



## 2023-2024 Spero Academy Local Literacy Plan District #4113

To ensure reading proficiency by the end of Grade 3, in accordance with MN State Statute 120B.12 – Read Well By Third Grade.

### **Mission**

*To provide students with a personalized and adaptive education to grow academically, emotionally, and socially.*

We Believe... Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential.

We focus our resources and energy on developing our *core capabilities* to achieve our Strategic Intent:

- Create *differentiated programs* that integrate academics with emotional and social learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists and families to integrate and coordinate personalized education
- Structure learning environment with *small student- to- teacher ratios*
- Assess *student progress* across all learning areas

### **Goals**

The goal of Spero Academy's Read Well by Third Grade Plan is to provide a detailed description of Spero Academy's literacy program in accordance with MN Statute 120B.12 which specifies that school districts must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.

Spero Academy strives to meet students where they are with evidence-based instructional practices and a balanced literacy program. Literacy Instruction at Spero Academy is differentiated and flexible to meet the needs of our diverse population of students.

This document showcases the following aspects of Spero Academy's Literacy Program

- Spero Academy's Literacy goals for all learners
- Spero Academy's literacy instructional practices and policies
- Spero Academy's literacy framework for balanced literacy
- Literacy curriculum resources
- Assessing literacy
- English Learner (EL) programming
- Professional development
- Family and community partnerships

### **Spero Academy Literacy Goal**

Spero Academy's goal is to continually improve our literacy program so all students develop basic literacy skills to the best of their ability. We recognize the unique skills and abilities of our diverse student population. Spero Academy's goal is to address our student's unique learning needs by establishing individual student goals dependent upon each student's needs and programming, meeting them where they are at with developmentally appropriate strategies. Spero Academy identified the following goal for the K-3 literacy program for the 2022-2023 school year: ***70% of students in 3rd grade will meet their Personalized Learning Plan (PLP) Goals in the area of literacy by the end of the 2022-2023 school year.***

Spero Academy has identified the following goal for the K-3 Literacy program for the 2022-2023 school year: ***75% of students in 3rd grade will meet their Personalized Learning Plan (PLP) Goals in the area of literacy by the end of the 2022-2023 school year.***

Strategies that will be used in support of this goal

- Quality instruction for all students
- Frequent formative assessment to determine learning outcomes
- Small group instruction
- Use of evidence based practices
- Research-based materials and interventions

## **Spero Academy Literacy Instruction**

Spero Academy provides a menu of literacy curricula, teacher training, flexible learning models, and innovative, research based approaches to literacy instruction to meet the needs of our students. Spero Academy uses the Minnesota Common Core State Standards, to guide the scope of learning for each grade and classroom. Spero Academy provides ongoing professional development and innovative, collaborative solutions to help teachers meet their students' needs. Spero Academy empowers teachers to make decisions based on their content knowledge, ongoing research, evidence-based practices, and formative as well as summative assessment data, for their individual classroom and student needs. This approach to literacy instruction allows Spero Academy to flexibly meet the needs of our students with developmentally appropriate instruction.

## **Instructional Components K-3**

Spero Academy utilizes a variety of instructional methods and materials to meet our students' unique learning styles. Spero Academy provides a balanced literacy approach using the following components as best suited for a student's individual needs.

- Shared reading/ read aloud
- Reading and listening comprehension
- Guided reading/ fluency
- Self-selected reading
- High frequency word recognition
- Phonics/ word study
- Vocabulary/ core words/ content language
- Grammar/ structural analysis
- Writing
- Typing/media literacy

## **Curriculum**

Spero Academy uses a variety of curricula to instruct our students in the above areas. Due to the nature of our student population, teachers use their own expertise to determine the best materials to meet their students' learning styles. Spero Academy strives to provide innovative, evidence and

research based curriculum for our students. As research is ongoing, the menu of curricula will change to best educate our students. A curriculum committee made up of teachers, therapists, and school leadership will conduct classroom research to determine the best curriculum for our students. In addition, the academic department has developed a rubric to evaluate curriculum. This rubric measures a given curriculum on it's academic content (specifically its ability to be differentiated within the classroom), it's representation (paying special attention to the diversity of race, ethnicity, culture, sexuality, family structure, language, gender, and neurodiversity), and it's social justice aspects (student engagement in meaningful social issues as well as accurately representing power and privilege within it's content).

### **Assessing Reading Proficiency**

Spero Academy uses multiple methods of assessment to determine students' reading proficiency. Spero Academy has a menu of formative and summative assessments that are used throughout the year to guide instruction, student placement, determine intervention needs, and evaluate program and curriculum efficacy. The following chart showcases the state, district and classroom assessments used at this time as well as which areas of literacy development they assess.

