

LOCAL LITERACY PLAN

Reading Well By Third Grade [593]

To ensure reading proficiency by the end of third grade, in accordance with Minnesota State Statute 120B.12

Our Mission:

Seven Hills Preparatory Academy engages students in a rigorous Classical education, designed to prepare each one for strong citizenship and life-long learning.

Our Vision:

Recognizing that all students have a right to pursue academic and personal excellence, Seven Hills Preparatory Academy challenges students by: providing a caring and structured small-school environment; maintaining high expectations of students, staff, and the community; inspiring critical thinking, creativity, and an appreciation for beauty through active implementation of the Core Knowledge curriculum and study of the liberal arts; and promoting a strong value system that embraces cooperation, assertion, responsibility, empathy and self-control.

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Overview

Seven Hills Preparatory Academy (SHPA) is a public charter school with a Kindergarten - 5th Grade campus in Bloomington, Minnesota and a Kindergarten - 2nd Grade and 6th - 8th Grade campus in Richfield, Minnesota. Seven Hills opened in 2006 and has grown to over 500 students currently enrolled, in the Lower School. *Friends of Education* authorizes and provides oversight for Seven Hills Preparatory Academy. Our authorizer is committed to student achievement and supporting the growth of Seven Hills.

The hallmark of Seven Hills is providing a classical education in an academically rigorous environment. As educators, parents, and as a community our goal is to support all students' literacy development.

Seven Hills utilizes current research and best practice in literacy development stemming from the findings of the National Reading Panel (2000). The five areas of concentration in reading development are: phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Our selection of Fountas & Pinnell Guided Reading adheres to the findings of the NRP and focuses on areas of reading development.

To provide a well-rounded literacy program, Seven Hills uses the Core Knowledge Sequence providing a wealth of literature, rich vocabulary, and extensive background knowledge. Additionally, Seven Hills uses the following curricula: Shurley Grammar-grades 1-3, Words Their Way- K-5, Daily 5- grades K-5, Lucy Calkins Units of Study for Writing Workshop K-5, Song School Latin K-2, Latin for Children- grades 3-4, Minimus grade 5, Scholastic News grades K and 2, Time for Kids grades 1, 3-5.

I. Statement of Goals and Objectives

Pursuant to MN Statute 122A.06, Seven Hills Preparatory Academy is committed to providing comprehensively, scientifically-based reading instruction so that all students will achieve grade level proficiency and read well by Grade 3.

Seven Hills students receive high-quality, data-driven literacy instruction and are closely monitored to ensure that they are making appropriate progress. Support systems are in place for those students who need additional practice as well as those who are working above grade level. Teachers have been thoroughly trained in the process of analyzing

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quarterly assessment data and families are kept abreast of student progress throughout the school year.

Seven Hills students are assessed according to Minnesota state academic standards. Common assessments are utilized to assess mastery of standards. Instruction is aligned to standards and teachers modify instruction based on data to ensure mastery of standards.

Professional development is in place throughout the academic year, preparing teachers to champion best practices in planning for and delivering individualized, rigorous instruction.

II. Statement of Process to Assess Students

One of the key contributing factors to the success of Seven Hills is that the entire community supports a rigorous, structured and disciplined academic program, driven by data and assessments. In addition to standardized assessments, student achievement is measured in a variety of ways, both formally and informally. Three times a year, students are assessed in Reading & Math to assess mastery of state standards and benchmarks using district developed Interim Assessments. These assessments are the core of our Data Driven Instructional Model. They follow a process of review, predictions, analysis, and re-teaching by the classroom teachers. Teachers are guided through the analysis and supported with best instructional practices when re-teaching material.

Data results supporting the success of the programs implemented at Seven Hills can be found in the MCA-III Reading, MCA- III Mathematics and MCA Science Test results on the school's website.

1. Students' level of reading proficiency will be measured by a variety of assessments including, but not limited to,
 - a. Minnesota Comprehensive Assessment (MCA-III) Reading
 - b. Fountas and Pinnell Benchmark Assessment System 2 (BAS-2)
 - c. Fry Sight Word assessment
 - d. Qualitative Reading Inventory-4
 - e. Interim Assessments (building developed)

