

ISD #200 – Hastings Public Schools

Local Literacy Plan *Read Well by Third Grade*



Department of Teaching and Learning
Hastings, Minnesota
Revised 2018

Hastings Public Schools PreK-3 Local Literacy Plan

Reading is the foundation of all learning. It is necessary for success in all subject areas. As parents and educators, it is our responsibility to support all children as they become proficient readers and writers.

ISD 200 Goal:

Hastings Public Schools works to develop fluent readers who comprehend a wide variety of texts. As part of Word's Best Workforce, it is the goal of ISD 200 to increase the number of third-grade students who meet or exceed expectations on the Minnesota Comprehensive Assessment (MCAs) from 67% to 70%.

Instructional Objectives Summary:

- The district leadership team (comprised of administrators and staff representative from all sites) convenes several times during the school year. Among other topics, reading is a priority, and data is reviewed. Comparisons are drawn with districts similar to Hastings as well as internally. District and site goals are set and then shared and further developed at the site level. Nine of twelve PLC groups (in grades kindergarten through grade three) and one intervention group adopted reading goals for their professional learning communities in the 2017-18 school year.
- Each year educators review and disaggregate reading data at grade levels. Proficiency, growth, and trend data is analyzed and used to set specific learning targets for individual children and for cohorts of students. Pre-K data is accessed and utilized as well.
- In 2016-17, a district-wide ELA (English/Language Arts, comprised of PreK-12 teachers and administrative members) was established and in 2017-18 met monthly for the purpose of continuous improvement. Current pedagogical practices were reviewed, and new practices are studied and considered for development. This includes, but is not limited to, evaluating core instruction, differentiation, remediation, and interventions. One area of focus in 2017-18 was unpacking ELA standards with special attention to overlap and scaffolding between grade levels as well as defining learning targets and related activities for various stages of learning. PreK-2 teachers study foundational skills, standards, and practices. Information is then shared and further developed at each site. Elementary principals participate on the district-wide team and consistently review current and best practices in their PLC as well.
- ISD 200 uses a reader's and writer's workshop as we deliver and attend to the necessary components of a balanced literacy plan. Yearly, horizontal and vertical alignment throughout the district is considered to facilitate consistency for all students.
- Formative and summative assessments are used to modify instruction and identify students who are not projected to meet proficiency. Those students who are below grade level follow Title I or ADSIS intervention plans and may be assessed for special education programming in addition to core reading instruction.
- Professional Learning Communities (PLCs) meet to analyze data to inform instruction and differentiation; study best practices while examining the effectiveness of current practice, curriculum, and resources; unpack standards and develop effective learning targets; and compare teaching methods and student work in an effort to promote consistency in instruction and assessment. Special attention is paid to closing achievement gaps.
- Minnesota Reading Corps works with students in grades PreK-3 who are identified as slightly below the proficiency mark in the area of fluency.
- Extended day and/or extended year programs are utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.
- In the course of identifying needs of struggling readers, the provision of intervention for children with Dyslexia and Convergence Insufficiency are addressed in the same way as all students displaying reading difficulties. Core reading instruction in the classroom (Tier 1) differentiates for students according to the nature of the needs presented. Tier 2 instruction is delivered to students who qualify for additional assistance through Title I, ADSIS, and/or Minnesota Reading Corps (MRC). Students who

qualify for Tier 3 consideration receive additional and/or different instruction by a special education teacher.

Assessment:

- Students participating in the Hastings Community Education Preschool /School Readiness programs have growth of early literacy skills measured through Creative Curriculum TS Gold as well as a locally-created Pre-K academic assessment.
- During the early summer each year, students entering Kindergarten are given a locally-created assessment, the Hastings Kindergarten Assessment Tool (HKAT). Students who are identified as struggling or at-risk, may be invited to a summer school opportunity, *Jump Start to Kindergarten*.
- All students in grades K – 3 are administered the *Fountas and Pinnell Benchmark Assessment System (BAS)* diagnostic reading test in Fall, Winter and Spring.
- We gather additional information about students in grades 2 and 3 using NWEA Measures of Academic Progress (MAP) assessment.
- Students are identified for intervention in a tier one, tier two, or tier three setting based on multiple data points.

