



ISD #2365, GFW Public Schools

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Local Literacy Plan 2021-2022

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TABLE OF CONTENTS

SECTION	Page Number
Statement of Purpose	3
Goals and Objectives	3
Comprehensive Needs Assessment	4
Assessment	4
Actions Toward Continuous Improvement	6
Instructional Supports	6
Intervention	8
Professional Development	9
Family Engagement	10
Communication Plan	11
Additional Resources	11

GFW Literacy Plan Introduction and Purpose Statement

GFW schools believes that:

1. Our school is the heart of a unified community where students and community are interconnected.
2. The foundation of a community of learners requires integrity and mutual respect where all voices are heard, considered, and valued.
3. Education will take place in an inclusive environment with equitable opportunities for a lifetime of learning and earning for students of all backgrounds.
4. In preparing our students for the future by engaging them in learning opportunities that meet their individual needs that are relevant for the 21st Century.
5. Students will reach their full potential and become successful, responsible citizens in a diverse society.

Mission

The mission of GFW Public Schools is to: Provide an equitable and quality education that meets the individual needs of our students to thrive in the 21st Century.

The GFW Literacy Plan is designed to communicate our efforts towards the goal that students at GFW Public School are reading at grade level by 3rd grade and beyond. This 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 achieves their literacy goals.

Statement of goals and objectives

The goal of this plan is to have all GFW students performing at or above grade level in literacy.

In order to accomplish this, reading Instruction at GFW includes:

- Ongoing assessments
- The Minnesota K12 Academic standards in Language Arts
- A scientifically based core Language Arts Curriculum
- Multi tiered systems of support
- 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 that for the 2021-2022 school year is focused on small group instruction and professional development around small group instruction
- 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. 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. Continuous improvement teams are established in each of GFW's buildings. The teams assist with implementation of district and building goals, analyzing data, and identifying needs. A comprehensive needs assessment was completed in the spring of 2020. Action steps that came out of the assessment are listed below. This plan is assessed and evaluated yearly. 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. During the 2021-2022 school year teachers will be evaluating reading curriculum for alignment to standards, inclusion of best practices, and effectiveness. New curriculum will be adopted for the 2022-2023 school year. During 2018-2019 literacy coaches were hired to work with staff on evidence based practices in literacy instruction. Literacy coaching will continue in 2021-2022.

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--Seg menting 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

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

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 if their child will be receiving an intervention. Students in an intervention are progress monitored at least biweekly to determine progress. Results of the progress monitoring are 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

Actions Towards Continuous Improvement

- Establishing a multi tiered system of support (MTSS)
- Ongoing literacy coaching for all staff in best practices with a focus in 2021-2022 on small group instruction, family engagement, and classroom libraries
- Developing fidelity checks and walkthroughs to improve teacher practice
- Ongoing support for leadership teams on the MTSS framework
- Incorporating PRESS and LLI along with other research based interventions into tier II
- Regular review of data
- Continued professional development in equity and inclusion
- Utilizing a co teaching model with special education teachers and general education teachers working to meet individual student's needs.

Instructional Supports

Multi-Tiered Systems of Support (MTSS) is a multilevel framework for student growth in the Classroom, and provides for a tiered model of instruction and support for all students. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of MTSS 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 of growth in reading. All students means those students achieving below, at or above grade level standards.

Tier I: Core Instruction

Tier I is the Core Instruction program for all students. Tier I instruction is grounded in the Minnesota literacy standards. These standards state what students should know and be able to do at each grade level. GFW uses McGraw Hill Wonders (2014) as a foundation for our reading program. A balanced literacy program encompasses reading, written language, oral language, and media. It creates an appreciation for literature, 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. There is a minimum of 120 minutes for English and Language Arts block daily.

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 ADSIS programs. Students in Tier II participate in Core instruction plus Tier II instruction. Some evidence-based interventions include: Read Live, Direct phonics, PRESS, LLI, 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 ADSIS or Special Education. 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 examples 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. Special Education teachers and classroom teachers in 3rd-5th grade work together in a co-teaching model during the literacy block to meet the needs of all students. 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.

Leveled Literacy Intervention (LLI): The *Fountas & Pinnell Leveled Literacy Intervention* is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.

PRESS classwide interventions: can be a powerful tool to use at the Tier 1 level by providing targeted instruction delivered by the classroom teacher before considering allocating resources to Tier 2 interventions. A classwide intervention is a practice that can be employed when more than half a classroom's students are performing below the universal screening benchmark (VanDerHeyden & Burns, 2010).

PRESS tier 2 interventions: offer targeted and explicit skill instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary – all including recommended enhancements for English learners.

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.

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 10 designated staff development days. Staff development is based on the district improvement plan and district goals. In 2021-2022 staff will be provided ongoing training in best practices in literacy instruction recommended through the Minnesota Department of Education CLSD grant, Co-Teaching, PRESS, LLI, 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 in instruction (Guided

Reading, Writing, Read Alouds, Independent Reading with conferencing, Shared Reading, Phonemic Awareness, Vocabulary Instruction)

Incorporating Media skills into instruction

Working within an MTSS structure and utilizing district approved interventions
Word Study Instruction
Working with a literacy coach on best practices in reading instruction

Student support for ELL Learners

- We test and assess new students based on parental input, educational data, teacher input and the proficiency of the learner.
- An ELL coordinator is on staff and works with kids directly and indirectly.
- Ongoing monitoring of growth and academic achievement is in place through our multi-tiered systems of support.
- Coordinated support services are in place with our district ELL instructor, cultural liaison, teaching and paraprofessional staff.

Family and Community Engagement

One of the best things that families can do together is to spend time at home reading with and listening to their child read. GFW has classroom and free libraries at both site locations where children can check out books to bring home. Students are encouraged to check classroom books out that interest them from classroom libraries. Books are sent home in English and Spanish throughout the school year. Reading aloud is a valuable skill and gives parents the opportunity to ask students questions. Parents are encouraged to have children read out loud—even after they have learned to read fluently—so that they can ask questions about what students are 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 a student's grades through the Parent Portal on the online Campus program.
- Teacher and parent interactions via phone, text, newsletter, and email
- Families have an opportunity to participate in literacy family nights. These nights include reading strategies for at home and understanding the FASTbridge data that is sent home.
- Parents have the opportunity to be part of the continuous improvement literacy team
- Information on how parents can help students at home is given out during parent/teacher conferences, at literacy 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.

Communication Plan

Reporting to Stakeholders

Reporting to stakeholders is done at the World's Best Workforce Meeting, during monthly board 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 Latinx students, and parents are encouraged to contact the school at any time with questions or concerns.

Additional Resources

[MDE Dyslexia](#)

[2020 English Language Arts \(ELA\) Standards Implementation Resources](#)

<https://www.colorincolorado.org/article/twenty-ways-you-can-help-your-child-succeed-school>