Spero Academy teachers assess students in the fall and spring using summative district assessments. These assessments are used to determine student placement, academic supports, curriculum, and academic interventions needed. Spero Academy assesses students using the state assessments in the Spring. Teachers are encouraged to use formative and summative curriculum based assessments throughout the year to inform their classroom practices.

### **State Assessments, District/ Diagnostic/ Instructional Assessments, and Classrooms Assessments by Reading Component**

State Assessments	Test Administration	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
MCA	S				X	X	
MTAS	S				X	X	

WIDA - ACCESS (ELL K-5)	W				X	X	X
District/ Diagnostic/ Instructional	Test Admini- stration	Phonics	Phonemic Awareness	Fluency	Comprehen- sion	Vocabulary	Oral Language
Dynamic Indicators for Basic Early Literacy Skills (DIBELS) 8th Edition	As needed	X	X	X			
MAP (NWEA)	F, S (W as needed)	X	X	X	X	X	
Kindergarten Screener: Spero Academy Emergent Literacy (SAEL)	F	X	X		X		
Spero Academy Developmental Literacy Inventory	F, S (W as needed)	X	X		X		X
Spero Academy Emergent Literacy (SAEL)	F, S (W as needed)	X	X		X	X	
Whole to Part (adapted from the Qualitative Reading Inventory-6-Pearson)	F, S (W as needed)			X	X	X	
Classroom	Test Admini- stration	Phonics	Phonemic Awareness	Fluency	Comprehen- sion	Vocabulary	Oral Language
Running Records	Ongoing			X	X		
CBMs (Curriculum Based Measurements)	Ongoing	X	X	X	X	X	
Curriculum pre and post grade summative assessments	Ongoing	X	X	X	X	X	X
Curriculum unit assessments	Ongoing	X	X	X	X	X	X

### **Minnesota Comprehensive Achievement (MCA)**

The MCAs are state assessments that measure student progress on the Minnesota Academic Standards. This assessment meets the requirements of Every Student Succeeds Act. These

assessments are given in the areas of Math and Reading in grades 3-6 at Spero Academy. Science is assessed in grade 5.

### **Minnesota Test of Academic Skills (MTAS)**

The MTAS is a state assessment that adheres to the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) which requires that students with disabilities participate in statewide assessments. The MTAS is used in replacement of the MCA state assessments for students with disabilities who can not access the MCA content due to their Individualized education needs. The IEP team determines if an individual student meets the criteria for the MTAS.

### **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)**

The MAP assessments are provided to Spero Academy students in grades k-6 in the fall and spring. Teachers are also able to assess students in the winter if they wish. The MAP is used to measure a student's growth in Mathematics and Reading. It is based on the Common Core State Standards and assesses a student's abilities across years to measure growth. It is tailored to individual students' current skill levels, and not grade level, so it provides an accurate measure of where a student is at based on their ability.

### **ACCESS for ELLs**

The ACCESS for English Language Learners is an academic language proficiency assessment. This assessment is provided once a year in the winter. It is used to determine the efficacy of ELL programming and whether individual students have the language skills needed to access their classroom. Spero Academy makes ELL programmatic decisions based on the ACCESS assessment as well as feedback from classroom teachers.

### **Dynamic Indicators for Basic Early Literacy Skills (DIBELS) 8th Edition (K-3)**

The DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

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### **Spero Academy Kindergarten Readiness Screener**

Developed by Spero Academy, the Spero Academy Kindergarten Readiness Screener is a district made assessment used to screen incoming kindergarten students in the Spring. The Screener was made in collaboration with the kindergarten team and the academic department to assist the kindergarten team in making curriculum and classroom placement decisions.

### **Spero Academy Developmental Literacy Inventory**

This literacy inventory is an early literacy development assessment that assesses a student's reading readiness and is adapted from the Early Childhood Indicator of Progress (ECIPS). It uses a portfolio rating scale. Spero Academy uses this developmental literacy assessment to monitor student's yearly progress in the area of reading readiness. It is administered in the fall and spring to students that fall within the reading readiness criteria.

### **Spero Academy Assessment of Emergent Literacy (SAEL)**

Developed by Spero Academy, the SAEL is an emergent literacy assessment that is used to assess a student's emerging literacy skills in the areas of phonics, decoding, high frequency word identification, and listening comprehension. Spero Academy uses the SAEL to monitor student's yearly progress on literacy skills. The SAEL is administered in the fall and spring to students that fall within the emergent literacy criteria.

### **Whole-to-Part Reading Assessment**

Adapted from the Qualitative Reading Inventory-6, the Whole-To-Part reading assessment is a grade-leveled assessment used to determine a student's word identification knowledge, their silent reading comprehension, and their listening comprehension. The Whole to Part Reading Assessment is administered in the fall and spring to students who are reading above a

kindergarten level. Sections of the Whole to Part Reading assessment can be used as a progress monitoring tool at the discretion of teachers, administrators, and families.

