

ISD #2365, GFW Public Schools

Local Literacy Plan 2019-2020

GFW Superintendent- Jeff Horton

Revised: June 2020

GFW Literacy Plan Introduction and Purpose Statement

The GFW Literacy Plan is designed to communicate our efforts towards the goal that each student in GFW Public Schools is reading well by 3rd grade and beyond. It provides an overview of the current plan, processes, curriculum, interventions, professional development, current data, and states how GFW is working to achieve the goal of reading proficiency by 3rd grade and beyond. This plan is ongoing and will be updated yearly. GFW works with the community, parents, staff, and students towards a continuous improvement process to ensure that each student achieving their literacy goals.

Mission

The plan supports the overall mission of GFW Schools which is to *“foster lifelong learners in a caring environment.”*

Overview

Teachers provide students with research based instruction and participate in professional development.

They communicate with parents and offer ideas for parents as they work with their children at home.

Parents read with their children and assist them with comprehension and vocabulary expansion through discussion.

Administration, board members and the community support the plan by providing the resources necessary to meet the needs of students at GFW.

This plan will cover:

- Statement of goals and objectives
- Statement of process to assess student level of reading proficiency
- Core instruction
- Interventions and support
- Professional development on scientifically based reading instruction (SBRI)

- Curriculum and Instruction System
- Student support for ELL Learners
- Communication plan for sharing data with parents/families

Statement of goals and objectives

The goal of this plan is to have all GFW students performing at or above grade level in literacy. This has been our goal for years and has been addressed by the district as defined by the district goals developed by the board of education and articulated as “all students will meet or exceed national and state assessments”

Reading Instruction at GFW includes:

- Ongoing assessments
- The Minnesota K12 Academic standards in Language Arts
- A scientifically based core Language Arts Curriculum
- A Response to Intervention (RtI) framework
- School improvement plan that addresses reading goals
- Professional Learning Communities that are made up of teachers who analyze student data, share best practices, and set goals for student achievement
- A literacy coaching model
- An emphasis on classroom libraries and access to varied literature
- Book discussions
- GFW recognizes that there is a strong relationship between reading and writing. In order to support this relationship, GFW school teachers provide students with opportunities to write on a daily basis. that students write on a . This assures that all students develop the necessary writing skills as listed in the ELA MN standards.

Comprehensive Needs Assessment (CNA)

GFW works with the community, parents, staff, and students towards a continuous improvement process to ensure that each student is achieving their literacy goals. Data is analyzed to determine patterns of need. In addition, Reading curriculums are examined to determine alignment with MN standards and across the district. This plan is assessed and evaluated yearly. GFW is currently working towards standards based grading. In 2018-2019 ELA standards were evaluated and aligned across the district. In 2015 GFW adopted the McGraw Hill Reading Wonders Balanced Literacy Curriculum in grades K-6. In the fall of 2018 GFW adopted McGraw Hill Study Sync to provide teachers variety and diversity in literature. During 2018-2019 literacy coaches were hired to work with staff on evidence based practices in literacy instruction. Literacy coaching will continue in 2020-2021.

Assessing Literacy Proficiency

In order to assess and make judgements about a level of proficiency the definition for what will

be assessed and judged should be clarified. Reading literacy for the purpose of this plan include:

- Phonemic Awareness-is the ability to hear, identify, and manipulate individual sounds-phonemes in spoken words.
- Phonics: being able to, based on knowledge of the relationship between letters and sounds, sound out written words correctly
- Vocabulary-This includes the knowledge of words and the phonemic awareness to attack new words as we work from familiar to unfamiliar words, word families and the rule breakers that muddle the system.
- Fluency-As implied this is how fluently a reader can read material with a rate and flow that will allow for coherent reading.
- Comprehension-Simply put, is the level of understanding that a reader has for the material just read. More deeply, it is the connection of the new material being read into a tapestry of understanding that binds new information to existing knowledge. For example “football” means different things based on the experiential background of the reader. The ability to read and use the clues to correctly place this information in an existing framework in your mind or to create a new one that may or may not be connected to one or more others.

Grade	Assessment	Purpose	Area	Timeline
K	Fastbridge Letter naming fluency	Screening	Phonics	Fall, Winter, Spring
K	Sight Words	Formative Summative	Sight Words	Ongoing to Mastery
K	Fastbridge--Word Segmenting and Decodable Words	Screening	Phonemic Awareness, Phonics	Spring
1-2	Fastbridge--A Reading	Summative	Phonemic Awareness, Vocabulary, Comprehension	Fall, Winter, Spring
3rd Grade	Fastbridge--A Reading	Summative	Phonemic Awareness, Vocabulary, Comprehension	Fall, Spring

1st Grade	Fastbridge--Segmenting and Decodable Words Sight Words Fluency, Reading Curriculum Based Measurement	Screening Summative	Phonemic Awareness, Phonics, Fluency Sight Words	Fall, Winter, Spring
2-5th Grade	Fastbridge--CBM	Screening Summative	Fluency	Fall, Winter, Spring
3rd-5th Grade	Minnesota Comprehensive Assessment	Summative	Comprehension, Vocabulary	Spring

