Local Literacy Plan
June 2022

Overview
The Community of Peace Academy (CPA) Local Literacy Plan (LLP) provides details regarding our school's processes to ensure effective, evidence-based literacy instruction and learning for our students, and includes 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 for 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/

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 the development of the whole person - mind, body, and will. Our work focuses on continuous improvements that will benefit students, families, teachers, and as well as, the overall culture of learning at CPA.

We are committed to realizing CPA's vision and mission by 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 and is updated annually to articulate developments in our overall elementary literacy program.

Vision
- Creating an educated, empowered, and ethical community.

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

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.

Our Instructional Vision for Elementary English Language Arts (ELA) Programming

At Community of Peace Elementary School, we endeavor to ensure that our students experience teaching and learning in English Language Arts that is:

- Equitable, anti-racist, asset-based, and inclusive;

- Representative and reflective by providing students with both "windows" and "mirrors" to invite them to celebrate their multifaceted identities while also cultivating empathy and regard for others;

- Student-centered with opportunities for students to co-author goals, make choices, and respond to feedback about their learning;

- Active, joyful, and rigorous, and includes developmentally appropriate, play-based, and cooperative experiences;

- Comprehensive, multi-disciplinary, and balanced across the literacy domains of listening, speaking, reading, and writing; and,

- Evidence-based and responsive to students' strengths and needs to ensure and accelerate growth.

In realizing this vision, CPA Elementary Students will see themselves as confident readers, writers, speakers, and listeners who can effectively communicate and exchange ideas and are ready to make a positive impact in their communities today and in the future.

Our Goals for the Student Learning Experience
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).

It is our goal that CPA students can 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 include extensive talk;

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

- Students 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 Literacy Learning Model: Curriculum & 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 Houghton Mifflin Harcourt's *Into Reading (2020)* and is engaged in the ongoing onboarding of this curriculum. *Into Reading* is a high-quality, comprehensive ELA curriculum that addresses the following components of ELA learning: reading (including foundational skills), writing, oral language development, vocabulary, and grammar.

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; and,

- Collaborative and independent practice and application of literacy skills.

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

Curriculum & 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.

CPA's Literacy Learning Model: Assessment in 2021-22
In 2021-22 students were screened for reading using the following [FASTBridge reading assessments](#) as follows:

- Students in PreK-Grade 1 were assessed with [FASTBridge earlyReading](#); and,
- Students in Grades 2-4 were assessed with [FASTBridge aReading](#).

CPA's Literacy Learning Model: Assessment in 2022-23
During the 2022-23 school year, each CPA Elementary student will be screened three times for reading in the fall, winter, and spring using FASTBridge assessments.

2022-23 Grades PreK, Kindergarten, and One Assessment Details
Students in Grades PreK, Kindergarten, and One will be assessed using FASTBridge *earlyReading*.

The composite score will be used both for general screening and to screen for characteristics of dyslexia. Subtests may also be used diagnostically and select subtests will be used for progress monitoring. The specific subtests administered in fall, winter, and spring, as well as composite and subtest cut scores, are indicated below.

2022-23 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

2022-23 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

2022-23 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

Additional reading assessments may be administered on a case-by-case basis if necessary to identify strengths or areas for development for individuals or groups of students.

2022-23 Grade 2-4 Assessment Details

Students in Grades 2, 3, and 4 will be screened using FASTBridge. Assessments will include aReading, AutoReading, and CBMR-English and will be administered in fall, winter, and spring.

> *aReading (Adaptive Reading):* This is a computer-administered assessment that provides a broad measure of reading achievement. Because this is an adaptive assessment, the test self-adjusts for each student. Items include concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.

> *AUTOReading:* This is a computer-administered assessment that assesses decoding, word identification, and comprehension. Scores provide information about each student's accuracy and automaticity. Subtests included in AUTOReading vary by grade level but may include: letter names, letter sounds, word identification, word decoding, word encoding, word morphology, synonym matching, and vocabulary. The subtests for each grade level serve as a general outcome measure.

> *CBMR-English:* This is an individually administered assessment or oral reading fluency during which the child reads three grade-level passages aloud while the teacher notes errors. The reported score represents the median of the three passages for rate and accuracy.

aReading and CBMR-English scores will be used for both general screening and to screen for characteristics of dyslexia. CBMR-English as well as additional select subtests may be used for progress monitoring based on the nature of student needs and the focus of any intervention. AutoReading evidence will be used to inform and differentiate instruction.

