

<p>La Crescent-Hokah Public Schools Literacy Plan</p> <p>La Crescent, MN</p>	
<p>District Name and Number: La Crescent-Hokah Public Schools ISD 300</p>	<p>Phone: 507-895-4484</p>
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<p>Principal/Director: Jeff Copp</p>	<p>Fax: 507 895-5117</p>
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<p>Local Literacy Team/ Leadership Team Members</p>	<p>Local Literacy Team Roles</p>
Jeff Copp	Principal
Tena Valiska	Kindergarten Teacher
Joann Eitsert	Primary Teacher
Robyne Fritz	Intermediate Teacher
Wendy Scott	Title I Intervention Teacher
Ashley Pellowski	Primary Teacher
Kris Ranzenberger	Early Childhood Teacher
Jon Steffes	Intermediate Teacher
Shawn Harper	Special Education Teacher
Barb Bjornstad	Specials Teacher

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of La Crescent-Hokah Public Schools has authorized Jeffrey Copp at a monthly meeting in June, 2023 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2023-24. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

Melinda Crowley

(Signature of Superintendent/Director)

6/21/23

(Date)

READING WELL BY THE END OF 3RD GRADE
Literacy Plan for La Crescent-Hokah Elementary
2023-2024

Note: Please contact La Crescent-Hokah Elementary School at (507) 895-4484 if you have any questions about the literacy plan. We are committed to student literacy, early interventions and family communication. We welcome your questions and feedback.

The La Crescent-Hokah School system is designed to prepare all learners for success in an ever-changing global society. The cornerstone of this preparation is grounded in developing student literacy skills so all children in La Crescent-Hokah Public Schools read well by the end of third grade. Reading well by the end of third grade is defined as all third grade students meeting the Minnesota K-12 Standards in English Language Arts.

A comprehensive curriculum, instructional and assessment plan is implemented throughout the school system. Student achievement data is collected frequently using curriculum-based assessments and benchmark measures. The data is used to plan whole group, small group and individualized instruction. To that end, researched based curriculum and explicit reading and writing instruction begin at our Discovery Preschool and continues through all grade levels. The core curriculum and framework is listed below. The curriculum and framework information is expanded in the Core Reading and Intervention Programming section.

We are an Early Childhood (EC) through 4th grade facility, therefore our plan encompasses EC-4th grade literacy development.

Early Childhood

Language, Literacy, and Communications taught through a balanced literacy framework:

- [Creative Curriculum](#)
- [Handwriting Without Tears](#)
- Foundations
- Heggerty Phonics Instruction (ECSE)
- SEEDS of Emergent Literacy
- TSGold
- IGDIs (Individual Growth and Development Indicators)

Kindergarten

Language, Literacy, and Communications taught through a balanced literacy framework:

- Guided Reading and whole group instruction (using ARC and IRLA)
- Houghton Mifflin materials. Six Trait Writing, Word Work, and Strategies that Work (comprehension strategies) are embedded in this core resource.
- Foundations of Writing
- Scholastic Let's Find Out
 - Remedial instruction
 - [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
 - Road to the Code
 - Stepping Stones to Literacy
 - Sounds and Letters from Language
 - Sonday System - Phonics Instruction
 - IRLA - ARC Leveled Reading Instruction

Primary Grades Classroom- Grades 1 and 2

Language, Literacy, and Communications taught through a structured literacy framework:

- Whole group instruction, small group guided instruction, individual conferences
 - Journeys Common Core (Houghton Mifflin Harcourt Publishing, 2014)
 - [Daily 5](#)
 - Read to Self, Read to Someone, Listen to Reading, Word Work, Work on Writing
 - Lexia Core 5 - Language Arts - Lessons & guided practice
 - Leveled reading materials: small group book sets, [RAZ-plus.com](#), [Epic.com](#), [ReadWorks.org](#)
 - ARC - IRLA Leveled Reading System
 - Scholastic News-current events at grade level
 - [Units of Study-Writing](#), Lucy Calkins (Heinemann Press)
 - [6 Traits Writing](#) within Journeys-Common Core (2014)
 - Spelling: Journeys-Common Core (2014) in Gr.1. Sonday E System
 - [IXL Learning](#) - Language Arts
 - Seesaw Online Learning Interface
 - Sonday E System - Daily Direct Phonics Instruction (Grade K-1-2)