### **Multi-Tiered Instruction**

Spero Academy identifies struggling students through a Child Find process. A chart depicting this process is available in Appendix A.

Spero Academy has a menu of curriculums and assessments that work to meet the needs of students where they are. It is believed that students benefit from interactive and hands-on curriculum that involves multiple modalities of instruction. Below are some of the many ways that students receive this through individualized academic instruction at Spero Academy.

1. Multidisciplinary Teaching Model
2. Collaborative teaching teams
3. Small Group instruction
4. Indirect therapeutic services
5. Differentiated Lessons
6. Personalized Learning Plans to focus on academic and social and emotional support in the areas identified as greatest needs
7. Frequent assessment of skill development.

### **English Language Learner (ELL) Programming**

Students identified as English Language Learners (ELL) account for approximately ten percent of Spero Academy's current enrollment. Spero's English Language Learner program operates under two different models: the content-based model and the pull-out model. The type of model used is dependent upon individual student needs. In the content-based model the ESL teacher integrates instruction with the subject matter within the classroom. In the pull-out model, the ESL teacher provides individual or small group instruction primarily in English Language Arts.

- **Push-in services** are conducted in the student's classroom, usually as a supplement to pull-out services. During this time, the ESL teacher supports the student in classroom activities and takes notes on their successes and areas of difficulty in class. The teacher will have in mind specific language skills to look for during this time, so that the student's work in class can inform pull-out



language instruction. Pull-out services take place for about 30 minutes at a time, during a reading or other literacy block.

- **Pull-out services** are provided to each student. Because our ESL population is small and spread across many grades, most of these services take place individually. Students work 1:1 with the ESL teacher on listening, reading, speaking, and writing goals outlined in their English Language Learner Plan (ELLP). The ELLP is created by the ESL teacher, and is based on relevant IEP goals, conversation with the classroom teacher and other therapists, and the WIDA K-12 standards. Common goals include increasing vocabulary, identifying words in writing or conversation, increasing verbal output, and, for older students, written output. For those students who require it, a paraprofessional will also join in the pull-out session to assist with completing the language tasks. Occasionally, if a group or pair of students have similar literacy goals and have the social skills necessary for small group work, a group may be formed to work on shared goals and/ or conversation skills.

The **content, location, and type of services** is determined through collaboration with the classroom teacher. If ELL students are identified as special education then speech pathologists, and other members of the student's special education support team are included in this collaboration. The goal of the ESL program is to ensure that the student's English abilities continue to develop and grow in their English language skills to support the development of reading, writing, speaking and listening in English. Therefore, it is important for the ESL teacher to consult with those who work more directly on literacy skills to make sure that these skills are aligned across service areas. This collaboration takes place through informal in-person and email communication, as well as a monthly meeting with each student's teacher.

## **Professional Development**

Spero Academy utilizes ongoing professional development to support teachers and staff in learning that is research based, innovative, and supportive to our unique student population. Due to our 11 month 4 day a week teaching calendar, we have a unique ability to offer ongoing professional development throughout the school year. This allows our staff to apply what they learn and give feedback to school leadership to support their practice with additional professional development relevant to their immediate needs. The following is an overview of the 2022-2023 professional development schedule.

When	Who	Topics
July - 2 days	New Teacher Orientation	Program overview Lesson planning Classroom formats Literacy curriculum overview
August - 4 days	All staff	Collaboration and Instruction Curriculum and Assessment
August - 1 day	Teachers	Literacy curriculum menu New curriculum/ intervention overview Co-teaching
August - as needed, after school	All staff	Literacy curriculum and district assessments
September - as needed, after school	All staff	Literacy curriculum and assessments
November - 1 day	All staff	Cultural Competency and Culturally Responsive Teaching
Ongoing, monthly	Teachers	PLCs meet monthly to provide support based around common goals
Ongoing, monthly	All Staff	The Academic Department will hold monthly after school curriculum/ classroom practices training to support innovative, research-based programming

### Family and Community Partnerships

Spero Academy values its community and family members. We believe that stake-holders offer a unique vision for our school and student success and value input and collaboration in regard to literacy programming. Spero Academy teachers work collaboratively with families to develop personal learning goals for each student. These goals are developed utilizing a variety of assessment data. Teachers and families then determine the highest area of need and discuss strategies, curriculum, and family involvement to make these goals achievable. Spero Academy holds family conferences twice per year. Conferences are utilized to discuss personal learning goals and student progress.

**Appendix A. Child-Find Process Diagram.**