2022-23 Second, Third, and Fourth Grade FASTBridge aReading Cut Scores

CBMR	Metric	Risk Level	Fall	Winter	Spring
2nd Grade	Scale Score	Some Risk	< 469.0	< 481.0	< 490.0
		High Risk	< 445.0	< 462.0	< 469.0
3rd Grade	Scale Score	Some Risk	< 490.0	< 498.0	< 503.0
		High Risk	< 468.0	< 477.0	< 483.0
4th Grade	Scale Score	Some Risk	< 502.0	< 509.0	< 513.0
		High Risk	< 484.0	< 493.0	< 496.0

2022-23 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

Additional reading assessments may be administered on a case-by-case basis if necessary to identify strengths or areas for development for individuals or groups of students.
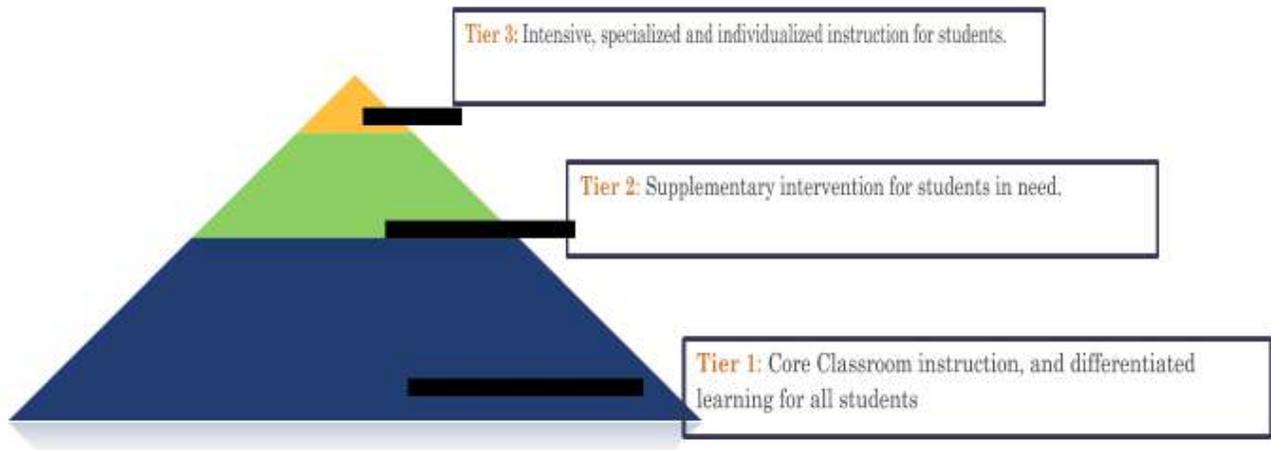
Assessment: Goal
Community of Peace Academy staff will administer, analyze, and respond to FASTBridge Learning reading assessment data to identify areas of strength and areas of need in our students' overall reading development.

Assessment: Objectives
1. Administrators and coaches will provide teachers and necessary staff with orientation and training to support the expanded implementation of the FASTBridge earlyReading and FASTtrack reading assessments, including administration and data analysis protocols.

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

3. Teachers, with the support of the Literacy Coach and Academic Intervention Specialists, 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 support (MTSS) to ensure all students become 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

Ongoing development of our MTSS model for reading is informed by training and resources provided by PRESS (Path to Reading Excellence at School Sites) from the University of Minnesota. The PRESS framework addresses quality core instruction, data-driven decision-making, tiered interventions, and professional development.

Tier 1: Universal Instruction
Tier 1 refers to our school-wide and classroom-wide instruction provided for all students.

Curricular materials are aligned developmentally for each grade level. Creative Curriculum is used in our Preschool for Peace to provide students with literacy activities that promote early literacy and language development. Tier 1 ELA instruction for students in Grades K-4 will be supported by our continued implementation of Houghton Mifflin Harcourt's *Into Reading* during the 2022-23 school year.

Multilingual students who are working to acquire and master academic English are further supported by English Language Development (ELD) teachers. In Grades K-4, one ELD teacher provides service for identified students. ELD teacher supports include: providing academic language scaffolds, pre-teaching and re-teaching content, and, in some cases, parallel teaching or leading lessons collaboratively with the general education teacher.

Teachers regularly monitor student progress so that re-teaching can occur when needed.

Tier 2: Supplemental Intervention

Tier 2 refers to targeted supplemental interventions for students who require additional support to master grade-level literacy standards. The instructional focal areas and learning goals of Tier 2 interventions are determined based upon diagnostic assessments used to pinpoint each students' particular area of need and may address phonemic awareness, phonics, fluency, and/or comprehension.

Our daily master schedule includes time to provide interventions in small groups. Academic Intervention Specialists generally provide Tier 2 interventions. In some instances, Tier 2 interventions are provided by classroom teachers or trained paraprofessionals.

We administer Grade-level Outcome Measures (GOMs) and skill-specific measures to determine the impact of interventions on students' learning and to inform decision-making about any adjustments to intervention services.

Tier 3: Intensive Intervention

Tier 3 services are highly targeted interventions for students who have not responded to Tier I and Tier 2 instruction and intervention. Most often, Tier 3 services are provided to students who have an individual education plan (IEP) and are receiving special education services.

CPA's Literacy Learning Model: Family Involvement

We believe parents are the first educators of their children, and that the parent's relationship to our school must empower them in fulfilling this crucial role. Families 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.

Classroom teachers conduct home visits with each family at the beginning of each school year. Student goals are discussed at the home visits and reviewed during parent/teacher conferences. Community of Peace Academy employs Karen, 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 standards
 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 the 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, Professional Learning Community (PLC) sessions, and through coaching throughout the year. Additional professional book study groups are also available to teachers.

The Elementary Instructional Coach provides direct support to classroom teachers to facilitate evidence-responsive planning and teaching. The Elementary Principal and Instructional 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.

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:

Molly Huml, Elementary Principal
mollyhuml@cpapk12.org