Grades 1 and 2 Interventions (Core)

- Leveled Reading (e.g. Sundance, Rigby, A-Z Reading)
- Sonday E1, E2 - for Explicit Phonics Instruction in Tier 1 Classroom
- PALS (Partner Assisted Learning Strategies) Vanderbilt University
- ARC - IRLA Leveled Reading System - during Intervention time
- Lexia Core 5 - Individualized Language Arts instruction and practice

Grades 1 and 2 Interventions (Supplemental and Intensive)

- Patterns for Success---Orton Gillingham based instructional program (Phonics/Decoding)
- Sonday LPL and System 1 - Small Group interventions
- Road to the Code
- 6 Minute Solution (Fluency and Decoding)
- [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
- Read Naturally Live (Fluency) Used in Special Education
- ADSIS (MTSS)
- Title 1 (Sonday System 1 - Grades K-1 Phonics Intervention)
- ARC / IRLA Leveled Reading System

Intermediate Grades Classroom - Grades 3 and 4

Language, Literacy, and Communications taught through a balanced literacy framework:

- Lexia Core 5 - Language Arts Instruction and guided practice.
- Lexia Power Up - for students advanced beyond Core 5
- Houghton Mifflin - Journeys 2014 edition
- Guided writing - [6 Traits](#) framework within Journeys
- Word Work- Journeys Spelling word sorts
- Technology Resources to support individualized Reading/Language Arts
 - IXL Language Arts
- Self-Selected Reading/[Daily Five Framework](#)
 - Read to self
 - Read to someone
 - Listen to reading
 - Writing
 - Word work

Intermediate Interventions (Core)

- Leveled Reading (ARC-IRLA) Toolkits for instruction
- EPIC

Intermediate Interventions (Supplemental and Intensive)

- [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
- Patterns for Success---Orton Gillingham based instruction (at varying levels)
- Leveled reading (ARC - IRLA Schoolpace Cloud Bookshelf)
- Read Naturally Live
- ADSIS (MTSS)

La Crescent-Hokah Elementary School uses research based literacy instruction. Our staff responded to data that showed deficits in phonics in our students during the 2020-21 School year, and it was decided to incorporate American Reading Company - Individual Reading Level Assessment (IRLA) as well as leveled reading books, Toolkits for instruction, and Schoolpace online progress reporting software. Professional development in these new tools was provided in the fall of 2021, and we are planning further implementation in this coming school year. We continued to examine our instructional practices, curriculum alignment, and student data to inform our work. We plan to continue to focus on literacy during the 2023-24 school year to advance our professional development opportunities and select additional resources to support student learning. We will review instructional and curriculum survey data to identify potential gaps in reading benchmark instruction, assessment and student proficiency.

The early childhood and kindergarten team focuses on early parental involvement, school readiness, and successful transitioning into the school setting. Kindergarten is an all day, every day program. As an elementary school, we are committed to meeting the literacy needs of students at their instructional level. The teacher's growing understanding of student needs, coupled with student and family relationships, support La Crescent-Hokah's effort to ensure all students read well by the end of third grade.

ASSESSMENT PRACTICES

Screening Process for MTSS Reading Support Services for All Students

La Crescent-Hokah Elementary School currently uses multiple criteria to determine individual student reading proficiency levels. Classroom and school-wide assessments include: Running Records, FastBridge assessments to diagnose student reading proficiency levels. Our building will continue to compare the data from the FastBridge assessments to the MN State Standards and Benchmarks to ensure multiple criteria are met to qualify for student interventions (Tier 2 and Tier 3). Minnesota Comprehensive Reading Assessment (MCA) is used as a yearly assessment to evaluate the rate at which the district curriculum and instructional practices is supporting literacy development. We will use MCA Benchmark Assessment Data to focus additional curriculum revisions for the 2023-2024 school year.