Title I/ADSI Intervention Identification Process:

Kindergarten:

1. Depending on the areas of perceived deficiency, Title 1 staff may assess kindergarten students using CES. Screening with Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF) which may be applied to further focus identification for areas of concern.
2. Scores for the above measures are recorded in the local student information system (SIS), and a benchmark chart is created for each student to record progress monitoring.
3. The list of students identified for Title I or ADSIS service is determined by analyzing student scores on the above measures, HKAT scores, and teacher checklists and observations during September and October.
4. Kindergarten teachers and Title I and/or ADSIS teachers meet to determine identification for Title 1 and/or ADSIS services.
5. Formal identification and parent notification is initially made no later than during October conferences.
6. Parent notification is done by the classroom teacher.

Grade 1:

1. Students who fall below grade level may be assessed using CES screening tools, such as, Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) and Nonsense Word Fluency-Whole Words Read (NWF-WWR). Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF) may be used if deemed appropriate.
2. Scores for the above measures are recorded in the local SIS, including previous Title I data when appropriate.
3. Grade 1 students may be identified for intervention assessment based on spring and fall BAS data, teacher observations and recommendation, or previous intervention service
4. Title I and/or ADSIS teachers meet with individual classroom teachers to discuss, modify, or confirm the identified student list.
5. Students who are not identified for Title I and/or ADSIS services are placed on a “watch list” by the classroom teacher and the Intervention teachers. The Intervention teachers check in with the classroom teacher at agreed-upon intervals. Students not receiving Intervention at a tier two or three level will receive intervention within the classroom setting.
6. Parent notification is done by the classroom teacher.

Grades 2 and 3:

1. Students who fall below grade level may be assessed using CES screening tools, such as, Oral Reading Fluency (ORF), Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) and/or Nonsense Word Fluency-Whole Words Read (NWF-WWR) will be used when deemed appropriate.
2. Scores for the above measures are recorded in the local SIS, including previous Title I data, when appropriate.
3. Grade 2 students are identified for intervention using spring and fall BAS scores, NWEA MAP Reading scores, Grade 1 High Frequency word assessment, teacher observations and recommendation, and prior service in Title I and/or ADSIS.
4. Title I/and or ADSIS teachers meet with individual classroom teachers to discuss, modify, or confirm the identified student list.
5. Students who are not identified for Title I/ADSIS services are placed on a “watch list” by the classroom teacher and the Title I lead teacher. The intervention teachers check in with the classroom teacher at agreed-upon intervals. Students not receiving intervention at a tier two or three level will receive intervention within the classroom setting.
6. Parent notification is done by the classroom teacher.

Parent Involvement:

Hastings Public Schools works to involve families as soon as children are born and continues to develop relationships through a variety of efforts, including developing partnerships with licensed care providers.

- *Welcome Baby Visit* – Information is distributed and families are enrolled in *Imagination Library* during home visits. When a home visit is not accomplished, information is sent to families by mail. Birth lists are purchased from the Department of Health.
- *Early Childhood Family Education (ECFE)* – Classes focus on building developmentally appropriate language and literacy.
- *Tilden Community Preschool* – Classes promote early literacy through print-rich environments and developmentally appropriate literacy experiences.
- Our early childhood program partners with our local Public Library for various activities throughout the year.
- A PreK Leadership team has been developed and meets monthly. Representatives from ISD #200 Teaching and Learning department, Community Education, and preschools in the community (public, nonpublic, center-based, and home-based) meet to determine needs and areas of focus for professional development for Hastings providers, including PD in the area of literacy.
- A PreK/K collaboration between Hastings Public Schools and Tilden (public school preschool) meets throughout the year to follow through with tasks initiated by the PreK Leadership team. For example, a Kindergarten Readiness Checklist (including literacy skills and activities) was developed to be shared with providers and parents.
- Elementary schools provide evenings for parents and children to come together and engage in fun literacy-based activities.

Elementary schools communicate with parents regarding children’s achievement regularly.

- Results of standardized and classroom assessments are shared at conferences (twice per year) and through written reports.
- Classroom teachers frequently communicate progress toward specific achievement targets on a more informal basis
- In further effort to connect with families, teachers share broader classroom information consistently and frequently via newsletters, websites, *SeeSaw*, *Twitter* and social media tools.

- A Parent Advisory committee (PreK-12 representation) meets monthly with the district’s Teaching and Learning department where information is shared and feedback gathered.
- Additionally, Hastings Public Schools connects with families around literacy through *Hastings Reads*, a community-wide reading program that seeks to encourage reading and a discussion of books around the ways books help us understand ourselves and others. Books are chosen for a variety of developmental levels annually according a theme, and events are created to encourage enjoyment in and motivation for reading.
- Students needing intervention are identified, and parents are notified and asked to sign a Title I Parent Compact and permission form or ADSIS permission form. The process includes the following:
 - A meeting is held at the beginning of the school year for parents of Title I students to outline the Title I program, how students are identified, and how the program is funded. Individual meetings are held as needed to discuss individual data and intervention plans.
 - Assessment results are provided to parents through a variety of methods: parent/teacher conferences, mailings, and personal communication.
 - Notification to parents of students needing supplemental instruction are provided by the district informing of services received by students. Contact by the parent to the student’s classroom teacher and/or reading intervention teacher is encouraged.
 - Periodic progress information is provided to parents of students receiving intervention services at conferences and as requested.
 - Communication is provided at least three times per year to parents with suggestions of how to help strengthen their children’s literacy skills based on diagnostic assessment results.
- Resources and tools based on the five strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) are made available for parents, caregivers, and/or community members to use in support of literacy practices at home.

Professional Development:

All teachers and administrators participate in PLC’s where literacy discussions are driven by student data and teacher practice, and trend data is studied. Staff are provided with opportunities to participate in a variety of professional development activities to best meet their needs. Beyond PLC work, scheduled staff development activities, book studies, and workshop/conference/seminar attendance are offered and encouraged. Additionally, experienced professionals are brought in to model and coach both individual teachers and cohorts around a variety of aspects of the reader’s workshop, including but not limited to guided reading techniques, teacher/student conferencing and data analysis.

Specific training for using *Sonday System* resources in Tier 3 intervention was provided for elementary and middle school special education staff.

During the 2017-18 school year, the elementary principals and staff in the Teaching and Learning department attended the MESPA Literacy Academy. The group subsequently conducted literacy classroom visits in all three elementary buildings and gathered and analyzed the data collected. Areas for growth were identified, and a long-term relationship with literacy consultant Bonnie Houck began. Additionally, six teachers (three primary and three intermediate) have accepted positions as literacy coaches for their respective buildings. Our Literacy Improvement work will begin during the 2018-19 school year.

Scientifically Based Core Instruction:

The district Pre-K program currently uses *Creative Curriculum* instructional resources and aligns their academic expectations with the 2011 Minnesota ELA Standards and the 2016 Early Childhood Indicators of Progress (ECIPs). Such alignment is critical to assure seamless and coherent instructional opportunities to support the trajectory of learning as students progress through the grades.

Teachers in kindergarten through grade three use a variety of resources to differentiate instruction, involving students in read-aloud, shared reading, guided reading, individual conferencing, and small and flexible grouping experiences with leveled texts. Every classroom in each building has a vibrant classroom library with a variety of fiction and nonfiction reading materials including books, magazines, and e-books, covering a wide range of reading levels. Each classroom has a reading center where children can enjoy a variety of books selected by their classroom teachers. Relevant technology engages students in meaningful learning activities. For example, *RAZ Plus* has been incorporated in literacy instruction to help meet the diversity of learner needs. A minimum of 90 minutes of direct reading instruction is provided daily with additional crossover of literacy instruction through content areas such as Social Studies and Science.

Intervention:

Tier one intervention occurs within the classroom for all students who are not reading at grade level. This occurs through Individualized Daily Reading (IDR) as well as through individual conferencing and small group, guided instruction. WIN (daily designated *What I Need* time) is utilized for additional reading instruction and intervention. Additional independent practice occurs in work centers. For students needing tier two and tier three intervention, the following guidelines are used.

Title I Tier 2 and Tier 3 Intervention Resources:

In addition to scientifically based core instruction, additional assessments are administered to students identified at risk for not reading at grade level to assist in the determination of intervention plans. Title I and ADSIS intervention staff meet regularly to plan instruction and study progress monitoring data. Interventions are provided for students to supplement core instruction. The following chart shares resources that may be used with students in need of intervention.

Kindergarten:		
Skill Area	Intervention Resource	Progress Monitoring
Letter Naming	Incremental Rehearsal <i>Road to the Code</i>	Local Recording Sheet
Letter Sounds	Incremental Rehearsal <i>Road to the Code</i> <i>Stepping Stones</i>	Local Recording Sheet
Rhyming	<i>Road to the Code</i> <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	
First Sound Identification	Cover, Copy, Compare See It, Say It, Write It	
Initial Sound	Elkonin Boxes <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	DIBELS-FSF
Ending Sound	Elkonin Boxes <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	DIBELS-PSF
Segmenting	Elkonin Boxes <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	DIBELS-PSF
Segmenting Words in a Sentence	<i>Stepping Stones</i>	

Blending	Minnesota Reading Corps (MRC) Word Blending <i>Stepping Stones</i>	
Word Fluency	Incremental Rehearsal Cover, Copy, Compare	Local Recording Sheet

Grade 1:		
Skill Area	Intervention Resource	Progress Monitoring
Letter Naming	Incremental Rehearsal <i>Road to the Code</i>	Local Recording Sheet
Letter Sounds	Incremental Rehearsal <i>Road to the Code</i> <i>Stepping Stones</i>	Local Recording Sheet
Rhyming	<i>Road to the Code</i> <i>Stepping Stones</i> <i>Phonemic Awareness in Young Children</i>	
Phonemic Awareness	Elkonin Boxes <i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Read Well</i> program	DIBELS-PSF
Phonics – Initial and Ending Sounds	<i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Read Well</i> program <i>Making Words, Grade 1</i>	CES-NWF
Phonics – Blending CVC (Consonant, Vowel, Consonant)	<i>Phonemic Awareness in Young Children</i> <i>Interventions for Reading Success</i> <i>Making Words, Grade 1</i>	CES-NWF
Word Fluency	Incremental Rehearsal Cover, Copy, Compare	Local Recording Sheet

Grade 2:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal	CES-ORF
Slow Reading of Connected Text	Repeated Reading Reader’s Theater FastStart Strategy Newscaster (MRC)	
Accuracy	Repeated Reading Duet Reading (MRC) Stop and Go (MRC) Pencil Tap (MRC)	CES-ORF
Comprehension	Repeated Reading with Comprehension (MRC) Leveled Strategy Book Clubs Supported With Questioning and Graphic Organizers Click or Clunk	

Grade 3:		
Skill Area	Intervention Resource	Progress Monitoring
Passage Fluency – Phrasing	Fry Phrases – Incremental Rehearsal	CES-ORF
Slow Reading of Connected Text	Repeated Reading Reader’s Theater FastStart Strategy Newscaster (MRC)	
Accuracy	Repeated Reading Duet Reading (MRC) Stop and Go (MRC) Pencil Tap (MRC)	CES-ORF
Comprehension	Repeated Reading with Comprehension (MRC) Leveled Strategy Book Clubs Supported With Questioning and Graphic Organizers Click or Clunk	DIBELS-DAZE (Multiple Choice Cloze Task)

EL Learners:

While the population of EL learners is small in Hastings, all teachers have been trained to use effective strategies to deliver vocabulary instruction, as well as build background knowledge. Throughout literacy review and continuous improvement cycles, the standards and resources for all students (EL students included) are aligned with the Minnesota ELA Standards.

English Language Learner (ELL) teachers in Hastings are trained to use effective strategies for vocabulary instruction and in building background knowledge as well as other scientifically based reading instructional strategies. ELL teachers are responsible for teaching academic language for science, math, social studies, language arts, as prescribed by WIDA (World-class Instructional Design and Assessment, a design for implementing high standards and equitable educational opportunities for English language learners. Hastings ELL licensed teachers provide courses for ISD #200 staff in an effort to help them better understand the needs of EL learners, including oral language and linguistic needs, and best practices surrounding instruction for EL learners. They continue to be a resource for the general education staff and will build upon the foundation established in the first course.

Data:

NWEA Measures of Academic Progress (MAP) are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The 2015 NWEA Rausch Unit (RIT) Scale Norms provide growth and status norms in the following content areas: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The RIT scores for each grade level in Reading are listed in the chart below.

2015 Reading Status Norms (RIT Values)	Time of Year		
	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
Kindergarten	141.0	151.3	158.1
Grade 1	160.7	171.5	177.5
Grade 2	174.7	184.2	188.7
Grade 3	188.3	195.6	198.6

2017 NWEA (MAP) Reading Assessment	Beginning-of-the-Year, 2017	Middle-of-the-Year 2018	End-of-the-Year, 2017
Grade	Proficient/Total Number of Students*	Proficient/Total Number of Students*	Proficient/Total Number of Students*
Grade 2 – John F. Kennedy Elementary	43/72 59.7%	Not Assessed	48/77 62.3%
Grade 2 – Christa McAuliffe Elementary	51/87 58.6%	Not Assessed	48/88 54.5%
Grade 2 – Pinecrest Elementary	57/114 50%	Not Assessed	57/115 49.5%
Grade 3 – John F. Kennedy Elementary	48/86 55%	52/88 59%	Not Assessed
Grade 3 – Christa McAuliffe Elementary	60/91 65.9%	66/90 73%	Not Assessed
Grade 3 – Pinecrest Elementary	61/119 51.26%	51/120 42.5%	Not Assessed

*NWEA Measures of Academic Progress (MAP) at or above the mean score suggest proficiency on Minnesota Comprehensive Assessments.

All students in kindergarten through grade three are assessed using the Fountas and Pinnell (F & P) Benchmark Assessment System (BAS). The chart below outlines the F & P instructional reading levels necessary to meet expectations for each grade level during different intervals in the school year.

Benchmark Assessment System (BAS)	Time of Year with Expectation for Instructional Reading Level		
	Fall	Winter	Spring
Grade Level			
Kindergarten	Not Assessed	Level C	Level D/E
Grade 1	D/E	H	J/K
Grade 2	J/K	L	M/N
Grade 3	M/N	O	P/Q

Benchmark Assessment System (BAS)	Time of Year and Number of Proficient Students				
Grade Level	Fall	Winter	Spring		
	Students Proficient				
		Level C	Level D and Above	Level E and Above	
Kindergarten – Christa McAuliffe Elementary	Not Assessed	53/90 59%	78/90 87%	36/90 40%	
Kindergarten – John F. Kennedy Elementary	Not Assessed	30/53 56.6%	51/54 94.4%	39/54 72.2%	
Kindergarten – Pinecrest Elementary	Not Assessed	63/108 58.33%	95/110 86.36%	61/110 55.5%	
	Level D and Above	Level E and Above	Level H	Level J and Above	Level K and Above
Grade 1 - Christa McAuliffe Elementary	44/65 67.7%	34/65 52.3%	53/82 65%	43/68 63.24%	28/68 41.18%
Grade 1 - John F. Kennedy Elementary	63/89 70.79%	41/89 46.07%	59/90 65.6%	64/90 71.1%	51/90 56.7%
Grade 1 - Pinecrest Elementary	71/111 64%	52/111 46.85%	66/113 58.41%	61/91 67.03%	43/91 47.3%
	Level J and Above	Level K and Above	Level L	Level M and Above	Level N and Above
Grade 2 - Christa McAuliffe Elementary	39/67 58.2%	29/67 43.28%	47/68 69.12%	52/69 75.36%	48/69 69.57%
Grade 2 - John F. Kennedy Elementary	44/72 61.1%	41/72 57%	50/75 67%	56/77 73.7%	47/77 61%
Grade 2 - Pinecrest Elementary	73/115 63.48%	68/115 59.13%	83/113 75.45%	78/105 74.29%	57/105 54.29%
	Level M and Above	Level N and Above	Level O	Level P and Above	Level Q and Above
Grade 3 - Christa McAuliffe Elementary	70/93 75.3%	64/93 68.82	74/96 77.08%	56/72 78%	47/72 65.28%
Grade 3 - John F. Kennedy Elementary	56/87 64.37%	43/87 49.4%	55/89 61.8%	60/89 67.41%	43/89 48/31%
Grade 3 - Pinecrest Elementary	56/87 64.4%	43/87 49.43%	55/89 61.8%	60/89 67.42%	43/89 48.31%