Grade	Assessment	Purpose	Area	Timeline
6-8	Fastbridge--A Reading	Summative	Vocabulary, Comprehension	Fall, Spring
6-8	Fastbridge-- Reading Curriculum Based Measurement	Screening Summative	Fluency	Fall, Winter, Spring

10 th Grade	Minnesota Comprehensive Assessment	Summative	Comprehension, Vocabulary	Spring
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GFW uses the following additional assessments for students who are not meeting benchmark or achieving their goals:

QR14 Gr.1-5 Measures Comprehension, Vocabulary and Fluency and is given as needed

Classroom Assessment

Teachers use classroom assessments and observations of students work as well as ongoing assessment of the Minnesota Academic Standards. Teachers work with students to assign texts that are at reading level when assigning independent reading and attempt to match books with student's interests in order to engage them in reading.

Screening and Intervention

Through our Response to Intervention (RTI) program all students are screened in the fall,

winter, and spring. Students not meeting or just below proficiency on the screener, Fastbridge A-Reading, or MCA tests or a combination of them may be placed in a reading intervention. Students enter and exit interventions throughout the school year as they reach proficiency. Interventions are determined based on the results of the assessments listed above and teacher recommendations based on classroom performance. Parents are notified about RTI and that their student will be receiving an intervention. Students in an intervention are progress monitored at least biweekly to determine progress. Results of the progress monitoring is examined every 6-8 weeks by a data team to determine if changes need to be made. For students participating in interventions beyond the core curriculum assessments are used to measure growth and additional diagnostic assessments may be given. These include:

Fastbridge-Curriculum Based Measure

Fastbridge-Nonsense Word, Phoneme Segmentation, Letter Sound and Letter Naming Fluency QR14 Gr. 1-3 Measures Comprehension, Vocabulary and Fluency and is given as needed

Parent and Community Engagement

One of the best things that parents can do is to spend time at home reading with and listening to their child read at home. GFW has libraries at all three site locations where children can check out books to bring home. GFW has extensive classroom book libraries and students are encouraged to check books out that interest them from those libraries as well. In addition Students in grades 6-12 have access to over 1000 titles on their Study Sync app.

Reading aloud is a valuable skill and give parents the opportunity to ask students questions. Parents are encouraged to have children read out loud to you –even after they have learned to read fluently—so that you can ask questions about their reading.

GFW also encourages Parent engagement through the following:

- Progress updates regarding a student's reading ability are given to parents at fall conferences. This includes Fastbridge data results.
- Parents have an opportunity to view student's grades through the Parent Portal on the online Campus program.
- Teacher and parent interactions via phone, text, newsletter, and email
- Families whose students receive Title I have an opportunity to participate in Title I family nights. These nights include reading strategies for at home and understanding the FASTbridge data that is sent home. They will take place two times per year during the 2020-2021 school year. Once in the fall and once in the winter.
- Parents have the opportunity to be part of the Title I parent involvement committee, Elementary school site base, or on the needs assessment group.
- Information on how parents can help students at home is given out during parent/teacher conferences, at Title I family events, and communicated in school newsletters.

Parents are invited to literacy events throughout the year in order to assist their child at home. These events may include book clubs or coaching in ways to help your child become a better reader.

Instructional Supports

GFW's framework for literacy development is steeped in a Response to Intervention (RTI) philosophy, and provides for a tiered model of instruction and support for all students. Response to Instruction (RTI) is a multilevel framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of RTI include: clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 3. We believe that with strategic instruction and intervention strategies, all students can achieve success. The goal for all students is to make one or more years growth in reading. All students mean those achieving below, at or above grade level standards.

Tier I: Core Instruction

Tier I is the Core Instruction program for all students. GFW uses McGraw Hill Wonders (2014) as a foundation for our balanced literacy reading program. A balanced literacy program encompasses reading, written language, oral language, and media. It creates an appreciation for literature and incorporates grammar skills, reading comprehension, writing, and oral language skills. Balanced literacy encompasses independent reading, guided reading, shared reading, and read alouds. In a balanced literacy program teachers are continually aware of their student's needs and progress. Teaching occurs in flexible grouping in which students practice reading skills and strategies. A minimum of 120 minutes for English and Language Arts block daily. GFW Middle School/High School use StudySync, which incorporates the elements of SBRI.

Tier II Instruction

At Tier II students are performing just below proficient and may participate in a Tier II intervention. All interventions support comprehension but are designed to best meet the student's needs. The intervention focus may be in phonemic awareness, vocabulary, fluency, and/or comprehension. Students may receive a Tier II instruction in the classroom or through our Reading Corp. or Title I programs. Students in Tier II participate in Core instruction plus Tier II instruction. Some evidence based interventions include: Read Live, Read Alouds, Direct phonics and phonemic awareness instruction, and Reading Corp's research based interventions.

