



Confident Learners Foundations

Advancing Literacy Success

Achieving sustainable improvements in student outcomes relies upon a systematic and explicit approach to reading instruction. Confident Learners Foundations is a structured, three-phase approach to ensuring children in Grades 1 to 5 acquire the skills they need to be successful readers, spanning phonics to comprehension.

It involves building educator capacity through professional learning, having resources aligned to a clearly defined scope and sequence, and providing educators and staff with the vital data they need to support targeted instruction and give each child the opportunity to thrive.

Confident Learners Foundations:

Explore the Crucial Components for Building Literacy Success

1 Online Professional Learning Courses

- Systematic Reading Instruction
- The Science of Teaching

Our Professional Learning suite provides a series of asynchronous modules that walk educators through the science of reading and teaching. Each course is grounded in key evidence from academic research, linked to proven and practical classroom pedagogy. All school staff, including educational assistants and school administrators, have access to the courses.

2 Becoming a Reader – A Structured Literacy Program

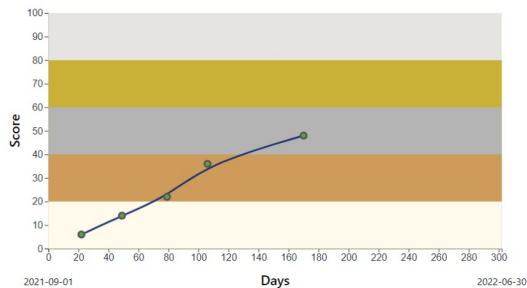
Becoming a Reader is The Learning Bar's curriculum for teaching children to read. Corresponding to the overall structure of Confident Learners, it is divided into three phases. Phase 2 is called Becoming a Skilled Reader, and Phase 3 is Becoming an Expert Reader. Each of the three phases consists of 60+ structured lessons designed to support children's literacy skill development.

3 Continuous Assessment

The **Phonics Advantage Reading Assessment (PARA)** is an easy-to-use reading assessment that assesses the reading skills laid out in Confident Learners’ three-phase approach. All children are assessed during the first four to five weeks of implementation to establish a baseline and thereafter on a regular basis to measure progress. This flexibility allows educators to quickly visualize a child's growth and immediately target instruction to address identified learning needs.

4 Progress Monitoring

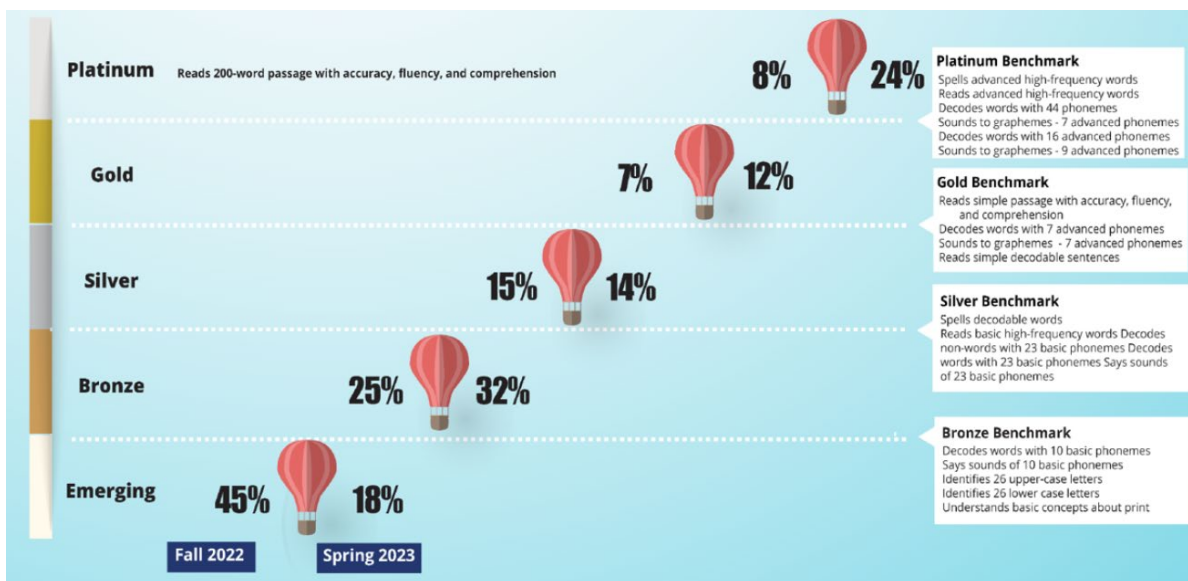
Data from the Phonics Advantage Reading Assessment (PARA) are uploaded into an application called Progress Monitor. Student, classroom, and school-wide reports are updated as data are recorded, thereby allowing educators to monitor improvements as they occur and view current, up-to-the-minute reports. Teachers use the student and classroom views to pinpoint what each student needs to learn next on their journey to becoming an expert reader.



STUDENT PROGRESS CHART

| Student | Times Assessed | Last Assessment | Score by Challenge | | | | | | | | | | | | | | | | | | | | |
|------------|----------------|-----------------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Arnold | 4 | 2022-04-25 | 4 | 4 | 4 | 4 | 1 | | | | | | | | | | | | | | | | |
| Bobby | 3 | 2022-06-02 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | |
| Chadwick | 3 | 2022-05-17 | 4 | 4 | 4 | 3 | 2 | | | | | | | | | | | | | | | | |
| Ferdinand | 5 | 2022-05-17 | 4 | 4 | 4 | 3 | 1 | | | | | | | | | | | | | | | | |
| Frazier | 4 | 2022-06-02 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | | | | | | | | |
| Georgeanna | 3 | 2022-02-04 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | |
| Harley | 4 | 2022-04-25 | 4 | 3 | 4 | 4 | 2 | | | | | | | | | | | | | | | | |
| Jere | 4 | 2022-06-02 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Joline | 2 | 2021-11-26 | 4 | 3 | 3 | 4 | 2 | | | | | | | | | | | | | | | | |
| Kristine | 3 | 2022-04-25 | 4 | 3 | 4 | 3 | 2 | | | | | | | | | | | | | | | | |

CLASSROOM CHART



SCHOOL-WIDE DASHBOARD - GROWTH IN READING ACHIEVEMENT