



The purpose of this literacy plan is to ensure that ALL Hutchinson Public School students will achieve grade-level proficiency and read well by Grade 3.

Approved at the May 14, 2012 meeting of the Hutchinson School Board. Updated: 2013, 2014

Hutchinson Public Schools is proud of the efforts of staff and students at both West Elementary (for students in kindergarten and 1st grade) and Park Elementary (for students in 2nd and 3rd grade) toward ensuring that all of our K – 3 students will be proficient readers as they enter 4th grade.

I. Statement of Goals and Objectives

Our literacy goals include:

- ✓ In these primary grades, students will have a minimum of two to two-and-a-half hours of daily literacy engagement. The resources used include Literacy by Design by Rigby (2008) and the Daily 5 structure.
- ✓ Teachers will provide best-practice instruction that is vertically and horizontally aligned with the Minnesota Academic Standards as the cornerstone of our work with students.
- ✓ A variety of formative and summative assessments (normed, screening, diagnostic) will be used to identify students in need of intervention and to match them with research-based interventions.
- ✓ Additional time and support will be provided for small-group and/or one-on-one interventions linked to core instruction through the coordinated support of Title 1, MN Reading Corps (MRC), Alternative Delivery of Specialized Instructional Services (ADSIS), English Learners program (EL), and Special Education.
- ✓ Student progress will be monitored through efficient data systems.
- ✓ Students will be involved in their own learning, for their effort is what ignites their ability and turns it into accomplishment.
- ✓ Parents/Guardians will be involved in their students' success through regular feedback about progress, opportunities to learn how to assist learning, and home support of literacy learning activities.
- ✓ On-going professional development will be embedded into the daily work of teachers and staff.

Our Literacy Data

The following data validates the success of our literacy program as well as suggests areas for growth:

Letter Sound Fluency	Aimsweb			DIBELS						DIBELS		
	2010-2011			2011-2012			2012-2013			2013-2014		
	Fall	Winter	Spring									
Kindergarten	56%	77%	55%	55%	90%	76%	56%	91%	73%	63%	85%	69%

Oral Reading Fluency	Aimsweb			DIBELS			DIBELS Norms			DIBELS Norms		
	2010-2011			2011-2012			2012-2013			2013-2014		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade 1		69%	67%		66%	64%		68%	58%		72%	75%
Grade 2	61%	58%	64%	60%	64%	62%	55%	64%	58%	58%	70%	64%
Grade 3	63%	71%	69%	61%	58%	53%	70%	69%	69%	63%	55%	60%
Grade 4	73%	69%	67%	49%	50%	48%	54%	61%	54%	60%	69%	67%
Grade 5	63%	71%	72%	58%	58%	54%	66%	69%	70%	57%	63%	66%

Grade	Developmental Reading Assessment (DRA) Goal	% Making Benchmark in 2010	% Making Benchmark in 2011	% Making Benchmark in 2012	% Making Benchmark in 2013	% Making Benchmark in 2014
K	3	74%	90%	91%	96%	95%
1	16	85%	83%	83%	82%	86%
Grade	Fountas & Pinnell Level Goal					
2	M	54%	66%	68%	65%	82%
3	P	63%	70%	63%	72%	69%

4	S	65%	60%	64%	71%	78%
5	V	85%	81%	89%	69%	87%

Renaissance STAR Early Literacy (K & 1) and Reading (2 & 3)		
		% at Grade-Level Benchmark
Year	Grade	
2013-2014	K	93%
2013-2014	1	84%
2013-2014	2	62%
2013-2014	3	74%

Reading MCA	3	4	5	6	7	8	10
2008	89%	85%	76%	70%	66%	71%	65%
2009	85%	84%	86%	80%	69%	66%	76%
2010	79%	80%	87%	78%	71%	64%	85%
2011	80%	81%	84%	82%	72%	68%	76%
2012	82%	80%	81%	85%	80%	77%	69%
2013	66%	58%	75%	67%	68%	69%	67%
2014	68%	67%	77%	68%	64%	61%	67%
State Avg	58%	55%	68%	61%	56%	56%	60%

West Elementary (K - 1) tracks students reading achievement using the Developmental Reading Assessment (DRA). Although at the end of the 2013-2014 school year, 95% of Kindergarten students and 86% of First Grade students met the end-of-grade level outcome, there are still some students who are not at grade level. Fortunately, a strong intervention program targets low-level readers, and higher scores are anticipated. A focus for this coming school year is an emphasis on the skillful teaching of guided reading and formative assessment.

