COMMUNITY OF PEACE
ACADEMY

Local Literacy Plan

July 2020

Overview

The Community of Peace Academy (CPA) Local Literacy Plan (LLP) provides details regarding our school's processes including the following: assessment of students' reading proficiency; practices for communicating students' strengths and areas for development to families; provision of systematic, evidence-based intervention supports; and provision of ongoing professional learning for staff regarding best practices literacy teaching consistent with [Minnesota statute 120B.12 *Reading Proficiently No Later Than the End of Grade 3.*](#)

This plan is made available to the public on our website at
https://www.cpapk12.org/aboutcpa/outcomes-and-plans/

CPA Vision

- Creating an educated, empowered, and ethical community.

CPA Mission

- Fostering academic excellence and character development through the education of the whole person - mind, body, and will.

CPA Core Values

- *Academic Excellence:* CPA students are prepared to thrive and to lead in a multicultural 21st-century world with confidence, compassion, intelligence, and positive regard for all.

- *Relationships:* At CPA, learning happens through relationships and thrives within a caring and value-rich community.

- *Peace:* CPA is a diverse community of students, parents, and staff dedicated to creating a peaceful school environment in which all members are treated with unconditional positive regard.

Local Literacy Plan Alignment with CPA Mission, Vision, and Core Values

At CPA we value academic excellence, relationships, and peace as we strive to support development of the whole person - mind, body, and will. Our work is focused on continuous improvements that will benefit students, families, teachers, and the overall culture of learning at CPA. We are committed to realizing CPA's vision and mission, while holding our students' needs and the collective knowledge and experiences of our professional community in the highest regard.

The Local Literacy Plan (LLP) is a dynamic document describing the goals, objectives, processes, practices, and outcomes of our elementary school literacy program. This plan is updated annually to communicate findings about our students' literacy achievement and to detail developments in our overall literacy program.

CPA's Literacy Beliefs, Goals, and Objectives

The Minnesota state legislature "seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners," and for teachers to "provide comprehensive, scientifically based reading instruction." (Minn Statute 120B.12).

In order for CPA students to be prepared to thrive and lead in a multicultural 21st-century world with confidence, compassion, intelligence, and positive regard for all they must be proficient readers capable of leading literate lives. At CPA we believe that reading is a human right.

To this end, Community of Peace Academy's literacy program is grounded in the tenets put forth by the International Literacy Association's "Children's Right to Read" campaign, with asserts the following:

1. Children have the basic human right to read.

2. Children have the right to access texts in print and digital formats.

3. Children have the right to choose what they read.

4. Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others, and open doors into our diverse world.

5. Children have the right to read for pleasure.

6. Children have the right to supportive reading environments with knowledgeable literacy partners.

7. Children have the right to extended time set aside for reading.

8. Children have the right to share what they learn through reading by collaborating with others locally and globally.

9. Children have the right to read as a springboard for other forms of communication, such as writing, speaking, and visually representing.

10. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction.

Source: International Literacy Association. (n.d.) Children's Right to Read. Available at:
https://literacyworldwide.org/docs/default-source/resource-documents/ila-childrens-rights-to-read.pdf

It is our goal that CPA students are able to read at or above grade-level no later than the end of third grade.

We also seek to support our students in achieving the following goals:

- Students will engage in reading both independently and in collaborative, socio-centric ways that includes extensive talk;

- Students will receive and have the opportunity to reflect on and respond to regular feedback about their reading development;

- Student will demonstrate understanding of and engage in self-reflection about their reading strengths, areas for development, and purposes for reading;

- Students will frequently see their cultural identities expressed in texts; and,

- Students will choose to read.

CPA's Elementary Literacy Team (ELT)
To support ongoing development of our literacy program, including continuous improvements related to curriculum, instruction, assessment, and professional development, CPA has organized an Elementary Literacy Team (ELT). The ELT is composed of four general education elementary teachers, the elementary literacy coordinator & coach, and the elementary school principal. The ELT meets regularly throughout the year to engage in shared professional learning about best practice in literacy instruction and program development; analyze literacy program and student outcomes data; facilitate school-wide professional development related to literacy; and solicit and provide feedback on strengths, needs and progress towards goals related to elementary literacy programming, including professional development and curricular resources.