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2. Assessments will be administered by the school Literacy Specialists and appropriate classroom teachers at the following times throughout the school year and to the following students:
 - a. Minnesota Comprehensive Assessment III (MCA-III) Reading
 - i. Spring 2019
 - ii. Third, Fourth, and Fifth Grade Students
 - b. Fountas and Pinnell Benchmark Assessment System 2 (BAS 2)
 - i. Fall 2018 and Spring 2019, and additionally throughout school year as needed
 - ii. Kindergarten, First, and Second Grade students
 - c. Fry Sight Word assessment
 - i. Fall 2018 and Spring 2019, and additionally throughout school year as needed
 - ii. First, Second, and Third Grade Students
 - d. Qualitative Reading Inventory-4
 - i. Fall 2018 and Spring 2019 and additionally throughout school year as needed
 - ii. Third, Fourth, and Fifth Grade (Fall only) Students
 - e. Interim Assessments
 - i. Three administrations per year
 - 1.) Kindergarten, First, and Second
 - ii. Two administrations per year
 - 1.) Third, Fourth, and Fifth Grade Students
3. MCA-III Reading proficiency is determined by a student's achievement level (summary of the expected knowledge and skills of the typical Minnesota student scoring at the achievement level identified) as measured by their performance on the assessment
4. For all other assessments, proficiency is an expectation of meeting or exceeding building-set proficiency levels, specific to individual assessments and grades.
5. General assessment results are communicated based on quarterly intervals, in addition, classroom teachers and specialists are communicating on a weekly basis with guardians of students who are not meeting grade level expectations.

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III. Parental Notification and Involvement

Seven Hills Preparatory Academy communicates with all families of students grades K-3 regarding literacy development in the following formats: through weekly teacher newsletters that specify what students are learning and working on in regards to literacy development, school newsletter – *The Chronicles*, and Parent-Teacher conferences. This communication includes letter sounds, phonics skills, sight words, fluency and comprehension skill practice for families to practice with their children at home. In addition, Seven Hills’ website has teacher links and webpages for accessing additional literacy information. Seven Hills hosts annual curriculum events that educate parents and students in literacy development, such as: Academic Night, Kindergarten Round-Up and Parent-Teacher Conferences held in the fall and spring of each year. We have close to 100% attendance at our Parent-Teacher Conferences and take this opportunity to review literacy development, assessment data, and support for the child’s individual growth in literacy.

A quarterly report card documents students’ progress in all areas of development and academic achievement. The report card indicates whether a student is exceeding, meeting, partially meeting, or not meeting grade-level benchmarks and/or Minnesota State Standards in reading. Parents receive their child’s report card at Parent-Teacher Conferences in the Fall and Spring, and via the mail the 2nd and 4th quarters. MCA results are mailed to the child’s home in grades 3-5 by the fall, annually.

Students who are identified for remediation in reading, EL, or needing additional support are notified by the classroom teacher for parent involvement in the intervention or EL process. Parents will be given support staff and specialist contact information to follow-up on progress throughout each quarter. Student’s progress will be reviewed quarterly with parent notification for feedback, input, and review of assessment data.

IV. Intervention and Instructional Support

As Seven Hills has grown, remediation in reading has become a focus area school-wide. Individual goal setting in reading progress and skill/concept mastery is conducted by individual classroom teachers and the Literacy Specialists, as needed. Special Education and EL teachers may also participate in goal setting and instructional planning. Teachers

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communicate student goals with students and their parent/guardian(s) for understanding and home/school support for a child's individual progress in reading.

Small group reading instruction (reading groups): this strategy is used school-wide to support more individualized instruction for all learners. In the Fall of 2014, Seven Hills implemented a co-teaching model which included the placement of the Literacy Specialists, Speech Therapist, or English Language teacher within each Kindergarten, 1st, and 2nd grade classroom. This allowed for students to receive more small group instruction each day. In addition, some students receive supplementary tiered instruction from Special Education, EL, and/or Literacy Specialists. This may include push-in or a pull-out model as indicated by their level of need and services. Educational Assistants are utilized to support reading instruction and assessment of students as determined by the teacher and/or administration.

Collaboration between classroom teachers, Special Education case managers, remediation specialists, paraprofessionals and administration is necessary for school wide planning of reading instruction. Weekly grade level team meetings, bi-monthly professional learning communities and faculty meetings enhance collaboration school wide. This includes the development of the school schedule for instructional minutes of literacy and provisions for additional services.

Interventions begin in the classroom by the teacher and continue through the Literacy Specialists, EL, and Special Education services, as needed. All students have access to instructional support and additional services as needed for their reading development.

Interventions are provided by licensed teachers. Services may be provided within the regular classroom, or outside the classroom as deemed appropriate to meet the individual student's needs. The duration and frequency of the intervention(s) depends on individual student needs.

V. Professional Development on Scientifically-Based Reading Instruction

Seven Hills provides Professional Development in scientifically-based reading instruction for all teachers, with emphasis on students to read well by grade 3.

Teachers implement scientifically-based reading instruction and best practice in literacy

development for all students K-5.

Seven Hills has three full-time Literacy Specialists, at our Bloomington campus, and one full-time Literacy Specialist, at our Richfield campus, who work directly with teachers and students to facilitate reading instruction and provide services for students who need additional reading support and/or interventions in literacy skills and concepts.

