

District 630 Red Lake Falls Public School Literacy Plan

J.A. Hughes Elementary K-3 Literacy Plan

As written in MN Statute 120B.12, Red Lake Falls Public School must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. J.A. Hughes Literacy plan was approved by the School Board on June, 21 2017 at its regularly scheduled school board meeting. Reading well by third grade is one of 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 students have a solid foundation of literacy skills. To achieve reading proficiency, students will continue to expand their understanding 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 a quality literacy environment in our school from birth through grade 12 promotes academic success.

1. Statement of Goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

J.A. Hughes Literacy Goal: Every child at J.A. Hughes Elementary will read at or above grade level no later than the end of grade 3.

Reading proficiency is ensured for all students in part through the Red Lake Falls Schools adoption of the scientifically researched based reading curriculum "*Treasures*" in 2009 for grades PK through 2nd grade. The 3rd grade *Treasures* curriculum was added in 2010. *Treasures*, published by Macmillan/McGraw Hill, has a tiered level of support: above target, on target, or below target. Leveled books are used to ensure reading success for all students, including ELL. *Treasures* is a comprehensive program that includes the 5 Elements of Reading Instruction recommended by the National Reading Panel. The 5 Elements include Phonemic Awareness, Comprehension, Phonics, Fluency and Vocabulary. Core reading instruction as prescribed and presented from the *Treasures* series has a high rate of effectiveness for all students, however; intervention strategies and supplemental resources reinforce and further increase reading success for struggling students. Examples of strategies and interventions are listed below:

- Monthly PLCs focused on analyzing student assessment results
- Guided Reading (small group instruction by classroom teachers/paras/Title 1)
- One-on-one instruction
- Core instruction for all students (*Treasures* curriculum)
- Title 1 services for students meeting criteria
- Special education services for students meeting criteria
- Student Assistant Teams (SAT)
- Student attendance data, student behavior data

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

The National Reading Panel identified the “Big Five” areas of reading instruction to successfully teach children to read. The Big Five areas are: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students are given many opportunities to demonstrate proficiency and knowledge in these five areas of reading skills. Assessments are administered by trained professional or certified staff. The chart below is a list of assessments that are given throughout the year to monitor reading skill growth and proficiency.

Assessment	Grade Level Using	Description	What is being Assessed “Big Five”	When Administered	How proficiency is determined	Communicating Results: How & When
Fountas and Pinnell BAS System 1 &2	K,1,2,3	Individual Diagnostic assessment and Progress Monitoring	Comprehension, fluency,	Fall, Winter, Spring	Fountas and Pinnell Norms	Parent/Teacher Conferences, Quarterly report cards
Quarterly Assessments	K, 1	Individual assessment by classroom teacher	Letters, sounds, sight words	Completed before the end of each quarterly grading period by classroom teachers	85% accuracy of items assessed	Quarterly reports to parents, two in person during parent teacher conferences
Early Literacy Behaviors	K	Diagnostic Assessment and progress monitoring determining concepts of print	Letters, sounds, text comprehension	Fall, Winter, Spring	Fountas and Pinnell Norms	Parent/Teacher Conferences, Quarterly report cards
Dolch Sight Words	K, 1, 2,3	List of word that cannot be sounded out and need to be learned by sight.	Recognition and ability to read a list of words appropriate for each grade level	Fall, Winter, Spring	Each grade level list should be mastered by the end of that grade level with an 85% proficiency rate.	Grade level lists are provided to parents at the beginning of the year. Reminders and weekly lists are provided throughout the year.
Letter and sound sound identification	K	Diagnostic Assessment and progress monitoring determining letters students know	Phonics, phonemic awareness	Fall, Winter, Spring	Fountas and Pinnell Norms	Parent/Teacher Conferences, Quarterly report cards

Words Their Way	1,2,3	Diagnostic Assessment and progress monitoring determining student knowledge of letters, sounds and patterns	Phonics, phonemic awareness	Fall, Winter, Spring	Words Their Way Feature Guide Norms	Parent/Teacher Conferences
Treasures Weekly Assessment	1,2,3,4	Students' cold read of a passage that uses vocabulary from core selection. Students also apply skills practiced from core selection.	Comprehension, vocabulary	Weekly By classroom teacher	85% to show proficiency	Scores are posted within JMC, online grade book
Treasures Selection Tests	2,3	Applying vocabulary, recalling comprehension details, and expressing ideas through writing	Comprehension, vocabulary	Weekly By classroom teacher	85% to show proficiency	Scores are posted within JMC, online grade book
MCA IIIs	3	State test that helps districts measure student progress toward Minnesota's academic standards and meet the federal requirements of the ESEA	Reading comprehension, vocabulary expansion, & literature			