CPA's Literacy Learning Model: Instruction
Community of Peace Academy recognizes and values the importance of designing and implementing instructional programming that ensures equitable access to the skills and knowledge specified in the applicable standards for literacy learning. The Minnesota [Early Childhood Indicators of Progress (ECIPs) for Language and Literacy](#) identify the skills and knowledge that Pre-Kindergarten learners need in order to be on track in their literacy development, while the [Minnesota Academic Standards for English and Language Arts (ELA)](#) identify skills and knowledge necessary for students in Kindergarten through Grade 3.

To ensure students have access to the teaching and experiences necessary to achieve these standards, CPA has adopted and is engaged in ongoing development of a *balanced literacy framework* in which all students will experience explicit instruction and frequent opportunities for meaningful practice of listening, speaking, reading, and writing.

Instruction includes the core aspects of literacy learning identified in the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, we seek to ensure that students also experience instruction for oral language and writing.

Our teaching considers the balance amongst the following:

- Narrative and informational texts

- Reading & listening (receptive language) and speaking & writing (expressive language)

- Skills and knowledge

- Direct instruction and indirect & dialogic instruction

- Whole-class and small-group teaching

- Collaborative and independent practice of literacy skills

Instruction: Goal
PreK-3 curriculum and instruction will align to grade-level academic standards and will be consistent with evidence-based instructional strategies.

Instruction: Objectives
1. PreK instruction and use of curricular resources will align to the Early Childhood Indicators of Progress (ECIPs) for Language and Literacy.

2. K-3 instruction and use of curricular resources will align to the Minnesota Academic Standards for English and Language Arts.

3. With the support of administration and coaches, PreK to Grade 3 teaching staff will align curriculum and instruction vertically in order to ensure a coherent PreK-3 pathway for literacy learning.

4. Evidence of research-based instructional practices will be collected in the fall and spring by the Literacy Coach using the *Literacy Environment and Instruction Survey (LEIS)*. This evidence will inform school-wide professional learning plans, as well as coaching for grade-level teams and individual teachers.

CPA's Literacy Learning Model: Assessment

Consistent with our belief that students deserve goal-directed instruction and meaningful feedback, CPA is adjusting elements of our reading assessment plan to identify areas of strength and development for individual students and to provide evidence of program strengths and areas for improvement.

The following FASTBridge Learning assessments for reading will be adopted in the 2020-21 school year:

- Students in PreK-Grade 1 will be assessed with FASTBridge earlyReading
- Students in Grades 2-4 will be assessed with FASTBridge Adaptive Reading (aReading)

All students will be assessed three times annually (fall, winter, and spring).

PreK-Grade 1 Assessment Details

FASTBridge earlyReading assessments are composed of subtests that allow students to demonstrate performance and growth on foundational early reading skills. The tables below describe the component measures that will be used in each grade level respectively.

PreKindergarten (PreK) FASTBridge earlyReading Components and Cut Scores

Measure	Metric	Risk Level	Fall	Winter	Spring
Composite Score	**All measures**	**Some Risk**	**< 27.0**	**< 31.0**	**< 35.0**
		High Risk	**< 25.0**	**< 27.0**	**< 32.0**
Concepts of Print	# Correct/12	Some Risk	< 4.0	< 6.0	< 8.0
		High Risk	< 3.0	< 4.0	< 6.0
Onset Sounds	# Correct/16	Some Risk	< 4.0	< 8.0	< 12.0
		High Risk	< 0.0	< 4.0	< 7.0
Letter Names	Rate (Letters correct per minute)	Some Risk	< 2.0	< 13.0	< 20.0
		High Risk	< 0.0	< 3.0	< 8.0
Letter Sounds	Rate (Letter sounds correct per minute)	Some Risk	< 4.0	< 5.0	< 6.0
		High Risk	< 1.0	< 2.0	< 3.0