School-wide Professional Development in the areas of Reading & Language Arts, include but are not limited to the following:

1. Assessment and Gathering Data -
 - a. Fountas & Pinnell Benchmark Assessment System 2 for reading assessments in K-2 grades, [BAS-2]
 - b. Quality Reading Inventory 4 for reading assessments in 3-5 grades, [QRI-4]
 - c. Interim Assessments- administered quarterly, developed by teachers using MN standards in Language Arts & Literacy, {DDI Model] Bambrick-Santoyo, Paul. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. Jossey-Bass Publishing.
 - d. Minnesota Comprehensive Assessment results for Reading in grades 3-5, [MCA-III]
 - e. Formative and Summative assessments in classroom instruction of literacy
 - f. Informal assessments include teacher observations, running records, sight word and letter sounds.
2. Implementation of Strategies
 - a. The Report of The National Reading Panel. (2001),[NRP].
<http://www.nichd.nih.gov/publications/nrppubskey.cfm16>

Five essential components of an effective reading model are: Phonemic Awareness, Phonics, Vocabulary Development, Fluency, and Comprehension

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Strategies. Professional development is provided to teachers and staff by the Literacy Specialists, focusing on these components.

b. Guided Reading Leveled Library is utilized for reading instruction in grades, K-5. Scholastic Guided Reading Leveled Library for fiction, non-fiction, and content Fountas, Irene, and Pinnell, Gay S. (1996) *Guided Reading - Good First Teaching for All Children*. Heinemann Publishing.

c. *Reading Power* is a resource for teachers in teaching comprehension strategies both fiction and non-fiction. Gear, Adrienne (2008) *Reading Power*. Pemborke Publishers.

d. *The Daily 5* strategy is used in grades, K-2 for literacy instruction. Boushey, Gail, and Moser, J. (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Stenhouse Publishers.

VI. Curriculum and Instruction System

Seven Hills implements the Scholastic Guided Reading Program, whereby teachers support reader's development of effective strategies for processing texts at increasingly challenging levels of difficulty. The teacher works with a small group of children who demonstrate similar reading processes and are able to read similar levels of text with support. The ultimate goal in Guided Reading is to help children learn how to use independent reading strategies successfully. The Guided Reading program is aligned with Core Knowledge in that it focuses on building knowledge and greater understanding in a systematic, structured, cohesive, and consistent manner. The program further instills in the young reader a lifelong interest in reading and literature.

1. Word Study: Kindergarten through 5th Grades

Words Their Way is a framework that provides a developmental approach to phonics, vocabulary and spelling instruction and offers a teacher-directed, student-centered plan for word study.

2. Grammar: 1st through 4th Grades

Shurley English is a sequentially oriented curriculum that incorporates the use of

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rhythm, repetition and student teacher interaction in teaching all aspects of grammar, incorporating Minnesota State Standards.

3. Writing: Kindergarten through 5th Grade
In Kindergarten through Fifth grade, Lucy Calkins Writer's Workshop used as a resource to implement writing instruction.
4. Classical Literature: Kindergarten through 5th Grades
The school's mission and vision statements contemplate in-depth studies, as appropriate at each grade level, of the volumes of classical literature comprising a *Core Knowledge* library. This includes original texts such as the Declaration of Independence. Literature in a fully integrated classroom supplements the Core Knowledge sequence and dovetails with the Scholastic Guided Reading program.

VII. Student Support System for EL Learners

Seven Hills assesses all English Learners using the WiDA-ACCESS Placement Test (W-APT), ACCESS, and the Alternate ACCESS. The W-APT is the placement test and used to screen students for English Language proficiency. Students who have been identified as English Learners will be administered the W-APT in the fall of the incoming year. This placement test identifies the level of development in English Language acquisition.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for EL's) is a secure test given to students K-12, identified as EL's. If EL students also receive Special Education services they may be eligible to take the Alternate ACCESS.

2011-2012 was the first year of English Language services for the school district. A full-time EL teacher was added to the staff to provide small group and one-on-one support to qualified students.

W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and

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Language of Social Studies

Test forms are divided into five grade-level clusters: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12

Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing. The W-APT is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling." www.wida.us

Based on placement tests and ACCESS results, students who are identified as EL's will receive services. 15% of the Local Education Agency's elementary school's population currently receives EL services. For 2018-2019, Professional Development in understanding the WIDA Standards and our test results from ACCESS will be shared with teachers to help continue the development of our EL program.

VIII. *Communication System for Annual Reporting*

Seven Hills Preparatory Academy will post the Local Literacy Plan on the school's web page, www.sevenhillspreparatoryacademy.org. The Academic Programming Director will be designated as the official contact for our reading program through June 30; after please contact our Executive Director. Plan changes and or updates will be posted accordingly. Data submissions will be sent to Minnesota Department of Education on reading progress and student achievement as required by MN Statute 120B.12.

Seven Hills submits an Annual Report to Friends of Education, the MDE and the Office of the Commissioner. The Annual Report will be posted on our website.

The school reports assessment and student achievement in reading to the parent community and the public through the school newsletter, *The Chronicles*, and our school website.

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