3. Specific information on how J.A. Hughes will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3

Teachers have aligned core literacy instruction and intervention supports with grade level content standards. Parents may find grade level standards on the teacher's web pages or may request a printed copy. Parents will receive quarterly reports of student progress and will meet individually with teachers twice during the school year. Parents will be informed of services offered to their student; for example, small group instruction, Title 1 services, pull out services, special education services through conferences, email or telephone. Diagnostic assessments will be given to all students. Students not meeting grade level expectations and/or are deficient in two or more areas of reading will enter the Response to Intervention (RtI) program. Instruction in the RtI program with individual SMART goals developed for each child. Results will be discussed with parents and suggested interventions as determined by the RtI team. Tiered intervention opportunities will consist of additional minutes of reading instruction outside of the core instruction class four to five times per week for a six to

eight week time span. Intensified reading instruction may consist of small group instruction, individual instruction, and removal from regular classroom for part of the school day to increase time for literacy instruction. Interventions will be put in place to increase student skills in deficient area; monitoring assessments will be given to track student progress and inform parents of the effectiveness of the intervention. Students may repeat tiered intervention services if progress is noted. Students will exit tiered intervention services when monitoring assessments show sustained mastery for at least two weeks. Students not making progress after 2 six-eight week data cycles may be referred to SAT. Parents will be invited to PAC (Parents Are Connected) reading nights. Parents will learn strategies for helping their students select books, build comprehension, and expand vocabulary. Parents will be involved with two book fairs during the school year to promote family reading. Information will be given to parents to promote reading and literacy at home through the school website, classroom web pages, and school to home connections. The following chart lists opportunities available to students during the school day plus opportunities for practice and reinforcement at home.

Common Core Best Practices for All Students

What	School Responsibilities	Parent Responsibilities	Resources for parents to accelerate literacy development in their child
Websites	Teacher webpage	Visit your child's teachers webpage	Check out the many available websites on the Hughes website site and the teacher's webpages
Core reading instruction	90 minutes of standards based core instruction in spelling, grammar, writing, expanding vocabulary, comprehension, reading accuracy & fluency	Visit teacher web page on school website; daily home reading practice & child read alouds	School website/teacher page-look for spelling lists, high frequency words, vocabulary words, writing activities, etc.

Guided reading	Within the core instruction time, students will read in small groups to enhance and enforce newly acquired skills	Read daily with your child Review homework daily	Review books/stories and homework sent home with child. Websites such as Star Fall, PBS Kids, Discovery
Interactive Read Aloud	Teachers read aloud to students each day	Parents read aloud to student	Books sent home, magazines, newspapers, websites, cookbooks, instructions for household tools and appliances

Phonemic Awareness	Sound Boxes, Oral Blending lessons, oral phonics lessons	Practice letter and word sounds at home	Name familiar items in the home and listen to sounds, make up nonsense words, name rhyming words
Vocabulary Expansion	Introduce words prior to reading story, build background knowledge	Read and practice skills in <i>Treasures</i> Home to School Connections	Explain words to your child, show them how to find words in the dictionary. Read books above the student's level so they are exposed to and hear expanded vocabulary
Comprehension	Daily instruction, questioning, CBMs, MCA-3rd grade	Question your child as he/she is reading, ask who, why, when & where questions	Ask your child to summarize the story, ask them to relate story, book, poem, article to something in their life
Phonics	CBMs, Sound Boxes, Blending lessons, oral phonics lessons, spelling lessons/packets	Daily homework, practicing spelling words/patterns	Make up games using spelling words and word patterns. Have your child write words in rice, shaving cream, sand, chalk on the sidewalk.

4. Explain for a public audience what interventions will be available to students not reading at or above grade level in Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress.

The *Treasures* reading curriculum, PK to grade 6, is aligned to the current Minnesota State Language Arts standards and benchmarks and meets the needs of most students. The research practices within the series are leveled with student differences in mind. Curriculum is tailored for students exceeding grade level standards, on target with standards or below standard targets. The *Treasures* series provides support in the Big Five areas of reading instruction; however, additional support and interventions are provided to students that are below grade level using the assessments listed in number 2. All students will receive (Tier 1) 90 minutes of core literacy instruction and given the opportunity to demonstrate understanding of a wide range of knowledge and skills. Assessments in the big five reading areas will be given to determine grade level proficiency of each student. Student assessment data will be reviewed and monitored by each teacher.