Kindergarten FASTBridge earlyReading Components and Cut Scores

Measure	Metric	Risk Level	Fall	Winter	Spring
Composite Score	**All measures**	**Some Risk**	**< 32.0**	**< 50.0**	**< 64.0**
		High Risk	**< 28.0**	**< 42.0**	**< 56.0**
Concepts of Print	# Correct/12	Some Risk	< 7.0	N/D	N/D
		High Risk	< 5.0	N/D	N/D
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	N/D
		High Risk	< 5.0	< 13.0	N/D
Letter Names	Rate (Letters correct per minute)	Some Risk	< 14.0	N/D	N/D
		High Risk	< 3.0	N/D	N/D
Letter Sounds	Rate (Letter sounds correct per minute)	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Segmenting	# Correct/34	Some Risk	N/D	< 25.0	< 30.0
		High Risk	N/D	< 10.0	< 24.0
Nonsense Words	Rate (Words correct per minute)	Some Risk	N/D	< 6.0	< 12.0
		High Risk	N/D	< 2.0	< 6.0
Sight Words	Rate (Words correct per minute)	Some Risk	N/D	N/D	< 13.0
		High Risk	N/D	N/D	< 4.0

First Grade FASTBridge earlyReading Components and Cut Scores

Measure	Metric	Risk Level	Fall	Winter	Spring
Composite Score	**All measures**	**Some Risk**	**< 33.0**	**< 52.0**	**< 66.0**
		High Risk	**< 25.0**	**< 36.0**	**< 44.0**
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Nonsense Words	Rate (Words correct per minute)	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate (Words correct per minute)	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate (Letter sounds correct per minute)	Some Risk	< 12.0	N/D	N/D
		High Risk	< 4.0	N/D	N/D
CBMR-English (Oral Reading Fluency)	Rate (Words correct per minute)	Some Risk	N/D	< 37.0	< 66.0
		High Risk	N/D	< 16.0	< 30.0

The components measures specified in the tables above will be administered for all PreK-Grade 1. Composite scores will serve both as a general screener and to screen for possible characteristics of dyslexia.

Additional component assessments may be administered on a case-by-case basis if determined necessary to identify additional strengths or areas for development for individuals or groups of students. This may be particularly pertinent upon return to school in 2020 given the disruptions (school closures and distance learning) that took place in response to the COVID-19 pandemic during the immediately preceding school year.

Grade 2-4 Assessment Details

FASTBridge aReading (Adaptive Reading) is a computer-administered assessment that provides a broad measure of reading achievement. The assessment is individualized for each student, but is generally administered in a group setting. Items may include: concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.

Students not demonstrating grade-level reading proficiency on the aReading assessment will be additionally screened using the FASTBridge Curriculum Based Measure for Reading (CBMR). This is a measure of oral reading fluency.

