



Local Literacy Plan

2017-2018

Minnesota Statute 120B.12

Reading well by third grade is one of the many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

For questions or more information regarding any information contained in this plan please contact Woodbury Leadership Academy at:

info@ woodburyleadershipacademy.org or 651-539-2641

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Introduction

Woodbury Leadership Academy (WLA) is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure student success, the school sets high standards that are reflected in what is taught in each classroom. WLA is committed to raising student achievement in all areas by ensuring that all students can read well at grade level by the end of the third grade. We are committed to continuous improvement to ensure success in our students. This plan includes assessment goals and objectives, our communication plan for sharing the plan with stakeholders, information on instructional resources, interventions and professional development provided for achieving success in our literacy program. We are always striving for further success and continue to visit the development and alignment of our assessments, curriculum, instruction, multi-tiered systems of support, professional development, and communication.

School Information

Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school serving approximately 260 students in grades K-6. Our primary goal will be to work in partnership with families from Woodbury and the surrounding communities who wish to participate as full partners in the education of their children in a rigorous educational environment that fosters student success. WLA ensures academic success through rigorous curriculum standards, while setting high expectations for students.

WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology – all of the essential areas of learning. We will also implement a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and prepared for high school and beyond.

WLA is to be a school where students and graduates receive exceptional leadership skills, and are prepared to take on the challenges they will face as they transition into high school. The mission of WLA is to utilize Core Knowledge curriculum to provide an educational program that is academically rigorous, based on solid research, and demonstrated success. In addition to the Core Knowledge Curriculum, we utilize Saxon and Singapore Math, and a character education program to build leadership skills throughout the school. The commitment of WLA is to deliver the curriculum with passion via dedicated teachers who will work in partnership with families to ensure the ultimate success of every student. WLA graduates will enter high school academically and socially prepared with exceptional leadership skills that will ensure their success in high school and beyond.

It is the goal of WLA to provide all students a standards-based education, dedicated to the mastery of a broad-base of knowledge and the development of a rich vocabulary, full literacy and mathematics skills. WLA is built on the Core Knowledge Sequence. This curriculum exceeds Minnesota State Academic Standards for K-8. The Core Knowledge Sequence is currently being used successfully in schools throughout the United States to empower students to excel, and with great success and proven results!

School Information



Official School Name:	Woodbury Leadership Academy
MN School District Number:	4228
School Address:	600 Weir Drive, Woodbury, MN
School Phone Number:	651-539-2641
Website:	www.woodburyleadershipacademy.com
Year Opened:	2014
Grades Served:	K-6 (starting in 2017-2018)
School Hours:	9:30 AM - 4:00 PM
School Days:	173 student contact days per year

School Information



Woodbury Leadership Academy Mission:

The mission of WLA is to empower dedicated staff to deliver academically rigorous curriculum to students and prepare them with exceptional leadership skills.

Woodbury Leadership Academy Vision:

The vision of WLA is to be a sustainable K-8 public school where learning empowers students to be future leaders and global citizens.

Woodbury Leadership Academy's Authorizer:



*Volunteers of America - Minnesota
7625 Metro Blvd, Edina, MN*

Assessment

Screening

Screening fluency assessments will be administered three times during the school year. Fluency assessments are used to measure progress in oral reading fluency. This correlates with student's comprehension.

Diagnostic

A broad range reading assessment will be administered three times a year to determine student achievement on the National Common Core State Standards (2010). These assessments are used to determine reading strategies to use when instructing students.

Progress Monitoring

Fluency probes will be used to monitor progress when students are identified as at risk for low reading success through the diagnostic or screening assessments. Progress monitoring is a one minute timed fluency test that is administered at least bi monthly.

Literacy Proficiency Targets

The following targets are used to monitor progress and determine reading proficiency.