Park Elementary (2 – 5) has achieved above-state-average reading scores over the past couple of years; however, there are still students whose learning needs to be accelerated in order to reach grade-level standards. Fortunately, a strong intervention program targets low-level readers, and

higher scores are anticipated. A focus for this coming school year is an emphasis on the skillful teaching of guided reading and formative assessment.

Reading Proficiency is defined in the following ways for each grade level:

Kindergarten	DRA - 3
Emergent Reading Skills	Emergent Reading Strategies
Know letter formations	Employ one-to-one matching
Know all letters and sounds	Use meaning (picture clues) and initial letters to figure out unknown words
Read and write sight words	Segment sounds to write unknown words
Segment sounds in sequence (consonant-vowel-consonant)	Use meaning, known words, and initial letters to self-monitor during reading and writing
Space between words during writing	Discuss a story with teacher prompting

Grade 1	DRA - 16
Early Reading Skills	Early Reading Strategies
Apply phonetic principles, such as blends, vowel combinations, silent e rule, and endings, in both reading and writing	Monitor by checking the meaning of the story and scanning the word for a visual match
Read 1st-grade text for fluency, phrasing, and expression	Problem-solve new words using a variety of strategies
Remember and retell what was read	Reread at difficulty to access meaning and structure
Read and write a large bank of sight words	Ask questions and make predictions

Grade 2	Fountas & Pinnell Level M
Transitional Reading Skills	Transitional Reading Strategies
Read 2nd-grade text for fluency, phrasing, and expression	Use context clues and knowledge of roots, affixes, and suffixes to figure out what words mean
Remember and retell what was read, including characters, problem, solution, and important details in fiction; or main idea and supporting details in nonfiction	Monitor for meaning by consistently stopping and trying to fix the error when meaning breaks down
Read and write a large bank of sight words (second 100).	Use word parts (chunks) to decode unfamiliar words, paying attention to medial chunks and endings

Grade 3	Fountas & Pinnell Level P
Fluent Reading Skills	Fluent Reading Strategies
Apply advanced letter-sound correspondence, blend sounds together to read words, and recognize that some words are irregular	Use a variety of vocabulary and comprehension strategies flexibly and independently to make meaning from text:
Read 3rd-grade text for fluency, phrasing, and expression	Retell, visualize, predict, make connections, ask questions, determine importance, summarize, infer, evaluate

II. Statement of Process to Assess Students

Process to assess students' level of reading proficiency:

The following chart describes the West & Park Elementary process for assessing student reading proficiency.

Assessment	How Data Is Used *refer to definitions above	When Administered	Proficiency Level	When/How Information is Communicated to Parents
K-2 Common Assessments aligned with MN Academic Standards	Diagnostic Progress Monitoring for all key 5 areas	K: Nov., Feb., May 1: Sept., Nov. Feb. May 2: Each Trimester	Student demonstration of meeting literacy power standards on a scale of: M=meets standard P=progressing D=does not meet	Standards based reporting is shared with parents at the end of each trimester

Developmental Reading Assessment (DRA 2)	Diagnostic Progress Monitoring for all 5 key areas	K: Feb. & May 1st: Sept., Nov., Feb., & May	K: 1 in Feb.; 3 in May 1st: 3 in Sept.; 6 in Nov.; 12 in Feb.; 16 in May	In person at fall & winter conferences At the end of each trimester on report cards
Letter Naming Fluency	Screener for phonemic awareness	Fall	K: 11	In person at fall & winter conferences At the end of each trimester on report cards
Letter Sound Fluency	Screener for phonemic awareness	Fall, Winter, & Spring	K: 4, 16, 36 1st: 29	In person at fall & winter conferences At the end of each trimester on report cards
Nonsense Word Fluency	Screener for phonics	Fall, Winter, & Spring	K: 39 1st: 25, 54, 71	
Renaissance STAR Early Literacy (K & 1) and Reading (2 & 3)	Normed Diagnostic for comprehension and vocabulary	K: January & May 1– 3: September & May	K: January & May 1– 3: September & May K Scale Score: 546 & 600 1 Scale Score: 587 & 747 2 Scale Score: 166 & 323 3 Scale Score: 310 & 427	K- 1: Internal use of data & shared upon parent request 2 – 3: In person at fall and winter conferences; on trimester 3 report card
Rigby Benchmark	Diagnostic Progress Monitoring for vocabulary and comprehension	Fall, winter and spring for all, and throughout the year as needed	2: Level M 3: Level P	In person at fall & winter conferences At the end of each trimester on report cards
Oral Reading Fluency	Screener for fluency	September, January, May	1: 19, 47 wrc/m 2: 41, 76, 96 wrc/m 3: 72, 89, 110 wrc/m	1: Internal use of data; shared with parents of students not meeting the benchmark 2-3: In person at fall & winter conferences At the end of each trimester on report cards
Scholastic Reading Inventory	Progress Monitoring For comprehension	September & May	2- 3:	In person at fall & winter conferences At the end of each trimester on report cards