Second, Third, and Fourth Grade FASTBridge CBMR-English Cut Scores

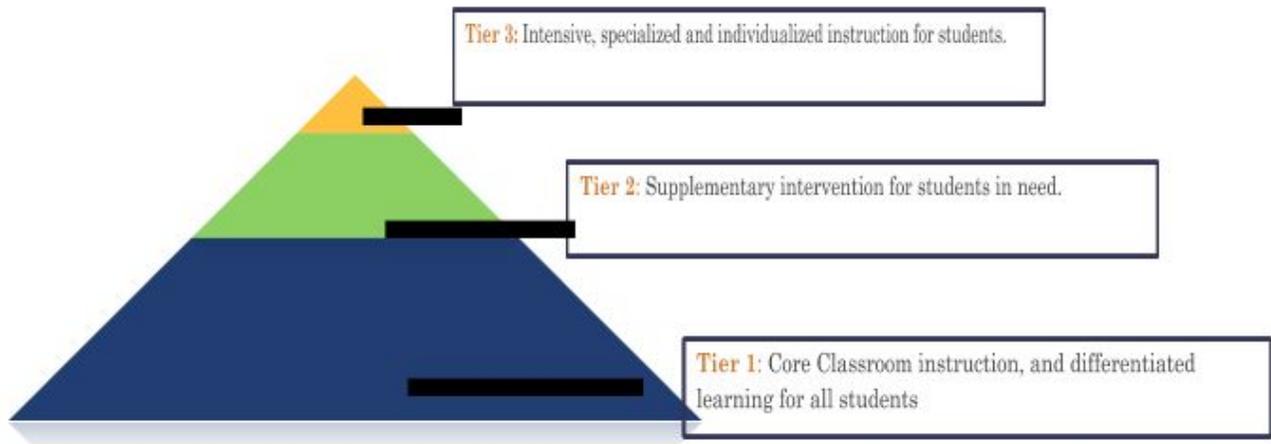| CBMR	Metric	Risk Level	Fall	Winter	Spring
2nd Grade	Rate (Words correct per minute)	Some Risk	< 56.0	< 84.0	< 101.0
		High Risk	< 22.0	< 46.0	< 66.0
3rd Grade	Rate (Words correct per minute)	Some Risk	< 87.0	< 110.0	< 125.0
		High Risk	< 51.0	< 75.0	< 90.0
4th Grade	Rate (Words correct per minute)	Some Risk	< 115.0	< 133.0	< 147.0
		High Risk	< 84.0	< 101.0	< 113.0

Assessment: Goal

Community of Peace Academy will administer, analyze, and respond to FASTBridge Learning reading assessment data to identify areas of strength and areas of need in our students' overall reading development.

Assessment: Objectives

1. Administration and coaches will provide teachers and necessary staff with orientation and training to support implementation of the FASTBridge earlyReading and aReading assessments, which will include research-foundations for the assessments, administration protocols, and data analysis protocols.

2. Teachers will administer the appropriate FASTBridge reading assessments, analyze, and develop instructional plans to respond to identified student learning needs.

3. Teachers, with the support of the Literacy Coach and Academic Intervention Specialist, will evaluate FASTBridge reading assessment data to identify students making adequate reading progress and to identify students for whom interventions may be needed.

4. The Elementary Literacy Team (ELT) will conduct data analysis of school-wide FASTBridge reading assessments to identify trends (both areas of strength and for development) that might be addressed through improvements to our overall literacy program, including identification of possible staff development needs.

CPA's Literacy Learning Model: Intervention and Supports
Community of Peace Academy is continuing to develop a multi-tiered system of instruction and support (MTSS) to support all students in becoming proficient readers. This multi-tiered system of instruction and support is sometimes called a pyramid of intervention.

Tier 3: Intensive, specialized and individualized instruction for students.

Tier 2: Supplementary intervention for students in need.

Tier 1: Core Classroom instruction, and differentiated learning for all students

Our overall MTSS model for reading is informed by practices and resources from PRESS (Path to Reading Excellence in School Sites) at the University of Minnesota. CPA Elementary leadership members will be participating in the PRESS Leaders Cohort to engage in ongoing learning and development of our MTSS model during the 2020-21 school year.

Tier 1: Universal Instruction
Tier 1 refers to our school-wide and classroom-wide instruction for all students. In Preschool 4 Peace, Creative Curriculum is used to provide students with literacy activities designed to promote their early literacy and language development. In Grades K-3, students receive whole group instruction followed by small group, differentiated reading instruction informed formative assessments including reading records using leveled texts. English Language Development (ELD) teachers support students who are learning English by providing academic language support to students, scaffolding lessons, pre-teaching and re-teaching content and in some cases they may parallel teaching a lesson or lead lessons with the classroom teacher. Student progress is regularly monitored so that re-teaching and intervention can occur when a student does not master a particular standard or learning objective.