Instructional Level Targets									
Grade	Letter Sounds per Minute			Oral Reading Rate			aReading Score		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
K	5	28	41	NA	NA	NA	386	417	434
1	31	43	NA	18	41	70	434	453	469
2	NA	NA	NA	59	87	105	468	479	486
3	NA	NA	NA	91	115	130	483	496	501
4	NA	NA	NA	116	135	150	499	505	511
5	NA	NA	NA	133	150	161	508	515	521

NA – Not Assessed

Communication

The goal of WLA is to improve learner outcomes through building strong family and community partnerships. A collaborative effort among educators, families, and community is key. Research shows a consistent relationship between family/community engagement producing positive outcomes for students. These outcomes include improved academic performance, motivation, social skills, behavior, and the greater likelihood of obtaining postsecondary education. These findings have been found across families of economic, racial/ethnic, and educational backgrounds and for students at all ages.

Effective family and community engagement in education is about:

- Supporting, teaching, and enjoying children and youth;
- Working together to promote positive outcomes, including school completion, achievement, opportunity to learn, social functioning, and achievement; and
- Creating conditions that support children.

Communication Strategies

The following are ways in which our school communicates with families and community:

- Parent/Teacher conferences happen two times during the school year to set goals and discuss students' progress;
- Report cards are sent home two times during the school year and the final one being mailed for all students in K-6;
- Test scores and intervention steps will be shared with families at conferences;
- MCA results are sent to parents at the conclusion of the MCA window;
- IEP meetings are scheduled for students requiring those meetings;
- School website: woodburyleadershipacademy.com; and
- Thursday Folders that are sent home weekly & Thursday Classroom Newsletters
- WLA Family Updates—sent out one or two times per month

Instruction

WLA defines curriculum as a resource that is used to meet the Minnesota State Standards and benchmarks for each grade. A curriculum provides a framework for teachers to build upon to help guide instruction for students to meet the expectations that have been set by the state. A systemic, rigorous, data-driven curriculum structure that is implemented and sustained with continuity among and across programs is key to creating meaningful learning experiences for all students. A quality curriculum:

- Reflects the knowledge, skills, and instructional needs of the students to prepare them for future learning and working in the world;
- Provides research based instructional strategies proven to show student achievement; and
- Accommodates learning for all students and environments.

Classroom teachers provide a comprehensive language arts program by providing best practice and meaningful instruction in reading, writing, listening, speaking, language and media literacy, which is consistent with **Section 122A.06, subdivision 4**.

The National Reading Panel Report (2000)

The panel determined that effective instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching that these sounds are represented by letters that can be blended (phonics), having children read aloud while providing guidance, teaching word meanings, and providing comprehension strategies.

- *Phonemic Awareness*: the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words;
- *Phonics*: the relationship between the letters of written language and the sounds of spoken language. For example, learning that the letter 'b' represents the /b/ sound;
- *Fluency*: the capacity to read text accurately and quickly;
- *Vocabulary*: the words students must know to communicate effectively through listening, speaking, reading and writing; and
- *Comprehension*: the ability to understand and gain meaning from what has been read.

Instruction

Use of Data

Data from screening, diagnostic and state testing will be used to make individual instructional decisions for students. Teachers at WLA are used to using data in their teaching teams to make informed decisions that meet student's needs. More information can be found in the professional development section.

Core Instruction

Core instruction is the curriculum and instruction all students receive at the elementary and middle school level. Our core instruction curriculum is Core Knowledge Language Arts (CKLA). The CKLA curriculum provides students with phonics, fluency, comprehension, vocabulary and text feature lessons. The CKLA curriculum puts a significant focus on listening and learning and makes strong inter-disciplinary connections with the state Science, Social Studies, and Fine Arts Standards. Classroom teachers teach core instruction to all students.

Multi-Tiered Systems of Support

Tiered levels of support represent a system in which multiple tiers of increasingly intense interventions are directed at correspondingly smaller population segments so that a continuum of supports are available to students based on their needs. Multi-Tiered Systems of Support that accelerate the learning of all students has been identified as one of the five-cored components of effective practice that is recognized as an integral component of a systemic framework needed to support and sustain innovations and improve learner outcomes. This tiered system is intended to provide a framework of instruction to meet the needs of ALL learners and is not intended as only a method for identifying referrals to special education. WLA continues to define, develop, implement and evaluate the multi-tiered intervention system for students needing additional support in the area of literacy. Intervention programs are designed to supplement core instruction to help all students read at or above grade level. At this time, intervention takes place at different levels.

