are maintained in students' online portfolios that are accessible to any teacher who works with that student. Teams meet regularly in Data PLCs and individual meetings to make determinations for intensifying or modifying interventions as needed. Interventions are evidenced based. Progress monitoring is used to track the effectiveness of the interventions. Progress monitoring data is reported in students' online portfolios for longitudinal record keeping.

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 and include information on the school website.

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, ALA teachers and families participate in multiple events throughout the year. Occasions such as Family Nights and conferences give our teachers ample opportunities to keep parents informed of their child's progress.

K-3 Literacy Plan
Updated August 2019

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 ALA's MTSS model, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. Students are supported by the MTSS model 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 all tiers of MTSS. The goals and student progress are discussed at teacher meetings, where interventions are evaluated and adjusted as needed, data is analyzed, and teaching strategies are discussed and practiced for implementation.

ALA 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. ALA 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.

Through teacher evaluations, meetings with teachers, and analysis of student data, the ALA Principal is able to discern the professional development needs of ALA. Through Professional Learning Community (PLC) work, teachers analyze student data (both summative and formative assessments, as well as student work). During PLCs, teachers bring concerns and questions to the PLC group as well as data and student work in order to analyze what strategies/schedules/ changes/ supports/processes will support the student in achieving accelerated growth and proficiency. These frequent opportunities for teacher collaboration provide ALA teachers 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 July 2016, Athlos Leadership Academy K-5 teachers participated in a training through Heinemann Professional Development called "When Readers Struggle- Teaching That Works." PK-2 teachers held a monthly follow-up PLC throughout the 2016-2017 school year to continue their study of effective reading interventions. In September 2018, intervention teachers, EL staff and special education teachers received training in the PRESS intervention system. All K-5 classroom teachers received PRESS training in August 2018.

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

ALA uses the Readers Workshop framework 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. ALA conducts an ongoing and regular review of curriculum to continuously improve the precision, alignment and rigor. This curriculum has been vertically aligned across K-8.

Staff at ALA will continue to provide interventions to meet the needs of all of our learners. ALA uses the MTSS model to differentiate instruction for all students. (See Section II for in-depth information on the MTSS model).

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 ALA 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 ALA's population.

ALA maintains on-site EL expertise through our EL staff. Through this position, not only do students have access to EL supports as needed, ALA teachers have access to in-house supports. Classroom teachers, EL 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. EL staff are called upon, by administration, to lead trainings or meet with teachers when additional supports are necessary, as evidenced by student data or teacher observations.

In 2016-2017 two of the school's instructional coaches participated in Sheltered Instruction training through Metro-ECSU in order to further support classroom teachers in the implementation of reading instruction that is appropriate to the needs of English Learners.

In August 2018, all classroom teachers received training in Sheltered Instruction.

VIII. The district will annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder to the Commissioner by July 1.
ALA will report this through the annual K-3 report that is submitted to the state.

IX. Post assessment methods and data that is submitted to the Commissioner of Education 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.

2018-2019 K-3 Proficiency Data—Based on Fountas and Pinnell Benchmark System
(All Students- Not just October 1st students)

	Grade Level Proficiency Target	% Meeting Grade Level Proficiency Target
Kindergarten	D	94%
1st	J	84%
2nd	M	97%
3rd	P	97%