Tier 2: Supplemental Intervention
Tier 2 refers to small-group, targeted supplemental interventions delivered to students who require additional support in order to master grade level literacy standards. Tier 2 interventions are determined based upon additional diagnostic assessments to pinpoint each students' particular area of need in the areas of phonemic awareness, phonics, fluency, and/or comprehension. We use PRESS reading interventions frequently within our Tier 2 support model. Most Tier 2 interventions are delivered in small groups by our Academic Intervention Specialist. Students are

progress monitored with Grade-level Outcome Measures (GOMs) every other week and with skill specific measures every week to monitor for progress and to determine if adjustments are indicated. Classroom teachers and co-teachers may also provide small group instruction that is targeted and focused on the student's needs.

Tier 3: Intensive Intervention
Tier 3 services are highly targeted, frequent and intensive intervention for students who have not responded to Tier I and Tier 2 instruction and intervention. Often, Tier 3 services are provided in the form of specialized instruction to students who receive special education services and have an individual education plan.

CPA's Literacy Learning Model: Family Involvement
We believe parents are the first educators of their children, and that parents' relationship to our school must empower them in fulfilling this crucial role. Parents who choose Community of Peace Academy pledge to support the education of their child(ren)'s mind, body and will, in full partnership with teachers and staff, within a community where peace and nonviolence are practiced by all.

Classroom teachers conduct home visits with each family during September and October school year. Student goals are discussed at the home visits and reviewed during parent/teacher conferences. Community of Peace Academy employs African-American, Hmong, and Latino cultural liaisons to support the home-school partnership, and interpreters, child care and transportation are made available for all parent meetings and events.

Student progress is reported to parents in person each fall and spring at Parent-Teacher conferences. Additional written mid-semester progress reports are also provided to families twice annually.

Students' reading progress is reported in terms of a numerical grade, as follows:
>   4 – Exceeds the standard
>   3 – Meets the standards
>   2 – Partially meets the standards
>   1 – Does not meet the standards.

Assessments, observations of student performance in whole and small-group instruction, classwork, and response journals/logs are used to inform grading and progress reports.

Families will also be provided with results of their child's FASTBridge Learning reading assessments following each assessment interval. Information regarding what these assessments indicate, as well as our plans to respond to each child's learning needs, will be discussed at conferences. Additionally, for children demonstrating need for intervention support, notifications will be sent home via mail and via phone call. Families will be encouraged to ask clarifying questions and will be provided with information about ways to support their child's literacy development at home.

CPA's Literacy Learning Model: Ongoing Professional Development for Staff

Professional development related to evidence-based instructional strategies for literacy learning, effective use of curricular resources, and effective assessment is provided during August staff workshops and via collaborative learning in PLCs and through coaching throughout the year. The Literacy Coach provides direct support to classroom teachers to support evidence-responsive planning and teaching. The Elementary Principal and Literacy Coach conduct regular observations of instruction and provide feedback and coaching to teachers. All new teachers to Community of Peace Academy are supported by a Mentor teacher during their first year of teaching. Professional development is job-embedded.

Critical to informing our understanding of overall strengths and needs in our literacy program is our use of the Literacy Environment and Instruction Survey (LEIS). This is a literacy-specific environment and instruction observation tool that is well-aligned to evidence based practices in the following areas: literacy environment; opportunities for connected, meaningful reading and writing; instruction that is systematic and explicit; instruction that is based on National Reading Panel core elements; instruction that addresses students' developmental needs; and instruction that is tailored for English Language (multilingual) learners.

Observations of both environment and instruction are conducted in the fall and the spring. Fall data are analyzed in aggregate by the Elementary Literacy Team to identify shared areas of strength and areas for building-wide professional development. Spring observations are conducted to assess the impact of professional learning on classroom practices. Use of the LEIS allows us to be systematic and specific in identifying areas for development.

Annual Reporting

Community of Peace Academy annually reports summary assessment results to the education commissioner in accordance with Minn. Stat. 120B.12.

The Community of Peace Academy Local Literacy Plan can be found on the school's website at www.cpapk12.org.

Questions

For questions or comments related to the Local Literacy Plan, please contact:

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