Frequency. In 2023-2024 all La Crescent - Hokah Elementary students will be given the FastBridge benchmark measures three times per year, as determined by grade bands. Grade level teams will also be using IRLA and Lexia to give additional points of data for student growth. MCA reading assessments occur in the spring for grades three and four. The benchmark information is utilized to determine small group instructional placements in such programs as Title I and the Alternative Delivery of Specialized Instructional Services (ADSIS) or Multi-Tiered Systems of Support (MTSS). All student data is recorded in our district data warehouse and is utilized to holistically review curriculum and instructional practices. Furthermore, we have Educlimber for use as a data warehouse and teams of teachers and leaders continue to build capacity for its use in determining interventions and special education evaluations.

PARENT INVOLVEMENT AND NOTIFICATION

A parent communication and notification system is in place. The teachers and administrators use tools such as newsletters, school board reports, email, Facebook, Apptegy, Thrillshare, and Infinite Campus Messenger to communicate daily, weekly and monthly literacy events. Literacy benchmarking information is communicated with parents during parent teacher conferences or via individual letters. Progress monitoring data is sent home with students approximately every six to nine weeks. In addition, specific programs collect parent and student feedback through yearly program satisfaction surveys and parent meetings. Our prior parent and staff satisfaction surveys indicated that additional communication about student progress within MTSS/ADSIS would be informative. We have been meeting as an MTSS staff to develop a streamlined method during our Early Release PLC Schedule for communication and progress updates for parents and staff.

Teachers throughout the building send book bags and/or reading logs home on a weekly basis. Parents are encouraged to foster literacy independence by having the children read to others or listen to student reading. In addition, many teachers are now using online leveled reading websites to monitor student reading. These resources have a parent access component and allow for home to school communication throughout the entire year. Children (and families) entering kindergarten are encouraged to participate in a summer kindergarten transition program in August.

CORE READING PROGRAM AND INTERVENTION PROGRAM

All students in the La Crescent-Hokah school system receive a core curriculum based upon research based instructional practices and curricular frameworks. When a student experiences difficulty with literacy development, multiple interventions and researched based instructional practices are utilized.

Research based preschool and 4 year old pre-kindergarten programming focused on school readiness includes: a.) desire to read b.) print concepts c.) letter recognition, d.) letter sound identification and d.) vocabulary development using the [Creative Curriculum](#) program. In addition, [Handwriting Without Tears](#) instruction assists our youngest learners with developing initial writing skills. Preschool students are screened and progress monitored using TS Gold.

Our commitment to literacy proficiency is further evidenced through ongoing training in best practices for the teaching of reading. Teachers engage in literacy instruction throughout the day using a structured literacy approach (desire to read and write, language concepts, print concepts, phonemic awareness, interesting words, letters and sounds) at the kindergarten level as well as Sonday E System explicit direct phonics instruction in grades K-2. Explicit comprehension strategies are taught in all grade levels. Kindergarten through 4th grade classroom literacy instruction is also embedded in thematic studies throughout the day. In addition, every child receives individualized reading instruction focused on the development of decoding, fluency and comprehension skills. This small group instruction allows teachers to meet the individual student reading needs for all learners throughout the learning continuum.

Students struggling with the development of their reading skills are provided additional academic support through our Multi-tiered System of Supports (MTSS)/Response to Intervention (RTI) process or Alternative Delivery of Specialized Instructional Services (ADSIS), and Title I academic intervention programming. Each of these programs provide additional reading support, in a small group or one-to-one settings, over and above the core reading instruction provided in the classroom. Additionally, students may participate in technology-based solutions

to develop specific literacy skill sets such in phonemic awareness, phonics, vocabulary development, fluency and/or comprehension strategies.