The multi-tiered system is for all students whether it be for a student who needs additional literacy support or for students who need more of a challenge in their literacy instruction.

Instruction

Levels of Support

As a general guideline, about 80% of students should be successful at the primary level of support, meaning they do not need additional support beyond the core instruction provided in the classroom. The secondary level should serve approximately 15% of students, and the tertiary level should serve approximately 5%.

Tier 1: (Primary / Universal Level of Support)

The primary level of support is the level at which ALL students receive high quality differentiated instruction in the core curriculum of the school. Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum. The primary level of support should include: —A core curriculum that is research based —Instructional practices that are culturally responsive —Universal screening to determine students' current level of performance —Differentiated learning activities to address individual needs —Accommodations to ensure access —Problem solving to identify and address behavior problems that prevent students from demonstrating the academic skills they possess

Tier 2: (Secondary / Targeted Support)

The secondary level of support typically involves small-group instruction for students who are performing below grade level proficiency targets, which is delivered as a part of the general education curriculum. Key characteristics of interventions used at the secondary level of support include: —Evidence based —Adult – led small group instruction —Clearly articulated, validated intervention, adhered to with fidelity.

Tier 3: (Tertiary / Intensive Support)

If students are still struggling in the core curriculum after receiving Tier 2 support, a more intensive level of support may be necessary. Tier 3 includes the most individualized interventions targeted to each student's area(s) of need. The educators engage in a problem solving process to identify the student's specific need and then choose interventions to meet those needs. Some students receive specific programming, which is described in their Individual Education Plan (IEP).

Professional Learning & Leadership

Specific practices perceived to help improve instruction:

- Focusing the school on goals and expectations for student achievement
- Strategically designed staff development around student data
- Providing and encouraging collaborative learning

Change is difficult and leadership is required to help hold the vision in tough times while creating space to operate outside current thinking and work habits. Databased problem solving is a necessary leadership process if significant educational and systems change is to be achieved. Committed and skillful leadership can mean the difference between progress toward the goals rather than abandoning challenging goals in favor of “easier” targets or the “next new educational fad.”

Leading others through the change process to reach targeted results at every level requires leadership that:

- Fosters the development of innovation competency at multiple levels by sustaining and evaluating the quality of the core implementation components;
- Uses data to define challenges, celebrate successes, monitor progress, measure implementation and assess outcomes;
- Anticipates, recognizes, analyzes and monitors the systemic impacts of decisions at multiple levels (classroom, school, community, city, state);
- Communicates strengths and identifies barriers; and
- Selects and uses leadership strategies to match the type of challenge that has surfaced for instruction.

Professional Learning & Leadership

Levels of Literacy Leadership at Woodbury Leadership Academy:

- Literacy Coach: The school will contract with a literacy coach/consultant to support all K-6 teachers in their literacy instruction through professional development and individual coaching sessions.
- Literacy Leaders: One classroom teacher from every grade level will be trained as a Literacy Leader. These teachers will complete two years of training on data decision-making and specific research-based literacy interventions.
- Leadership Team: This team is made up of the executive director, classroom teachers and specialists. The team will meet on a regular basis to share data and make decisions about academic and behavioral changes needed for the building and specific students. These teachers will share this information with fellow classroom teachers to move forward with the PLC process.
- The school will meet weekly in a regular Professional Learning Community (PLC). The purposes of these meetings are to examine student data and artifacts to ensure that instruction is leading to student achievement.
- PLCs and the Building Leadership Team use data-driven dialogue to analyze data to inform both student learning and instructional effectiveness. The Executive Director monitors instructional effectiveness.
- Classroom Teachers: Classroom teachers are holding one another mutually accountable to help all students reach levels of proficiency in reading. Teams meet as a PLC to analyze student work and determine next steps for instruction.