For students showing a deficiency in one or more reading areas, an intervention (Tier 2) will be provided that will consist of 20 to 30 additional minutes of reading instruction outside of the 90 minute core. Tier 3, 40 to 50 minutes of intensified reading instruction for a student deficient in two or more reading areas, may consist of small group instruction, individual instruction, Title 1 services, and/or removal from the regular classroom for part of the school day to increase time for literacy instruction. Students may repeat tier 1 and tier 2 services twice as long as progress is being demonstrated; however, students who have not made adequate progress at the end of the second time will be referred to our SAT team for further evaluation.

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

K-3 reading instruction is completed by two teachers per grade level, one Title 1 teacher, One special education teachers, and seven para professionals. Teachers meet in grade level professional learning communities to look at student assessment data, plan daily literacy lessons and discuss instructional strategies. Because our staff is a small group, teachers will often meet as one K-3 team with Title 1 and Special Education teachers. A Student Assistant Team (SAT) is available to meet with individual teachers when a student does not perform as expected. The SAT team includes special education staff, Title 1 teacher, School Social Worker, classroom teacher, and building principal.

It is important for teachers to talk professionally with one another; teachers need to keep current on research about teaching, learning and applying our student data to the research. Each month, during the school year, teachers meet as professional learning teams. During this time, teachers research best practice instruction, and researched based interventions that will help all students become more successful. Staff utilizes student assessment data to seek out professional opportunities to increase teaching skills and strategies that will promote increased student achievement. Teachers are exploring the *Daily Five* strategies to provide a more consistent structure to their classroom and *CAFÉ* for direct reading instruction strategies. Teachers will view the video training to practice and model expected outcomes. Teachers attend reading workshops and conferences where they develop further skills in scientific reading instructional practices.

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

The Treasures reading curriculum is aligned to the current Minnesota State Language Arts standards and benchmarks and meets the needs of most students. The research practices within the series are leveled with student differences in mind. Curriculum is tailored for students exceeding grade level standards, on target with standards or below standard targets. The Treasures series provides support in the Big Five areas of reading instruction; however, additional support and interventions are provided to students that are below grade level using the assessments listed in number 2. All students will receive 90 minutes of core literacy instruction following the research base, with integrity, found in the *Treasures* series. Diagnostic assessments will be given to all students. Students not meeting grade level expectations and/or are deficient in two or more areas of reading will enter the Response to Intervention (RtI) program. Instruction in the RtI program will include individual SMART goals developed for each child. Students showing a deficiency in one or more of the reading areas will be provided an intervention of 20 to 30 additional minutes of reading instruction outside of the 90 minute core. Intensified reading instruction for a student deficient in two or more reading areas may consist of small group instruction, individual instruction, Title 1 services, and/or removal from the regular classroom for part of the school day to increase time for literacy instruction.

7. 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 ELL students.

Training and support will be provided to staff to raise awareness of our diverse learners, including poverty, gender, and culture. More communication and outreach will be directed to our diverse families to ensure school resources are available. Through our school social worker/family service coordinator a partnership has been developed with the Northwest Mental Health Center. They are identified as a resource for school and families to better meet the needs of the whole child. We want all parents comfortable with communicating with school staff.

All students, regardless of background, will receive 90 minutes of core literacy instruction and given the opportunity to demonstrate understanding of a wide range of knowledge and skills. Cultural awareness will be integrated into weekly reading stories. Treasures Reading Series offers additional support for ELL students that are built into each core reading selection and leveled readers. Combining core instruction with the mini lessons built in provides an ELL student additional support. Efforts will be made to accelerate the acquisition of oral language through assistive technology, individual or small group pull out, and spending time conversing with peers.

Assessments in the big five reading areas will be given to determine grade level proficiency of each student. Student assessment data will be reviewed and monitored by each teacher. Accommodations in assessment measures will need to be considered for ELL students.

Such accommodations would include spelling or grammar checkers, computer based glossary with related definitions, bilingual word lists, directions clarified in English or native language, directions translated in native language, and reading assessment materials aloud or on tape in English or native language. Accommodations may or may not change what an assessment measures. Assessment scores may or may not be interpreted "with accommodations".