Tier III Instruction

At Tier III Instruction students are performing below grade level and need additional supports to meet grade level standards. These interventions also focus on phonemic awareness, vocabulary, fluency, and/or comprehension but may be longer in duration or done in smaller groupings. Students in Tier III instruction will receive instruction through Title I. They will also

participate in their core reading instruction with their class in order to be exposed to books at grade level; however, when reading independently will be provided books at their reading level. Guided reading, sight word and vocabulary instruction, and phonics and phonemic awareness are example of interventions that may be utilized.

Book Clubs and Literature Conferencing

Fountas and Pinnell encourage the use of book clubs and state that “The goal is to think of book clubs as shared inquiry. The text talk inside a book club doesn’t center around finding the one right answer; it’s about investigating and analyzing the text and, to this end, the benefits are great as club members come together to share their perspectives, insights and understanding. GFW provides opportunities for students to engage in meaningful discussion around books through book clubs and conferencing with their teachers.

Special Education

After receiving several interventions, some students may continue to struggle. In this case special education services are available for students who are screened and qualified. Parents would be notified prior to any special education testing or placement.

Evidence-based Intervention

Literacy Coaches: A Literacy coach’s time is devoted to coaching that includes, but not limited to, co-teaching, collaboration, facilitation of instructional strategies, modeling, observing, and providing feedback. Time is also designated for various vital responsibilities: identify literature for use in all content areas in support of the curriculum, provide curriculum support and training to teachers that support language arts programming and school/district initiatives, select instructional materials to meet student needs and demonstrate instructional methods in a variety of settings (whole group, small group, individual) with follow-up support. Coaches work with teachers to implement literacy best practices in the classroom.

Paraprofessionals: Instructional paraprofessionals are educational support staff who meet Minnesota’s high standard requirements. Paraprofessionals provide supplemental practice to students who need assistance after an intervention by a licensed teacher, or with students who need extra practice to maintain their skills.

Read Naturally/Repeated Reading: Read Naturally has a variety of interventions and programs that increase fluency and comprehension. Delivery may be done on a device, one on one, or in small group depending on student need.

Title I: Title I is a federally funded program that is “meant to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic

assessments. Interventions utilized in Title I include Repeated Oral Reading, Words Their Way, Making Words, Guided Reading, Read Alouds

Phonological Awareness Interventions: Para professionals or Teachers may work with students to increase phonological awareness through the use of songs, rhymes, or repetition.

Reading Corp: Reading Corp. employees are trained in 10 research-based interventions that target phonemic awareness, phonics and fluency. Grades K-3

Professional Development

Professional development on scientifically based reading instruction (SBRI)

Our staff development model has been a three pronged approach for all areas and applies to literacy as well.

- District directed-The District calendar includes 7 staff development days and days designated for Professional Learning Communities to meet. Staff development is based on the district improvement plan and district goals. In 2020-2021 staff will be provided training in Standards Based Grading, Balanced Literacy including the literacy best practices recommended through the Minnesota Department of Education Striving Reader's Grant, Professional Learning Communities, equity, and Fastbridge data interpretation.
- Building directed-As new reading programs are introduced professional development is provided to the staff in large and small groups. Individual time is also given for development of curriculum.
- Teacher directed-All of our teachers are eligible to pursue the areas of enhancement that interest them. Disposition of funding is the purview of a Leadership Team that checks the objectives and purpose of the request align with the goals of the Team and School District.

Scientifically Based Reading Instruction (SBRI)

To achieve the goal of all students reading well our students goals include:

- Personalized learning that includes progress monitoring, classroom formative and summative assessments, communication with parents, interventions as needed
- Every student making one year progress or more
- Every student meeting grade level standards
- All teachers doing the following:

*Using the McGraw Hill Reading materials
Including the components of Balanced Literacy Guided
Reading, Writing, Read Alouds, Independent Reading, Shared Reading,
Phonemic Awareness, Vocabulary and Grammar
Incorporating Media skills into instruction
Using leveled readers*

*District Approved interventions
Word Study/Spelling Instruction*

Student support for ELL Learners

- We test and assess new students based on parental input as to prior education and also rely on teacher input as to the proficiency of the learner.
- An ELL coordinator is also on staff and works with kids directly and indirectly.
- Monitor growth and academic achievement.
- Coordinate support services including paras.

Communication Plan

Reporting to Stakeholders

Reporting to stakeholders is done at the World's Best Workforce Meeting, during monthly site base meetings, through the local newspapers, and during comprehensive needs assessment meetings.

Reporting to Parents/Guardians

Teachers at GFW regularly communicate student progress with parents or guardians. The district uses the website, email, and phone calls to share student progress with parents or guardians in addition to the scheduled parent-teacher conferences and report cards. MCA results are shared as they become available. MCA results are mailed to families. Families of students whose assessment results may indicate a need for intervention will be notified of their child's results at the earliest possible time. If a student is identified for extra support through a reading intervention, families will receive notification prior to the intervention's start. Our Spanish liaison helps communicate information to parents of our Hispanic students, and parents are encouraged to contact the school at any time with questions or concerns.