Placement in MTSS/RTI or ADSIS is data-determined with information based on classroom teacher recommendations using the above stated screening assessments. This process is monitored through our building's MTSS Team - comprised of building administration, core teachers, specialists, special education teachers and the school social worker. Families are contacted by the classroom teacher to indicate placement in the Alternative Delivery of Specialized Instructional Services and/or Title I.

In 2023-24 Fastbridge assessments as well as IRLA skill checklists will be used to progress monitor students receiving literacy interventions. FastBridge progress monitoring assessments may be administered every other week. If the interventionist assesses that this progress monitoring time frame does not provide adequate intervention information, the instructor will increase progress monitoring to a weekly basis. All progress monitoring data is shared with families approximately every six to nine weeks. We are seeking additional ways to provide families with regular progress updates in an easy to understand format. If a student is not progressing within the Multi-Tiered Systems of Support process, the Response to Intervention (or MTSS) team will discuss alternative interventions, and if all MTSS interventions are exhausted, a special education evaluation/placement will be recommended. KIDS (Knowledgeable Interventions Driving Success) is the Student Success team that considers data, and intervention success before referring any students to special education evaluation. Our school psychologist facilitates this child study team.

PROFESSIONAL DEVELOPMENT NEEDS

La Crescent-Hokah Public Schools provides job-embedded staff development through Professional Learning Communities (PLCs) across multiple disciplines and grade levels.

The elementary school has seven Professional Learning Communities: 1.) Early Childhood 2.) Kindergarten, 3.) 1st Grade, 4.) 2nd Grade, 5.) 3rd Grade, 6.) 4th Grade Teachers, and 7.) Special Education. The teams meet on a weekly basis (three times a month) for approximately 70 minutes. In the past have added additional grade level PLC leaders to focus on grade level data, assessments, instruction, and improved student learning. This year we've consulted with Jen Goepfert - School Improvement Consultant. She's helped us focus PLC time on student data, and what is in teachers' locus of control. Staff have also kept some elements of WIN (What I need) time. This is a flex grouped intervention time for both reading and math instruction - differentiated to match student achievement levels. This intervention time was planned for in

past master schedules, and was contingent upon academic interventionists at a common instruction block. Short staffing (academic paraprofessionals), and staff desire for autonomy of schedule, have WIN time somewhat inconsistently delivered as a program.

Our site Staff Development Committee is committed to seeking opportunities for professional development centered around literacy. As a Staff Development Committee, we plan to provide additional job-embedded professional development focused on literacy for the 2023-24 school year. Professional development will include additional reading strategies, formative and common assessments that are aligned with the state standards benchmarks and specific reading strategies (explicit instruction to meet individual student needs). Additional time will be spent working within PLCs to examine specific student data and plan for deeper implementation of core materials. We plan to add Sonday E System (in K-2 classrooms), for explicit classroom phonics instruction, as well as American Reading Company - IRLA (Individualized Reading Level Assessment) as well as ARC Leveled Libraries for providing standardized structure and materials for individual reading times. ARC Toolkits for instruction are another addition to our reading instruction. We received training in fall of 2021 on the use of these toolkits. New staff were also provided with a webinar to train on ARC IRLA during fall of 2022.

Staff development will occur in a variety of ways, including literacy coaching, PLCs, conferences, classroom visits and book studies. We will have consistent K-4 leveled reading interventions in place for struggling readers with trained staff members to ensure fidelity. Additionally, a K-12 English Language Arts Curriculum Committee reviews the Minnesota English Language Arts Standards for student and instructional needs. Our plan is to add an additional K-12 (building level) curriculum meeting in order to have time to facilitate scope and sequence conversations in reading (as well as other curricular areas). Grade Level PLC teams also identify areas for continued curriculum and instructional development. Over recent years, the elementary staff focused on creating consensus Language Arts curriculum maps for each grade level with embedded learning targets for students. We plan to further develop grade-level curriculum during the 2023-24 school year by spending additional time on SchoolPace, IRLA Toolkits, and reviewing MCA benchmark assessment data to align our instruction with the standards and ensure we match the level of rigor with standards so that all students are reading well by third grade.