For students showing a deficiency in one or more reading areas, an intervention will be provided that will consist of 20 to 30 additional minutes of reading instruction outside of the 90 minute core. Intensified reading instruction for a student deficient in two or more reading areas; may consist of small group instruction, individual instruction, Title 1 services, and/or removal from the regular classroom for part of the school day to increase time for literacy instruction. As an ELL student moves through the tier structure, the accommodations listed above would again need to be applied to daily reading practices and any additional reading instruction.

Parents will be encouraged to attend PAC nights and other parent events to further their understanding of the expectations of the school reading program and learn how to support their child at home.

Parents will be informed of student assessment data and the need (if any) for intensified instruction as soon as assessments are completed.

Parents will be informed through personal contact, parent teacher conferences, phone calls, or notes home. Parents will be informed of the type of service(s), as listed above, which may be provided to their student. Grade 3-6 students will have the opportunity to stay after school for an additional study time.

Summary of Effort for Dyslexia Identification

All teachers will be trained how to identify signs of a reading disorder or dyslexia. Prior to entering kindergarten all students go through a developmental screening process which allows us to identify any students who show initial signs of any factors that may affect learning. All students in kindergarten-3rd grade are screened 3 times per year using the BAS assessment, this allows us to track students in all areas of reading. Those students who are identified will be provided differentiated instruction in the classroom and referred to our Student Assistance Team for further testing within our RTI program to determine specific area of need. For students who are identified as having a significant

reading deficiency, a conference is held with parents to discuss student's present level of performance, how we are intervening and what types of interventions we will be implementing. Students within the RTI program are progress monitored to determine rate of progress and whether additional interventions are required.

Summary of Effort for Identification of Convergence Insufficiency Disorder

All teachers will be trained how to identify signs and behaviors associated with convergence insufficiency disorder. Prior to entering kindergarten all students go through a developmental screening process which allows us to identify any students who show signs of any factors that may affect learning. Teachers will watch for children who are exhibiting or complaining of any of the associated behaviors of convergence insufficiency while reading. Parents will be contacted with concerns noted by teacher and that further identification will need to be made by the family's eye health professional at their discretion.

Glossary of Terms

"Big 5" - the National Reading Panel researched and identified five big areas of reading instruction to successfully teach children to read. The "Big Five" areas are: phonemic awareness, phonics, fluency, vocabulary, and text comprehension

AR - Accelerated Reader a daily progress monitoring software assessment used in schools for monitoring the practice of reading and comprehension.

Blending/Segmenting - Blending involves pulling together individual sounds or syllables within **words**; **segmenting** involves breaking **words** down into individual sounds or syllables.

Comprehension - Reading requires understanding, or comprehending, the meaning of print. Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

Core Instruction – optimal quality instruction for every student at all levels of schooling

Decodable words - words should reflect the patterns that the student has been taught with a much smaller group of high frequency or irregular word that are necessary for the flow of the text. The goal of teaching students to decode is for them to learn to recognize the patterns of English automatically

Diagnostic Assessment - testing that occurs before instruction. A diagnostic assessment or pre-assessment often focuses on one area or domain of knowledge. It can provide educators with information about each student's prior knowledge before beginning instruction.

High frequency words - High-frequency words are the 100 or so most commonly used words in printed language. Though the English language contains millions of words, over 50 percent of all text is composed of these 100 words. These words often present a special difficulty to early readers. Many are phonetically irregular (*there*, not "theer;" *could*, not "cold"), and they tend to be abstract and have no visual correspondence, or even easily understood definitions.

Intervention – a planned attempt to provide someone help for a problem, in reference to this Literacy Plan, it means providing additional skills in reading

MCA III's – Minnesota Comprehensive Assessment – state tests given to students in grade 3-6 to demonstrate proficiency on state academic standards

Oral fluency – Oral fluency is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech. Typically, students read for one minute, words are counted, minus the errors made.

Oral language - oral language involves both speaking and listening, or expressive and receptive language. It is a process whose development requires social interaction. Children must be able to speak and understand a word before they can read or write it.

Phonemic awareness - a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning. Separating the spoken word "cat" into three distinct phonemes, /k/, /æ/, and /t/, requires phonemic awareness.

Phonics – the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language

Proficiency - advancement in knowledge or skill

Reading proficiency - advancement in knowledge or skill in the area of reading; in the context of the Read Well plan it means reading at grade level

Screening Assessment - 1st step in assessment process, a fast, efficient way to identify students who may have difficulty and should undergo further evaluation or testing

Sound box/Elkonin boxes - are an instructional method used in the early elementary grades to build phonological awareness by segmenting words into syllables or sounds

Vocabulary-a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined