



*\*Plans may need to be modified throughout the 2022-2023 school-year in response to needs or requirements resulting from the pandemic and/or related impacts.*

## **I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level K-3.**

### SC Mission Statement:

In adherence to the Athlos school mission, it is the expectation for every student to be reading at or above grade level by the end of each school year. As part of this school-wide effort, Athlos Academy has created a K-3 Literacy Plan that will support the school-wide goal of providing a learning program that supports every student in obtaining proficiency in reading, including reading instruction appropriate to the specific needs of English Learners. In the event that students are not reading at or above grade level by the end of third grade, the school will continue to provide interventions to the student as needed.

As a data-driven school, Athlos teachers use disaggregated student achievement results and growth data to determine trends in performance levels. Further, teachers analyze student-specific data when determining the educational support needed at the student level. Through benchmark assessments and continuous progress monitoring, teachers have a clear understanding of each student's current achievement data in the fall, and set measurable goals for accelerating progress toward the year-end proficiency goals.

Athlos Academy has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

Athlos uses the DIBELS Benchmark Assessment System to assess and define students’ reading proficiency. The DIBELS System has gone through field studies to test its reliability and validity as a tool. The following chart, adapted from the DIBELS system, outlines the proficiency targets used by Athlos Academy in determining whether or not a student is performing at grade level in the fall and spring of each year. This chart was updated starting in the 2019-2020 school year in accordance with amended performance indicators published by DIBELS.

Grade Level	Beginning Target Proficiency Composite Score	Mid year Target for Proficiency Composite Score	End of Year Target for Proficiency Composite Score
K	306	371	420
1	330	389	441
2	329	389	439
3	332	393	442

Through AA’s Multi-Tiered Systems of Support model, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. Students are supported by the MTSS model in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These plans are implemented using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in all tiers of the MTSS model. The goals and student progress are discussed among teachers and administration and interventions are evaluated and adjusted as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

Athlos Academy maintains a strong commitment from school leaders and educators in meeting our school mission. The staff collaborates in regular and frequent Professional Learning Communities (PLCs) to have collaborative, data-based discussions about student progress once a week. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them about students’ progress toward year-end learning goals. Teachers then have the support to collaboratively identify appropriate instructional interventions that can be implemented and collectively commit to implementing

those interventions. Teachers and administrators utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers.

Athlos consistently refines its data collection and analysis process that ensures data-guided instruction and collaboration among teachers. Administrators monitor the success of the learning program through frequent classroom walk-throughs, teacher observations and evaluations, and analysis of student data. This ensures we continue to work efficiently and consistently in making changes to ensure we are best serving individual student needs at.

## **II. Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.**

### **Screening Assessments**

Students in grades K-3 are screened using the DIBELS system. This assessment, given to *all* K-3 students, is administered by an intervention specialist or the classroom teacher three times a year. New Athlos Academy students are tested, as well, in the fall. AA uses DIBELS because it is a standardized assessment that gives teachers information about multiple areas of a student's reading profile. All test administrators participate in the DIBELS Assessment training to ensure inter-rater reliability. For the assessment, students participate in letter name fluency, phonemic awareness, nonsense word fluency, a leveled reading passage, and a MAZE (close reading activity) with the administrator. The tester records miscues as a student reads while timing each test for 1 minute. The assessment also keys instructors in on the student's strengths and weaknesses in phonics, nonsense words and high-frequency word identification. Students must demonstrate proficiency in their accuracy in order to pass a given level. Reading rate and miscue analysis are used to further determine a student's reading profile.

The following table summarizes the screening assessment procedures for K-3 grade.

**Screening** All K-3 students are assessed in the following areas using the measurement tools in the chart below. Students that are below proficiency receive diagnostic and progress monitoring assessments.

<b>Area of Reading</b>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>Letter Name Fluency</b>	DIBELS	DIBELS		
<b>Phonemic Segmentation Fluency</b>	DIBELS	DIBELS		
<b>Nonsense Word Fluency/Correct letter sounds/Words Correct</b>	DIBELS	DIBELS	DIBELS	DIBELS
<b>Word Reading Fluency</b>	DIBELS	DIBELS	DIBELS	DIBELS
<b>Oral Reading Fluency</b>		DIBELS	DIBELS	DIBELS
<b>Maze</b>			DIBELS	DIBELS

### **Diagnostic Assessments & Progress Monitoring**

Diagnostic assessments are used when a student does not demonstrate proficiency on the DIBELS screening assessment. Classroom teachers will choose the diagnostic tool to use based

on data from the benchmark assessment. Diagnostic assessments will be administered by the classroom teacher and/or the Intervention Specialist.

Progress monitoring will occur on at least a monthly basis until students are demonstrating proficiency. The area, depth, and frequency of progress monitoring will depend on results of a diagnostic assessment as well as student performance as compared to grade level expectations. These progress monitoring results guide the intervention plans of each student.

The table below identifies some different diagnostic and progress monitoring tools available and which areas of a reading profile they are meant to assess. Classroom teams may choose other grade-level appropriate diagnostic and progress monitoring tools as well.

<b>Assessment Tool</b>	<b>Area of Reading Assessed</b>
DIBELS- letter name fluency, phonemic awareness, nonsense word fluency	Phonics and Phonemic Awareness
DIBELS Word Assessments- word fluency	High Freq words
ACCESS for English Language Learners (administered by ELL/Title I teacher)	Oral Language; Vocabulary;
DIBELS – reading passages/MAZE	Accuracy, Fluency, Comprehension
School-generated high frequency word list (K-3)	Vocabulary
Heggerty Phonemic Awareness	Rhyme, Phonemic Awareness
PRESS	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

### **Data-Driven Instruction/Interventions**

The Minnesota Department of Education has adopted "Multi-Tiered Systems of Support," or MTSS, as the name for Response to Intervention (RtI). AA has also adopted that terminology and has implemented an MTSS model that is tailored to our needs.

MTSS is a framework that integrates instructional interventions within a multi-tiered instructional system created to maximize student achievement. With MTSS, Athlos Academy uses data-based decision making and professional development/PLCs to identify student

instructional needs, continually monitor student progress, provide evidence-based interventions and to adjust the intensity and nature of those interventions depending on a student's responsiveness to the intervention.

This model uses a three-tiered approach with primary (universal), secondary (targeted), and tertiary (intensive) levels of intervention that help match the intensity of prevention and intervention strategies to the intensity of the student need. This model will be applied with fidelity to ensure that appropriate support is put in place for students' academic and behavioral educational needs. Need-driven decision-making takes place to ensure that school resources reach the appropriate students at the appropriate levels in order to accelerate the performance of all students to achieve and/or exceed proficiency.

**Tier 1-Primary/Universal Level of Support** (Core Classroom Level)-This is the level at which all students receive high quality instruction in our core curriculum as well as receive classroom-level behavioral, academic, and social-emotional support. Students who require targeted or intensive interventions due to learning difficulties will still continue to receive instructional support in the core curriculum. It is the expectation that differentiated instruction occurs at the core classroom level to ensure optimal growth, support, and proficiency. The lengths of core curriculum instructional periods are determined by the principal. Instruction is planned by the core subject teacher. High-quality, differentiated core classroom instruction is the foundation of all grade-level learning. It is the expectation for the classroom teacher to provide differentiated support to meet the needs of all students in order to reduce the need for Tier 2 or Tier 3 support. The primary/universal level of support includes:

- A researched based core curriculum.
- Culturally and linguistically responsive instructional practices.
- Universal screening. (Assessment Plan)
- Differentiated instruction and differentiated learning activities
- Accommodations to ensure all students have access to the instructional program.
- Problem solving to identify interventions, as needed, to address any behavioral problems that prevent students from demonstrating the academic skills they possess.