MCA	Criterion	Spring	3: 350	In person at fall conferences and on MCA parent report
-----	-----------	--------	--------	--

West and Park Elementary will **notify and involve parents to accelerate literacy development** in the following ways:

- ✓ In the fall, students needing assistance will be enrolled in the Title 1 program through a personal conversation between the classroom teacher and the parents and the signing of the Parent or Title 1 Parent Compact. At Park Elementary, progress reports will be sent monthly thereafter, along with parent-teacher conference opportunities to discuss progress. At West Elementary, a description of intervention services is shared with parents each trimester.
- ✓ Parent literacy learning opportunities will be provided at K-1 Orientation, 2-5 Open House, website parent resource links, as well as through Title 1 events offered in conjunction with the PTO Family Fun Nights.
- ✓ Parents will be involved in supporting literacy learning at home through required reading time and other skill-based activities.
- ✓ Parents of Tier 3 students are given a Parent Pack of learning activities to accelerate learning.

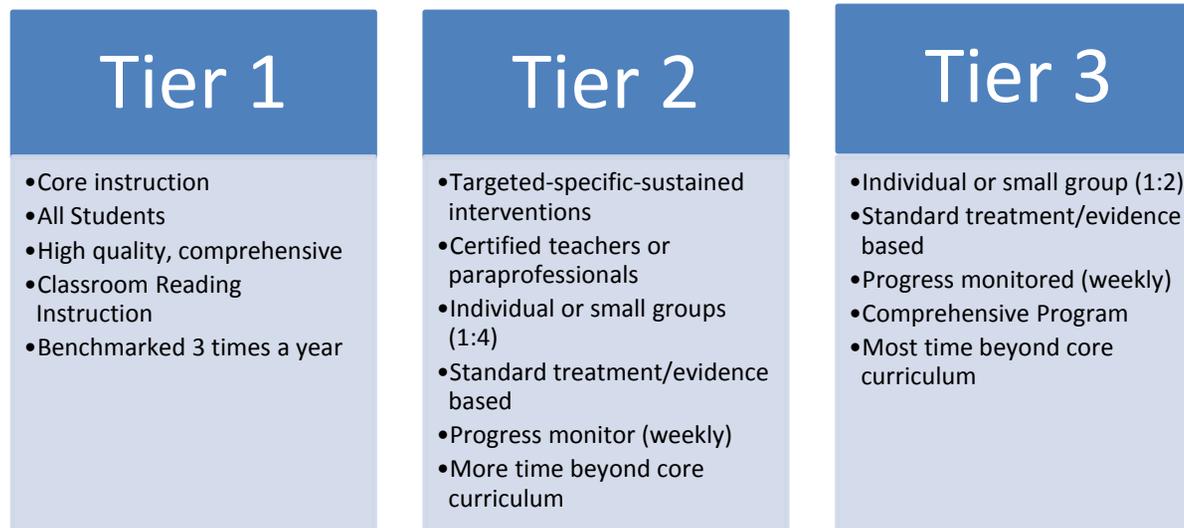
Strong practices are in place between community groups interested in supporting our goals of improving student achievement. These opportunities include peer assistants, senior readers, parent volunteers, and a variety of community volunteers.

III. Intervention and Instructional Supports

Core Instruction: Our core instruction is aligned to the 2010 ELA Academic Standards and specifically addresses the development of the components of reading that are consistent with section 122A.06, subdivision 4. The curriculum is Rigby’s Literacy by Design, 2008, coupled with The Daily 5, and it provides the necessary structure for meeting the higher expectations of the Common Core. During the 90-minutes devoted to literacy, classrooms scaffold learning with the gradual release of responsibility from Modeled Reading to Shared Reading, Interactive Reading, Guided Reading, and Self-Selected Independent Reading. Differentiation occurs during this core instruction to address student’s needs with Title 1 providing para support for guided reading. Principals, teacher leaders, classroom teachers, and specialists collaborate to promote the competent use of literacy practices and instructional strategies with an emphasis on fidelity to the core curriculum.

Additional time and support will be provided for small-group and/or one-on-one interventions linked to core instruction through the coordinated support of Title 1, MN Reading Corps (MRC), Alternative Delivery of Specialized Instructional Services (ADSIS), English Learners program (EL), and Special Education. Fidelity checks are conducted with the intervention staff to ensure that the interventions are effective for the students most in need of additional support.

