

ISD 0294

HOUSTON PUBLIC SCHOOLS

LOCAL LITERACY PLAN



READ WELL BY THIRD GRADE
REVISED JUNE 2023

READ WELL BY THIRD GRADE LITERACY PLAN



ISD 0294 is committed to discovering, developing, and achieving the potential within all learners. The Read Well by Third Grade Literacy Plan describes our plan to address all of the components outlined within Minnesota Statute 120B.12 (Reading proficiently no later than the end of grade 3).



STATEMENT OF GOAL

ISD 0294 vision is Leading in Learning. This literacy plan describes the current goals, practices, and support for all Houston Public Schools students in Pre-Kindergarten through third grade so that all students are reading at, or above, grade level by the end of grade three.

OUR CORE VALUES

Areas are as follows:

- Maximum student achievement.
- Safe, welcoming, and innovative learning.
- Efficient and effective operations.
- Parental involvement and community partnerships.



HOUSTON PUBLIC SCHOOL'S PILLARS OF CONTINUOUS IMPROVEMENT

CONNECTIONS AND RELATIONSHIPS

WE BELIEVE THE SCHOOL IS THE CENTER OF OUR COMMUNITY THUS WE ENSURE TWO-WAY COMMUNICATION WITH THE SCHOOL SYSTEM AND ALL STAKEHOLDERS IN THE COMMUNITY.

GROWTH

WE BELIEVE THAT IN ORDER TO KEEP CONTINUOUSLY IMPROVING WE MUST MEASURE OUR ACCOMPLISHMENTS AND STRIVE TO REACH GOALS.

STUDENT ACHIEVEMENT

WE BELIEVE OUR STUDENTS DESERVE RIGOROUS AND DEEP LEARNING CURRICULUM AND COURSES THAT OFFER STUDENTS THE OPPORTUNITY TO SET THEIR OWN PATHWAYS THAT WE ENSURE SUCCESS FOR ALL LEARNERS.

PARTNERSHIPS AND REAL-WORLD LEARNING

WE BELIEVE OUR STUDENTS NEED TO BE ACTIVELY INVOLVED WITH SERVICE, WORKPLACE EXPERIENCES, PROFESSIONAL PARTNERSHIPS, AND OTHER EXPERIENCES TO MAKE THEM COLLEGE, CAREER, AND LIFE READY.



READING PROFICIENCY

PROCESSES USED TO ASSESS STUDENTS'

S C R E E N I N G

Pre-Kindergarten Screening:

Children who live in the Houston School District are screened by age three. Those who are not exhibiting age-appropriate skills are enrolled in the Pre-School program. The students are assessed on rhyming, letter recognition, concept acquisition, an understanding of opposites, number recognition, and number sense. Throughout the year students are reassessed using the same checklists so that growth can be recorded and interventions can be implemented to address areas of low growth. Preschool teachers also utilize the High Scope curriculum with students to focus on supporting early learners as they make decisions, build academic skills, and develop socially and emotionally.

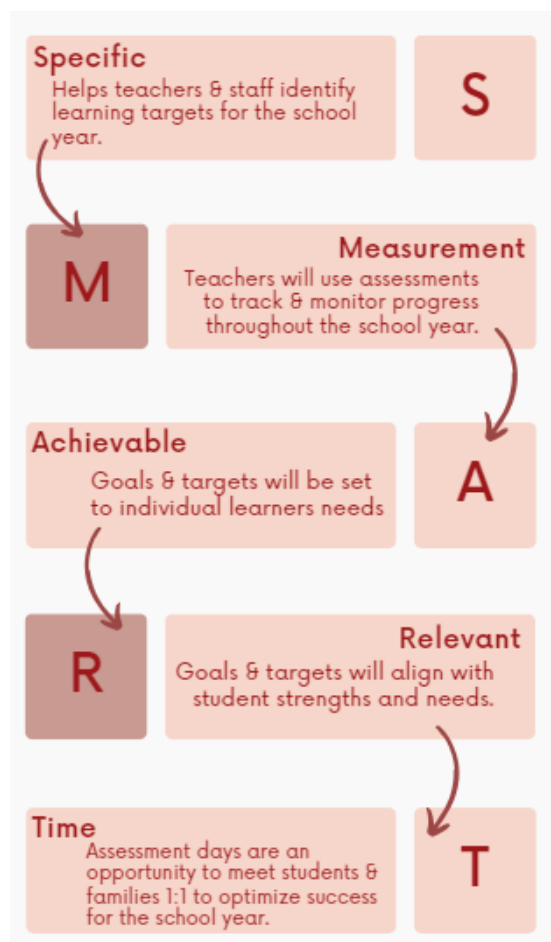
Kindergarten through Grade 3 Screening:

Three times per year, at a minimum, all students in grades Kindergarten through Grade 3 at Houston Elementary School and Minnesota Virtual Academy (MNVA), the online elementary school, are assessed using the FastBridge reading probes. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. Any student falling below the "Some Risk" target scores, as defined by the FastBridge Learning Benchmarks, will be considered to be reading below grade level. Our Multi-Tiered System of Support (MTSS) team monitors this data for responsive decision-making to address the needs of all learners.

C O M M U N I C A T I O N O F R E S U L T S

Due to the critical need to have support in the home for students in the emergent literacy phase of reading development, communication is vital to help each student reach his/her potential. At Houston Elementary School (HES), parents/guardians are scheduled for individual parent-teacher conferences in the first two days of the school year. These interview days ensure that families are afforded the opportunity to privately and thoroughly understand their child's acquisition of academic skills. HES interview days help teachers and staff to identify specific learning targets for the school year utilizing a the SMART goal framework for collaboration with parents/guardians.

SMART GOAL



At these interview days, the teachers ask the parents about whether the child has frequent headaches as that is a potential sign of convergence insufficiency. If a student has been struggling to obtain grade-level literacy and frequently inverts letters or numbers, the teachers also use these conference times to discuss whether it might be wise to screen the student for dyslexia.

If a child has been identified based on, FastBridge assessment data, for Tier II reading services: communication is set at home and the signature of the parent or guardian is required before the student can begin access intervention outside of the classroom. The frequency and duration of Tier II services are determined by the interventionist. The MTSS team supports the management of these referrals and monitors progress as reported by the interventionist. Parents and guardians have access to the information through progress reports sent home by interventionists, through the Student Information System (SIS), and via direct communication from the classroom teacher as needed or requested.

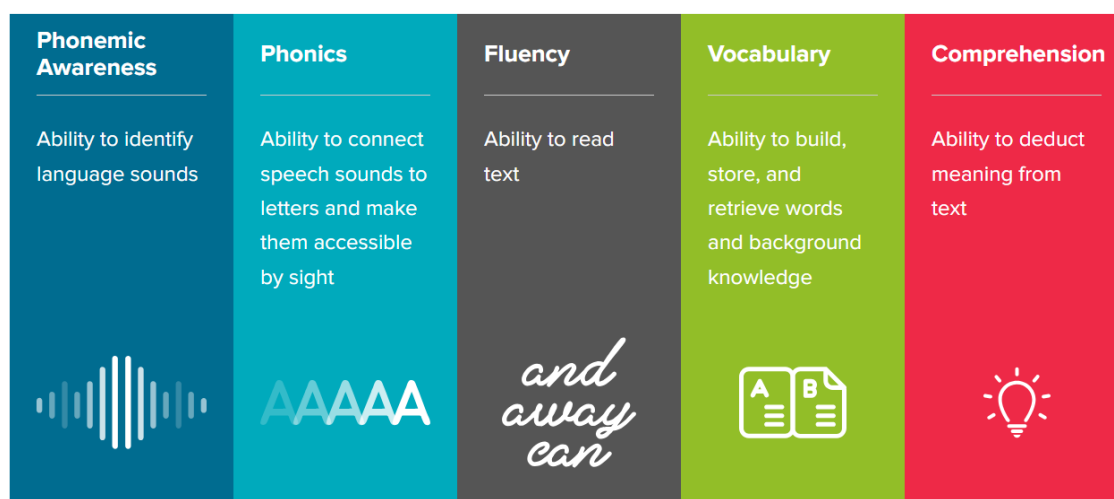
At MNVA, the online school, email is used to communicate with parents or guardians, often daily. Opportunities are planned and scheduled at the beginning of the year for open houses and connecting face-to-face with students and parents. Virtual parent-teacher conferences are held twice a year, so each parent/guardian can have a scheduled time to talk with the teacher about the student's academic abilities and plans for growth for the year. Additionally, teachers are available to schedule individual conferences to discuss academic progress and areas of concern, as needed. At any of these conferences, the teachers ask the parents whether the child has frequent headaches as that is a potential sign of convergence insufficiency. If a student has been struggling to obtain grade-level literacy and frequently inverts letters or numbers, the teachers also use this conference time to discuss whether it might be wise to screen the student for dyslexia. If a student is considered a candidate for targeted services through MTSS, the parent is contacted and must give permission for the student to be included in the MTSS group. MNVA teachers use the OLS (Online Learning System) to communicate students' actual progress through the curriculum since the parent can log into the system and click on the progress tab to view what has been completed and what needs to be completed.

MTSS Screening & Diagnostic Mapping

Diagnostics ... What is the student's Need? Reteach current goal? Gap? Deficit?			
What is the skill level as defined by FastBridge aReading Assessment	Who needs this? Data?	How do we meet this need? (strategy, intervention, etc.)	Where do we meet this need? (where, when, frequency, etc.)
<input type="checkbox"/> High Risk <input checked="" type="checkbox"/> Some Risk <input type="checkbox"/> Low Risk <input type="checkbox"/> College Pathway above goal-line	Ex). Student Jane Doe aReading Spring score- 479 National %- 25	Outline of needs: <input type="checkbox"/> <u>Skills Mastered:</u> none <input type="checkbox"/> <u>Developing Skills:</u> Applying phonics and word analysis to decode; knows letter-sound <input type="checkbox"/> Future needs: Applying phonics and word analysis to decode; uses letter-sound correspondences and syllabication patterns to read unfamiliar, multisyllabic words	During weekly WIN reading intervention in the classroom. Meets Criteria for referral to ADSIS-daily/weekly intervention as determined by ADSIS



FastBridge diagnostic reading assessments help teachers pinpoint the specific reading skills that students are struggling with so that they can target interventions to the five components of effective reading instruction.



COMMUNICATION

NOTIFICATION AND PARENTAL INVOLVEMENT TO ACCELERATE LITERACY DEVELOPMENT

LITERACY INSTRUCTION & INTERVENTION SUPPORTS

The literacy instructions and intervention supports outlined in this plan are the resources currently used within the elementary sites in the Houston Public Schools District; however, listing and instructional and intervention resources within this plan in no way precludes either site from implementing other research-based resources as they become available and have been proven effective for students. Since Houston Public Schools embraces a continuous-improvement model for curriculum development and implementation, research is conducted frequently to discover resources that might better serve a segment of the population at risk for not reading at grade level. This plan will be updated annually to reflect any changes implemented during the preceding school year.

Houston Elementary School & MNVA Elementary School

Both sites use curricula for literacy instruction that has both phonics and whole language. The programs are rooted in a solid understanding of phonemes for all students in Kindergarten through first grade. A great deal of time is spent during these primary years on developing those first necessary skills for decoding and syllabication that are addressed with phonics and phonemic awareness instruction; time is also given to address the other three areas of literacy (vocabulary, fluency, and comprehension). Throughout second and third grade, students are instructed in all given areas of literacy: phonemic awareness, phonics, vocabulary fluency, and comprehension. However, during these primary years, the focus is on learning to read and not on reading to learn, yet. All curricula are aligned with the Minnesota Common Core English standards.

If a student displays the need for intervention as indicated by the lower-than-acceptable scores on FastBridge assessments, several different interventions are available. Each student is assessed individually to determine which intervention would be the most effective and least restrictive. MNVA continues to use WIN (What I Need) time and Houston Elementary School has been working to pilot WIN to support classroom-wide interventions that are differentiated based on the identified needs of the learners.

INTERVENTIONS

NAME OF INTERVENTION	LOCATION	PURPOSE	FREQUENCY	ENTRANCE & EXIT CRITERIA
ADSIS ALTERNATIVE DELIVERY OF SPECIALIZED SERVICES	HOUSTON ELEMENTARY MNVA ELEMENARY	TO PROVIDE AT-RISK STUDENTS WITH EXTRA ACADEMIC SUPPORT IN SMALL GROUP AND 1:1 INSTRUCTION	2-4 TIMES PER WEEK ON AVERAGE	<p>STUDENTS FALLING BELOW THE 30TH PERCENTILE ON ANY OF THE FASTBRIDGE ASSESSMENTS.</p> <p>ONCE THE STUDENT HAS DEMONSTRATED COMPETENCY AT OR ABOVE 30TH PERCENTILE FOR FOUR CONSECUTIVE WEEKS, THE STUDENT IS BROUGHT UP AT MTSS TO DISCUSS EXITING INTERVENTION.</p> <p>OTHER CRITERIA SUCH AS CLASSROOM PERFORMANCE, ATTITUDE, AND EXHIBITED SELF CONFIDENCE ARE WEIGHTED IN THE DECISIONS MAKING</p>
WIN TIME "WHAT I NEED"	HOUSTON ELEMENTARY MNVA ELEMENTARY	TARGETED INSTRUCTION TO PROVIDE SPECIFIC READING INTERVENTIONS BASED ON NEED TO ALL STUDENTS.	<p>DAILY FOR 20-30 MINUTES</p> <p>VARIES BY GRADE LEVEL FOR MNVA</p>	<p>PLC (PROFESSIONAL LEARNING COMMUNITY) TEAMS MEET TO DETERMINE PLACEMENT OF STUDENTS DURING THE DESIGNATED WIN TIME.</p> <p>ENTRANCE AND EXIT INTO GROUPING MAY HAPPEN THROUGHOUT THE COURSE OF THE SCHOOL YEAR BASED ON DATA AND INDIVIDUAL STUDENT NEEDS.</p>
READING INTERVENTION/ TITLE I	HOUSTON ELEMENTARY MNVA ELEMENTARY	ASSIST STUDENTS IN REACHING HIGHER LITERACY AS WELL AS ACQUIRE A STRONG FOUNDATIONAL SKILL SET FOR READING FLUENCY AND COMPREHENSION. EXPLICIT SMALL GROUP AND 1:1 INSTRUCTION ON TARGETED LITERACY NEEDS.	2-4 TIMES PER WEEK ON AVERAGE	<p>STUDENTS FALLING BELOW THE 30TH PERCENTILE ON ANY OF THE FASTBRIDGE ASSESSMENTS.</p> <p>ONCE THE STUDENT HAS DEMONSTRATED COMPETENCY AT OR ABOVE 30TH PERCENTILE FOR FOUR CONSECUTIVE WEEKS, THE STUDENT IS BROUGHT UP AT MTSS TO DISCUSS EXITING INTERVENTION.</p> <p>OTHER CRITERIA SUCH AS CLASSROOM PERFORMANCE, ATTITUDE, AND EXHIBITED SELF CONFIDENCE ARE WEIGHTED IN THE DECISIONS MAKING</p>

EXAMPLES OF PROGRAMMING USED

HOUSTON ELEMENTARY SCHOOL
 SONDAY SYSTEMS APPROACH TO ORTON GILLINGHAM, READ WELL, IXL, HEGGERTY (PRESCHOOL-1ST), UFLI FOUNDATIONS (GRADE 1), JOURNEYS, STORIA (GRADES K-6), STUDY ISLAND, SIX-MINUTE SOLUTIONS, READING A TO Z (K-2).

MNVA ELEMENTARY
 STRIDE (K-3), SONDAY, IXL, HEGGERTY, AND READING EGGS ARE ALL USED TO AUGMENT THE CURRICULUM PROVIDED THROUGH ONLINE LEARNING SYSTEMS.

COMMUNICATION PLAN AND TIMELINE

All parents have access to Infinite Campus, which is the student information system for Houston Public Schools. Before a student is placed in an intervention setting, in either school, the parents must approve the placement. When the MTSS team deems a child necessitates an intervention, a letter or email is sent to the parent explaining the rationale for the placement along with any data collected. Parental permission is requested prior to beginning the intervention selected. This notification could happen at any point during the school year since the MTSS team has regularly scheduled meetings throughout the school year. As is true with all parental communication, the parents can meet face-to-face in the onsite school or schedule a virtual or phone conversation to request additional information about the recommended placement.

Additionally, upon Early Childhood Screening, ECFE, or other Early Childhood education program participation parents and guardians are introduced to the Reading Well by Third Grade and are introduced to ways they can support their children to engage in reading.

Houston Public School teachers additionally send home mailings with reading performance updates, email, make phone calls, or set up virtual or in-person meetings to facilitate ongoing communication with families throughout the school year.

RESOURCES & TOOLS TO SUPPORT LITERACY AT HOME

Parents of Houston Elementary School have access to a wealth of resources and tools that can be used in the home to augment the literacy instruction implemented in the school. Students accessing intervention often have companion reading materials that are sent home on a weekly basis with students. At the front entrance of the building is a literacy library where parents and students have access to reading materials to take home to supplement their at-home reading library. In addition, weekly time spent with a media specialist to check out books from the local and school library.

Parents of MNVA Elementary have access to the curriculum in its entirety, thereby affording the parents the most complete resources and tools the school has to offer.

Additional links to parental resources can also be located on the school's website.

INTERVENTION ASSESSMENT

NOTIFICATION AND PARENTAL INVOLVEMENT

CONTINUUM OF CORE INSTRUCTION & INTERVENTION

All students in Houston Public Schools are given diagnostic reading exams to assess the level of understanding each student has in all five areas of the literacy spectrum. Houston Public Schools is working to embed the five fundamental components of MnMTSS into our existing MTSS framework in order to ensure positive social, emotional, behavioral, developmental, and academic outcomes for every student.



INSTRUCTION: TIER I

Classroom, or Tier I instruction, is the core instructional programming accessible to all students. Tier I core instruction also includes efforts across MNVA and Houston Elementary to ensure our practices are culturally and linguistically relevant, standards-based, and differentiated outcomes necessary to ensure each student is achieving. Instruction addressed each of the five areas of literacy, with more focus given to phonics and phonemic awareness during Preschool- first-grade levels.

Materials selected by the district have undergone sequences of review to ensure they align with our WBWF (World's Best Workforce) and;

- Alignment to state standards
- Are evidence-based for the targetted populations of student learners
- Inclusive to needs of all learners
- Provide formative and summative assessments tools and resources

INSTRUCTION: TIER II

Intervention, or Tier II instruction, is designed to ensure students who are not advancing at the desired rate or are deficient in one or more areas of literacy are matched with more precise interventions based on data-based decision-making. MTSS team members review evidence of supplemental instructional interventions conducted by classroom teachers, in addition to reading assessments as evidence for connection to Tier II. Instruction at the Tier II level is differentiated based on student needs. The frequency, duration, intensity, and group size are determined by interventionists and are adjusted based on student responses to defined intervention strategies.

Instruction at Tier II is closely monitored for fidelity and effectiveness of the designated intervention to ensure students are continuously making adequate progress based on their individualized goals.

INSTRUCTION: TIER III

Special Education Services, or Tier III instruction, includes students with and without an Individualized Education Program (IEP). Students at this level of instruction are functioning significantly below grade level and may benefit from individualized-based instruction, replaced reading classes, or additional support to address the decoding, fluency, vocabulary, or comprehension needs of each individual learner. Tier III instruction intensifies individualization to increase the number of opportunities of the five components of reading, frequency of explicit feedback from specialized teachers, discrete skill instruction to target skills, relevant skills taught across context areas, and specific strategies for positive reinforcement of skills acquired.

EARLY CHILDHOOD, ENRICHMENT OPPORTUNITIES, AND MULTI-LINGUAL LEARNERS

Early Learning educators located at our Sherman Street Preschool use High Scope Curriculum with all students to focus on supporting early learners to make decisions, build academic skills, and develop socially and emotionally as they prepare for elementary school.

Houston Elementary School will begin during 2023-24 exploring strategies to differentiate and engage learners to challenge their reading through projects and strategies to enrich their learning experiences. The Enrichment Coordinator will work in conjunction with classroom teachers and the MTSS team to support students to reach, stretch, and engage in learning opportunities. MNVA's curriculum offers differentiation throughout its courses to help engage learners. Mindplay, is one such example, that is embedded within the curriculum itself.

All Houston Public School staff, during the five-year course of their licensure, will have specific training on Multi-lingual learners (EL) in order to increase student engagement, address barriers to learning, ensure equitable access, and identify needs based on research. MNVA has an EL teacher who directly works with these students as well.

STAKEHOLDER INVOLVEMENT

Due to concerns regarding data privacy, parents are not included as standing members of MTSS teams at either elementary school. Parental involvement extends when the MTSS team has decided that a child is in need of reading intervention, then parents are invited (by email, by phone, virtually, or in-person) to discuss the nature of the need for the intervention. MTSS teams will not move forward with intervention services until parental permission has been received or granted. The individual program, such as ADSIS, also have parent satisfaction surveys distributed on a semi-annual basis. These parent satisfaction surveys are used to direct any modifications in the communication sent to parents.

Annually, Houston Public Schools hosts a World's Best Workforce Public Hearing made available virtually to online parents and community stakeholders. This hearing outlines the outcomes and goals for the district as it relates to ensuring all students are ready for school and achieving grade-level literacy by third grade.



PROFESSIONAL DEVELOPMENT

ON SCIENTIFICALLY-BASED READING INSTRUCTION

Houston and MNVA Elementary schools each have coaches to lead Professional Learning Communities (PLCs) and assist the mentors. Coaches will serve as facilitators of the PLCs in which the teachers assigned to them are active. Using the Houston Public School District Self-Reflection form, completed by the teacher, the coach will assist each teacher assigned to him/her in improving the quality and effectiveness of the teaching occurring within the classroom.

By coaching for excellence, the coaches can facilitate learning opportunities for the teachers in both individual and small groups. Teachers have a focus on student achievement and also align with the district pillars for continuous improvement and self-reflection core to our vision as a school district. Teacher growth through participation in PLCs supports the achievement of WBWF and personal goals.

Houston Public Schools mentors help teachers and PLC coaches to achieve their goals through participation in observation cycles on an annual basis.

Teachers will be responsible for monitoring the progress made by the students as the interventions and learning strategies are implemented. The progress monitoring needs to be addressed both within the self-reflection and at the PLC meetings. The teachers, with the guidance of their coaches, mentors, and MTSS team, are ultimately responsible for creating an environment in which each student can reach his or her potential. Thereby propelling the site to achieve the goals set for student achievement on an ongoing basis.

The professional development committee members will also strive to align learning opportunities throughout the year based on teachers' individual needs and feedback. MNVA Elementary teachers, for instance, receive training to implement STRIDE and Read Live.



IMPLEMENTATION OF INSTRUCTION: MTSS FOR ALL STUDENTS

The implementation of comprehensive, scientifically-based reading instruction is supported through the MTSS model at Houston and MNVA Elementary schools. As outlined earlier in the plan all students receive instruction through multi-layered practices and support practices. Houston Public School students benefit from tiered service facilitation that is school-wide and intensified the layers of instruction and is supported as needed or identified by student assessment data. Therefore each student receives access to rigorous and relevant content as defined by his or her individual benchmarks for achievement and growth.

The frequency, duration, and intensity of these programs vary from student to student, and the tiers in which the student receives the service. The following, comprehensive instructional programs, are utilized within the district (additional scientifically-based reading instructions may be defined or determined throughout the course of the school year).

Houston Elementary School

- Heggerty, UFLI Foundations, Sonday Systems, Read Well, 6-minute Solutions, REWARDS, IXL, and Reading A to Z
 - All students receive Tier I WIN time intervention-based reading in the classroom. At a frequency of 20-30 minutes daily.
 - Approximately 30 percent receive Tier II and Tier III instruction. The frequency and duration of these services vary greatly; however globally, the percentage is usually about 20 percent of the student population.

MNVA Elementary School:

- STRIDE reading, Sonday Systems, Heggerty, and IXL
 - MNVA has developed a systematic approach to reading interventions. All students receive Tier I instruction and support.
 - Students not advancing through STRIDE reading are assigned to Class Connect lessons in which reading interventionists support students through direct instruction in reading strategies.
 - At any one time up to 30 percent of students are receiving Tier II support.
 - Tier II supports are reserved for those students who are functioning significantly below grade level or who qualify for Special Education services. The percent per class tends to vary; however globally, the percentage is usually about 20 percent of the student population

COLLECTION AND USE OF PERFORMANCE DATA FOR STAFF DEVELOPMENT

Houston Elementary teachers through PLC participation address new reading strategies and implementation of research-based reading interventions.

MNVA Elementary teachers have access to K12 Training, an online repository of training on a myriad of topics. If a new program, such as STRIDE, becomes available for intervention use, training on K12 Training accompanies the release of the program. Any teacher must complete the training before using the program.

All teachers participate in Q comp training that typically deals with reading intervention and standards-based delivery of the five reading strategies. Reading has been outlined as an area of concern across the district, trainings are planned in accordance with MCA data strands that are deficient for the students.

STAFF TRAINING & COACHING

Through Q comp funding, coaches and mentors are hired to assist all PLCs with organizational data-driven meeting agendas. The mentors also assist with training staff on research-based strategies that have proven to exhibit the greatest efficacy.



PROFESSIONAL DEVELOPMENT

ON RECOGNIZING STUDENTS' DIVERSE NEEDS:

At this point in time, only MNVA Elementary School has an identified population of multi-lingual (EL) students. Even though the population is small, in comparison to overall enrollment, the district strives to support students with evidence-based reading support development for our staff for this target population of learners.

It should be noted, that due to the core knowledge nature of our curriculum, this material covers all genres and cultures while being firmly grounded in the classic literature that is infused throughout our culture.

In the Fall, all Houston Public School staff will have access to attend a leading for culturally and linguistically diverse training to address leveraging linguistic and cultural assets of all students, ensure equitable academic achievement, and assess needs through the identification of research-based programs.

DATA ANALYSIS & DISSEMINATION

DATA-DRIVEN DECISION MAKING

All PLCs and MTSS teams are focused on data-driven decision-making. Data gathered from classroom assessments, standardized tests, and other summative assessments provide grounding evidence for system alignment across our district.

Data ensures that we are aligning our site goals with our programs and disaggregating the data to evaluate the outcomes for each student population to address inequities from a proactive lens.

PLCs meet weekly, which increases the likelihood that decisions are made in the best interest of the students on an ongoing basis.

MTSS team meetings promote problem-solving approaches to the data that is presented by individual teachers and PLC teams. This helps that team precisely define, analyze, address, and implement solutions based on root cause analysis. Monthly meetings, ensure individual student progress is monitored to ensure success.

Year-end tests, such as the MCAs in reading and the Spring FastBridge assessment are used to evaluate the overall growth of the student and the success of the instruction those students received. If a strand within the testing indicates a deficiency, that deficiency will be addressed within the training that is planned for back-to-school in-service to ensure teachers are aware of possible gaps within the instruction or curriculum.

SCHOOL STAFF INVOLVEMENT IN DATA REVIEW

The District Staff Development Committee is responsible for creating the annual World's Best Workforce Report, which is school board-approved, and placed on the Houston Public Schools website. This committee is comprised of teachers, administrators, support staff, and parents to ensure all stakeholders are represented.

MTSS teams are charged with the ongoing analysis of data as it is amassed during the year, and the Superintendent maintains records and assists the teams with data analysis.