**Tier 2-Secondary/Targeted Support-** Targeted support is what *some* students receive in addition to full Tier 1 core classroom support. If students struggle to succeed within the Tier 1 core classroom support framework, they then receive targeted support at the secondary level. The purpose and goal of Tier 2 targeted support is to improve student performance to a degree that the student is performing at or above grade level and no longer needs targeted support. Tier 2 services are more intense (more time or narrowed focus of instruction/intervention) than Tier 1 interventions. Tier 2 services can be provided by a variety of professionals (e.g. classroom teacher, intervention specialist) and in any setting (e.g. general education classroom, pull-out setting, home). This tier typically includes small group instruction that is delivered as part of the general education curriculum. Tier 2 instruction could be provided by the general education teacher or an

intervention specialist, but the number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus. Providers of Tier 2 instruction incorporate the instructional language and materials of Tier 1. For example, an intervention specialist may be called upon to lead a 12-week daily reading group within the core classroom's reader's workshop block, to ensure that a group of 5-8 students have access to an intensive daily reading group as opposed to being part of the standard classroom group rotation. Or, for example, a small group reading intervention may consist of 10 weeks of 30-minute sessions, 3 times per week that takes place outside of core instruction/direct instruction during arrival time, gym, social studies, or art/music. The instructional interventions are evidence-based, adult-led, clearly articulated, data-driven, and directly related to student needs as indicated on student formative and summative assessments. Once a student has mastered the skill target in a Tier 2 target support group, the student should be exited from the intervention. These targeted supports can be provided by the classroom teacher or an intervention specialist, but are not to replace or take place during core instruction periods unless the core instruction teacher has formatted the time frame to include small group instruction. Tier 2 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 2 services, combined with Tier 1, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by Athlos and graduate from needing Tier 2 interventions.

**Tier 3-Tertiary/Intensive Support- (Non-IEP related intensive supports)** Intensive support is what *few* students receive and is the most intense non-IEP-related service level provided by ALA. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) as established by Athlos, and will graduate from needing Tier 3 or Tier 2 intervention supports. The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is characterized by:

- More instructional time
- Smaller instructional groups (or individuals)
- More precisely targeted lessons based on individual student needs as identified through summative and formative assessments.
- More extensive opportunities for practice, error correction, and feedback.
- Very frequent formative assessments to assess micro-level skills in order to rapidly address learning challenges or barriers to reaching success in Tiers 2 and 1.
- General rule: The more a student is behind in Tier 1 performance expectations and the less responsive a student is to Tier 1/Tier 2 interventions, the more frequent and varied the

formative assessments should be to ensure that instructional supports are matched to the student's needs in order to "catch up" to grade level expectations.

At Athlos, students receive reading interventions that align with their individual reading profile. Classroom teachers, specialists, and intervention teachers meet in weekly PLCs where they discuss student progress and adjust instructional interventions if needed. Flexible grouping and regrouping allow teachers and specialists to move students to the teacher that best meets their instructional needs.

Classroom teachers will communicate with parents at least once per reporting period. Once per trimester, along with report cards, teachers will call or meet with parents, outlining their child's reading profile, proficiency targets, and strategies to support increased proficiency. Between conferencing and report cards, parents will be informed of the interventions available at school and steps to take to support each child's reading at home.

If a student is not making enough progress (despite interventions, progress monitoring, and quarterly meetings with parents/guardians) the teacher may decide to meet more frequently with families to educate about other available resources.

Intervention strategies are determined through collaboration between classroom teachers and intervention teachers. Intervention plans are created for students and are maintained in students' online portfolios that are accessible to any teacher who works with that student. Teams meet regularly in Data PLCs and individual meetings to make determinations for intensifying or modifying interventions as needed. Interventions are evidenced based. Progress monitoring is used to track the effectiveness of the interventions. Progress monitoring data is reported in students' online portfolios for longitudinal record keeping.

### **III. Specific information on how elementary schools within the district will notify and involve parents in accelerating literacy development for their children in each grade K-3.**

#### **Parent Communication**

At the beginning of the school year, parents will receive a welcome letter from each classroom teacher. Part of this letter will outline grade-level reading expectations, what parents can do to



support literacy development at home, and a general overview of the year's curriculum. The school will also use this letter to inform parents of the Reading Well by Third Grade initiative and include information on the school website.

When a student is not meeting the proficiency standards in grades K-3, teachers will rely on phone calls home, parent-teacher conferences, and quarterly report cards to communicate with parents. As part of our school-wide initiative to involve parents, AA teachers and families participate in multiple events throughout the year. Occasions such as Family Nights, Open House Nights and Family Conferences give our teachers ample opportunities to keep parents informed of their child's progress.

**IV. Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades K-3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.**

Through Athlos's MTSS model, students that are not performing at grade level are then provided with extra support to ensure a clear plan toward reading proficiency. Students are supported by the MTSS model in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in all tiers of MTSS. The goals and student progress are discussed at teacher meetings, where interventions are evaluated and adjusted as needed, data is analyzed, and teaching strategies are discussed and practiced for implementation.

Athlos Academy maintains a strong commitment from school leaders and educators in meeting our school mission. The staff collaborates in regular and frequent Professional Learning Communities (PLCs) to have collaborative, data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative data and discuss what the data tells them about students' progress toward year-end learning goals. Teachers then have the support to collaboratively identify appropriate instructional interventions that can be implemented and can collectively commit to implementing those interventions. Athlos teachers utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers.

**V. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.**

Through teacher evaluations, meetings with teachers, and analysis of student data, the Athlos Principal and other designated administrators are able to discern the professional development needs of the faculty and staff. Through Professional Learning Community (PLC) work, teachers analyze student data (both summative and formative assessments, as well as student work). During PLCs, teachers bring concerns and questions to the PLC group as well as data and student work in order to analyze what strategies/schedules/ changes/ supports/processes will support the student in achieving accelerated growth and proficiency. These frequent opportunities for teacher collaboration provide teachers with the ability to maintain an up-to-date repertoire of best practices. Through the PLC time, teachers actively work together on reviewing student work and student data, aligning standards and lessons across grades, addressing individual student needs, advising changes in strategy/curriculum use, planning standards-based assessments and rubrics, etc.

**VI. Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.**

Athlos uses the Ready Gen Curriculum by SAVVAS that addresses the development of phonics, phonemic awareness, vocabulary, fluency, and comprehension. Ready Gen gives teachers the flexibility to meet the instructional needs of entire classes as well as individual students. During whole group instruction, teachers can focus on vocabulary, comprehension, and modeling literacy strategies. When working with a small group or individual students, teachers concentrate on students that require more scaffolding in any of the components of reading. Data from screening, diagnostic, and progress monitoring assessments guide the teachers to use components of Ready Gen to strengthen student learning. AA conducts an ongoing and regular review of curriculum to continuously improve precision, alignment and rigor. This curriculum has been vertically aligned across K-5.

**\*\*What are we doing this year for this section?**

Staff at Athlos will continue to provide interventions to meet the needs of all of our learners. Athlos uses the MTSS model to differentiate instruction for all students. (See Section II for in-depth information on the MTSS model).

**VII. Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.**

AA maintains on-site EL expertise through our EL staff. Through this position, not only do students have access to EL supports as needed, Athlos teachers have access to in-house supports. Classroom teachers, EL teachers, and intervention specialists meet during weekly PLC times and on an as-needed basis to ensure that students are matched with the core and intervention supports that will ensure student success. EL staff are called upon, by administration, to lead trainings or meet with teachers when additional supports are necessary, as evidenced by student data or teacher observations.

In August 2018, all classroom teachers received training in Sheltered Instruction.

**VIII.** The district will annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder to the Commissioner by July 1.

Athlos will report this through the annual K-3 report that is submitted to the state.

**IX. Post assessment methods and data that is submitted to the Commissioner of Education annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in K-3.**

A copy of the K-3 plan, along with the most recent assessment data, will be posted on the school's website.

**2020-2021 K-3 Proficiency Data—Based on DIBELS data**

*(All Students- Not just October 1<sup>st</sup> students)*

	Grade Level Proficiency Target Composite score goal	% Meeting Grade Level Proficiency Target  <i>See asterisk above for clarifying information.</i>
Kindergarten	420	36%
1st	441	43%
2nd	439	23%
3rd	442	35%

September 1, 2022