HUTCHINSON PUBLIC SCHOOLS K - 5 ACADEMIC (Reading) MULTI-TIERED MODEL



Interventions available for students not reading at or above grade level:

Intervention Name	App. Grade	Key Area	Objective/ Targeted Skills	Group Size	Time Needed	Research-Based according to:
Letter/Sound Correspondence MN Reading Corps (MRC)	K & 1	Phonemic Awareness & Phonics	To increase fluent identification of letter sounds for students who have not yet mastered all letter sounds or who know letter sounds but do not identify them with high rates of automaticity	1 (or 2)	15 minutes	MN Reading Corps (MRC)
Phoneme Blending MRC	K & 1	Phonemic Awareness	To increase skill in phoneme blending for students who have not yet mastered the skill of blending sounds to make words	1 (or 2)	15 minutes	MRC
Phoneme Segmenting MRC	K & 1	Phonemic Awareness	To increase skill in phoneme segmenting for students who have not yet mastered the skill of saying the individual sounds in words	1 (or 2)	15 minutes	MRC
Blending Words MRC	K & 1	Phonemic Awareness & Phonics	To increase skill in blending letter sounds to make simple words for students who have mastered letter sound correspondence with the letters in the words you will be blending	1 (or 2)	15 minutes	MRC
Newscaster MRC	2/3	Fluency-Prosody	To increase fluency and prosody for students who have difficulty with phrasing and expression who benefit from repeated modeling to increase accuracy	1 (or 2)	20 minutes	MRC
Duet Reading MRC	2/3	Fluency	To increase fluent reading particularly for students who often lose their spot when reading who just don't get to the next word quickly enough & who benefit from a delayed model for correct word reading	1 (or 2)	20 minutes	MRC
Pencil Tap MRC	2/3	Fluency	To increase reading fluency for students who make many reading errors which they do not independently self-correct & who demonstrate the skills to correct words reading error when cued to do so	1 (or 2)	20 minutes	MRC
Stop/Go MRC	2/3	Fluency	To increase reading fluency for students who appear to ignore sentence end marks or other punctuation & who demonstrate poor phrasing or many word or phrase repetitions in oral reading	1 (or 2)	20 minutes	MRC
Repeated Reading MRC	2 - 5	Fluency	To increase fluent reading rate on passages for students who read with high accuracy & who show benefit from repeated practice on the same passage	1 (or 2)	20 minutes	MRC
Repeated Reading w/ Question Generation MRC	3 - 5	Fluency/ Comprehension	To increase fluent reading and comprehension on passages for students who read with high accuracy, show benefit from repeated practice on the same passage, & demonstrate poor comprehension of passages read	1 (or 2)	20 minutes	MRC

Intervention Name	App. Grade	Key Area	Objective/ Targeted Skills	Group Size	Time Needed	Research-Based according to:
Horizons	1 - 5	Phonics / Comprehension	To practice applying letter-sound relationships for students lacking phonics skills through explicit teaching in decoding new words, recognizing familiar words accurately and automatically, & comprehending what they read	3-5	20-30 minutes	On Comprehensive Intervention Programs list from Florida Center for Reading Research; 3 +'s in all 5 key areas of reading instruction except vocabulary
Early Success	1 – 2	All	Each lesson is structured to include work in phonics, word-learning activities, and reading fluency development. Vocabulary development and reading comprehension strategies are also addressed.	5 - 7	30 minutes	Florida Center for Reading Research; 3+'s in fluency, vocabulary, and comprehension; 2 +'s in phonemic awareness and phonics
Soar to Success	3 - 8	All but phonemic awareness	Two primary goals of this intervention are: to accelerate students' reading ability, and, to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of Soar to Success however, is to increase students' understanding of what they read through an approach called reciprocal teaching. Essentially, reciprocal teaching is a lively dialogue between the teacher and the students where students are taught to use the cognitive strategies of summarizing, clarifying, questioning, and predicting	5 - 7	30-40 minutes	Florida Center for Reading Research; 3 +'s in fluency and comprehension, 2+'s in vocabulary, 1+ in phonics

Intervention Name	App. Grade	Key Area	Objective/ Targeted Skills	Group Size	Time Needed	Research-Based according to:
Read Naturally	2 - 5	Fluency/	To increase fluent reading and comprehension on passages for students who read with high accuracy, show benefit from repeated practice on the same passage, & demonstrate poor comprehension of passages read	3 - 6	20 - 30 minutes	Several studies as listed by the Florida Center for Reading Research; 3 +’s in fluency
Horizons	1 - 5	Phonics / Comprehension	To practice applying letter-sound relationships for students lacking phonics skills through explicit teaching in decoding new words, recognizing familiar words accurately and automatically, & comprehending what they read	3-5	20-30 minutes	On Comprehensive Intervention Programs list from Florida Center for Reading Research; 3 +’s in all 5 key areas of reading instruction except vocabulary
Word Sorts with Words Their Way – Making Words /Making Big Words	PreK - 12	Phonics and Vocabulary (leading to increased fluency)	Students will learn the regularities, patterns, and conventions of English orthography needed to read and spell successfully	5-7	10 – 15 minutes of instruction and practice daily	Johnston, Bear, Invernizzi, & Templeton; implementation procedure by Joseph, Laurice M. in “Helping Children Link Sound to Print,” (2002) Cunningham, Patricia, Systematic Sequential Phonics They Use (2000)
Riggs Institute: The Writing and Spelling Road to Reading and Thinking		Phonics	The student will learn the 71 “Orton” phonograms through integrated strands of language arts: listening, speaking, letter formation, spelling, composition, reading, vocab. development, & grammar/syntax.	Small group or 1 on 1		Dr. Samuel T. Orton & Romalda Spalding
High Frequency Words/Phrases (Fry) *scripted, using incremental rehearsal model	K-5	Fluency	The words on the list make up almost half of the words met in any reading task. Good readers decode words so that they are said “instantly,” therefore assuring the automaticity essential to comprehension. The words are divided into six levels, roughly corresponding to grade levels; then into groups of twenty-five words according to difficulty and frequency. Each level should be taught and assessed sequentially, with the goal of increasing fluency on these high frequency words to the point that parallel processing can occur.	Partners, small group, large group	10 minutes daily	Edward Fry, Professor of Education and Director of the Reading Center at Rutgers University and Loyola University in Los Angeles
Great Leaps	K - 12	Phonemic Awareness, Phonics, and Fluency	The student reads three timed readings, one under each of the following three headings: phonics, sight phrases, and stories. Each reading is timed for one-minute and the goal is for the student to read each page with no more than 2 errors. Error correction is immediate and followed by modeling of the correct response. When mastery is attained on a page, the student progresses, or “leaps”, to the next page of slightly more difficult material.	1 on 1	5-7 minutes	AmeriCorps & Mercer, Campbell, Miller, Mercer, and Lane in 2000 (from Florida Center for Reading Research); 3 +’s in fluency
Rigby Intervention by Design	K-2; 3 - 5	All areas	offer systematic and explicit instruction with a focus on word-level skills and comprehension strategies.	Small group	30 minutes	http://rigby.hmhco.com/NR/rdonlyres/04E6D57D-13BC-419F-8E9D-6AC17CE795CB/0/IBD_dbr.pdf
SRA Reading Lab Kits	K - 3	Comprehension	High-interest stories build reading skills and enthusiasm about reading; answer key cards and student record books give students ownership of their progress and understanding. Emphasis on SQ3R.	Small group or 1 on 1	20 – 30 minutes	See attached research disclosure

Intervention Name	App. Grade	Key Area	Objective/ Targeted Skills	Group Size	Time Needed	Research-Based according to:
Comprehension Card Sets from Learning Resources	2, 3, 4 & 5	Vocabulary & Comprehension	A five-day cycle is used with one passage/card. Students build background knowledge by doing an A, B, C brainstorm, then the passage is chorally read, echo read, and individually read for time. Lastly, students answer comprehension questions about the passage. Strategies such as predicting and connecting (to self, text, & world) are emphasized.	3 - 4	20 – 30 minutes	Combination of several research-based strategies pulled together –no official reference could be found
6-Minute Solution	2 - 9	Fluency, w/ opportunities for extension in comprehension and phonetic elements	Involves partner reading, where Partner 1 reads for one minute and then Partner 2 reads the same passage. (Partner 1 is a stronger reader, modeling for Partner 2.) The goal of the program is to help teachers provide students with concentrated practice on phonetic elements, sight word vocabulary, and expository passage reading in order to build overall fluency.	Partner, in whole-class, small-group, or pairs	10 – 20 minutes	Florida Center for Reading Research 3 +’s in fluency
Phonological Awareness Training for Reading	K children at risk for reading failure & 1 st -2 nd grade children having difficulty	Phonological Awareness	The program is divided into four sets of activities: warm-up, sound blending, sound segmenting, and reading & spelling	Individually or in small groups	20-25 minutes, 4 times/week, for one semester	Santi, Menchetti, & Edwards, “A Comparison of Eight Kindergarten Phonemic Awareness Programs Based on Empirically Validated Instructional Principles,” in <i>Remedial and Special Education</i> , May/June 2004.
Road to the Code	K - 2	Phonemic Awareness; Phonics	11-week program for teaching phonemic awareness and letter sound correspondence. Developmentally sequenced, each of the 44 15-20-minute lessons features three activities — Say-It-and-Move-It, Letter Name and Sound Instruction, and Phonological Awareness Practice — that give students repeated opportunities to practice and enhance their beginning reading and spelling abilities.	Individually or in small groups	15 – 20 minutes	Florida Center for Reading Research 3 +’s in phonemic awareness & phonics
Sounds Abound	K - 3	Phonemic Awareness	Teaches phonological awareness in a sequenced hierarchy. Targeted skills: <ul style="list-style-type: none"> • rhyme recognition, completion, and production • syllable segmentation and deletion • initial sound recognition and production • sound segmentation • sound deletion • sound substitution and addition • sound blending 	Small group	15 – 20 minutes daily	American Speech-Language-Hearing Association (ASHA). (2001). <i>Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents</i> [Guidelines]. Retrieved April 15, 2009, from www.asha.org/policy Lyon, G.R. (1995). Research initiatives in learning disabilities: Contributions from scientists supported by the National Institute of Child Health and Human Development. <i>Journal of Child</i>

			<ul style="list-style-type: none"> phoneme-grapheme correspondence 			<i>Neurology, 10(Suppl.1), 120-126.</i>
Intervention Name	App. Grade	Key Area	Objective/ Targeted Skills	Group Size	Time Needed	Research-Based according to:
PALS	K - 3	Phonemic Awareness, Fluency, Comprehension	Designed to be incorporated into the existing curriculum with the goal of improving the academic performance of children with diverse academic needs. Teachers train students to use <i>PALS</i> procedures. Students partner with peers, alternating the role of tutor while reading aloud, listening, and providing feedback in various structured activities.	Partners	typically implemented three times a week for 30 to 35 minutes	Four studies of <i>Peer-Assisted Learning Strategies</i> met the What Works Clearinghouse (WWC) evidence standards with reservations. The four studies included more than 360 students from first to third grades in the United States. ³ The WWC considers the extent of evidence for <i>PALS</i> to small for alphabetic, fluency, and comprehension. The WWC considers the extent of evidence for <i>PALS</i> to be medium to large for alphabetic and small for fluency and comprehension. No studies that met WWC evidence standards with or without reservations addressed general reading achievement.
Rigby Developmental Phonics	K - 5	Phonics	Leveled phonics instruction via CD-Rom to emphasize phonemic awareness, alphabet knowledge, sound-symbol patterns, and word study to include prefixes and suffixes	Individually	15 minutes daily	Developmental –spelling research: A systematic imperative. <i>Reading Research Quarterly</i> , vol. 39, no. 2 (International Reading Association).
Study Island	3 - 8	MN Academic Standards-Literacy	Students can access the program by simply logging on to www.studyisland.com , where they will find each topic organized with a lesson, assessment questions, and explanations. The mastery of these topics will help students gain confidence when taking the Minnesota Comprehensive Assessments - Series II (MCA-II). In order to complete the program, students must take the pretest, complete the content groups, and master the post test.	Individually	20 – 30 minutes	http://www.studyisland.com/demoAsk.cfm?action=FS&myState=MN#research
Zoo Phonics Safari Into Reading, Spelling & Writing	K-1	Literacy Foundational Skills / Academic Standards for Literacy	Structured lessons to assist with reading, spelling and writing skills	Small Group	20 minutes	Bradshaw, Georgene; Wrighton, Charlene; Irene Clark Zoo-phonics, Inc.(2005)
Leveled Literacy Intervention	K-1	Literacy Foundational Skills / Academic Standards for Literacy	Systematic Lessons designed to support reading and writing development and help children expand their knowledge of words and how they work.	1-3	30 minutes	Scientifically based system that is designed to prevent literacy difficulties; Fontas & Pinnell (2009)

West Elementary and Park Elementary **students are identified and considered for literacy interventions** based on the various assessments outlined in the previous assessment chart. The West Elementary RtI Team and the Park Elementary RtI Team consider students for intervention after the school-wide assessment process has been completed in September. Data from the previous spring is also included when available to show a trend of low achievement. Students are matched with the intervention(s) that best meet skill deficits, and reading teachers as well as highly qualified paraprofessionals deliver evidence-based interventions in small groups and/or one-on-one settings. Student progress is tracked through a progress monitoring tool, data is analyzed monthly at teacher data meetings and progress information is shared with students and sent home to parents on a regular basis.

IV. Professional Development on Scientifically-Based Reading Instruction

Professional Development on scientifically-based reading instruction is provided to K – 3 staff during scheduled 2-hour late starts, full-day workshops, the August Teacher Academy, and as needed throughout the school year during release times. Topics will range from alignment of MN English Language Arts Standards with instruction and assessment, best practices for standards-based learning, guided reading, word study / phonics, oral language development, comprehension strategies, strategies to meet the needs of diverse learners, and instructional interventions.

Time is provided for all educators (K – 3) to meet jointly for professional development experiences specific to reading instruction through a variety of scheduled times throughout the year. This professional development provides opportunities to obtain and maintain current knowledge of best-practice literacy instruction. A needs assessment was conducted in September 2011 and will be conducted annually thereafter to articulate the use of both student and teacher performance data to inform prioritization and selection of job-embedded professional development focus areas.

- Professional Learning Communities -- weekly
- District Improvement Team – 4 times annually
- Literacy Leadership Team – 4 times annually
- 2 hour Late Starts – 5 times annually
- 1 K – 12 Staff Development Day
- Building Level Response to Intervention (RtI) Team – monthly
- Student Support Team (SST) – monthly
- Building Literacy Committees – monthly
- Grade Level Team – bi-monthly
- Grade Level Data Team – monthly
- August Teacher Academy

V. Curriculum and Instruction System

Kindergarten through grade 3 reading and language arts curriculum is vertically and horizontally aligned to the MN Academic Standards from each grade level to the next. All educators understand the literacy goals for each grade level as outlined in Section I. **Our Comprehensive**

Scientifically-Based Reading Instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout the elementary grades through the utilization of the K – 5 core reading program, Literacy by Design (2008), accompanied by The Daily 5, with pacing calendars, best-practice discussions, and a review of the literacy goals conducted at grade level meetings, monthly RtI Leadership team, and grade level data team meetings. The coming school year, 2014-2015, will be the sixth year of district implementation, and innovations toward improvement are being made based upon the data in Section I. District level Literacy Leadership Team meetings help to guide these curricular decisions in regards to Literacy instruction. Student performance is analyzed at these meeting and input regarding future staff development is collected. West and Park Elementary are able to support their teachers through both a Title 1 Coordinator and ADSIS reading teachers who are trained to deliver core instruction, instructional interventions, and reading strategies. Too, they provide coaching support as needed.

A core reading program is used to help guide both initial and differentiated instruction in the regular classroom. The core reading program supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher resources with explicit lesson plans, and provides reading and practice materials for students. This resource assists staff in providing high quality differentiated instruction to meet students' reading needs. Students also participate in small guided reading groups at individual instructional levels. Using the Daily 5 structure, guided reading lessons and intervention lessons are delivered daily.

Kindergarten through Grade 3 staff are committed to the following ten **Evidence-Based Best Practices** for Comprehensive Literacy Instruction:

1. Create a classroom culture that fosters literacy motivation.
2. Teach reading for authentic meaning-making literacy experiences: for pleasure, to be informed, and to perform a task.
3. Provide students with scaffold instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to promote independent reading.
4. Give students plenty of time to read in class.
5. Provide children with high-quality literature across a wide range of genres.
6. Use multiple texts to link and expand vocabulary and concepts.
7. Build whole-class community that emphasizes important concepts and builds upon prior knowledge.
8. Balance teacher and student led discussions of texts.
9. Use technologies to link and expand concepts.
10. Use a variety of assessment techniques to inform instruction.

~ Gambrell, L.B., Morrow, L. M., & Pressley, M. (Eds.). 2007. *Best Practices in Literacy Instruction* (3rd ed.). New York: The Guilford Press.

VI. Student Support Systems for EL Learners

In **meeting the diverse needs in cross-cultural settings and serving the oral language and linguistic needs of EL students**, West and Park Elementary will use a variety of data measures to gather information about these students. This data will include, but not be limited to, the W-APT placement screener that is given to potential ELs upon entrance into our schools, the ACCESS for ELLs that is administered each spring to all LEP-identified students, observations about the student's progress in the classroom, and the information gathered during periodic school-wide and/or grade-level benchmarkings/assessments. The data will provide planning information for program interventions for students in the EL program. Core and intervention supports will parallel the information collected and align with student's level of need. All resources, training, and selection of instructional materials will be based on the needs assessment generated by the school district and EL staff. EL staff will be responsible for providing input and supporting district staff in areas identified by the needs assessment. Staff will implement strategies in their classrooms and share progress, areas of continued struggle, and successes on an on-going basis.

VII. Communication System for Annual Reporting

Assessment methods and data will be posted on the district webpage for all students in Kindergarten through Grade 3. Student data is compiled, analyzed, and monitored throughout the school year, especially after each major benchmarking period in the fall, winter, and spring. District and teacher leaders review this data and develop intervention strategies for students not meeting the benchmark(s). Grade level data meetings provide time for the team to analyze student areas for need and focus instruction that will help to meet proficiency and literacy success. Please refer to the charts at the beginning of this document for assessment methods and district achievement data. This information will be updated annually in the spring on the district web site as year-end data becomes available by administrators at both West and Park Elementary. This report will then be approved by the district school board prior to posting on the district website:

www.hutch.k12.mn.us < District Office < Hutchinson #423 Local K – 3 Literacy Plan.

Stakeholder feedback is very important for continued improvement. Upon reviewing this plan, please take the following short 4-question survey to offer insight regarding accessibility of literacy information, the usefulness of the document, strategies to effectively support a child's literacy learning at home, and the available support from the district to implement the required components of the K – 3 Literacy Plan.

Reading Well by Grade 3 Feedback Survey – [Click Here to Begin](#)

Glossary of Terms

Alternative Delivery of Specialized Instructional Services (ADSIS): a general education early intervention program funded through State Special Education dollars designed to assist students who need additional academic or behavioral support to succeed in the general education environment.

Assessment: gathering evidence of student learning to inform instructional decisions in ways to maximize that learning.

Screener: an assessment to identify students who may need additional support in an academic area of study

Diagnostic: an assessment to pin-point a specific learning weakness for targeted instruction

Progress monitoring: an assessment to measure any change in achievement after targeted instruction

Normed: an assessment to rank students from high to low for the purposes of comparing to sample population averages

Criterion: an assessment to measure achievement of established learning goals

Comprehension: Understanding a text that is read, or the process of “constructing meaning” from a text.

Grade-Level Benchmarks: Achievement goals (in reading and math) specific to grade level expectations.

Nonsense Words: Words that have no meaning, but are used to assess students’ ability to read words using letter sounds, i.e. – bim, lat

Northwest Evaluation Association (NWEA): A computer-based student testing system that measures academic progress against national standards and also measures student academic growth from fall to spring. The tests are adaptive and the difficulty of each question is based on how well a student answers previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. Scores are communicated through both a number score called a RIT and a percentile which shows how individual students compare to national averages.

Minnesota Academic Standards: Define expectations for the educational achievement of Minnesota’s public school students in grades K-12. The standards and benchmarks are important because: 1) They identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) They help define the course credit requirements for graduation; and 3) They serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

Minnesota Comprehensive Assessments (MCA): Statewide assessments that are given to third through eighth grade students each year in the areas of reading and math (and science for fifth grade.) The scores of the MCA are used to assess the grade level proficiency of students in relationship to the Minnesota Academic Standards.

Minnesota Reading Corps (MRC): a statewide initiative to help every Minnesota child become a successful reader. It is an AmeriCorps program (often referred to as the “domestic Peace Corps.” At West and Park Elementary, this program provides a full-time literacy tutor to service eligible students in kindergarten through grade 3.

Phonics: The match between sounds and letters in *written* words. It is the ability to generate and recognize rhyming words, to count syllables, to separate the beginning of a word from its ending, and to identify each of the sounds in a word.

Phonemic Awareness: The ability to identify and manipulate sounds in *spoken* words. An easy way of discriminating phonemic awareness activities from phonics activities is to ask the question, “Can students do the activity in the dark?” If they can, then it is a phonemic awareness activity.

Reading Fluency: The ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning (Rasinski, 2003).

Reading Intervention: Explicit instruction given in addition to classroom reading instruction provided to students to accelerate their reading progress beyond typical yearly progress. Reading interventions can be administered both in and out of the traditional classroom environment. See chart on pages 9 – 13.

Response to Intervention (RtI): An effort to identify students who are not meeting grade-level benchmarks, provide interventions specific to needs, and measure how well students are responding to the interventions as shown on periodic progress checks. (Also referred to as Multi-Tiered System of Supports.)

Title 1: A federally funded program based upon a district’s population of low-income families to help students whose reading and math progress is below grade level standards.

World-Class Instructional Design and Assessment (WIDA): Large-scale English language proficiency test or assessment given to K – 12 students who have been identified as English language learners.