

## La Crescent-Hokah Public Schools Literacy Plan

### La Crescent, MN

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<b>Principal/Director:</b> Jeff Copp	<b>Fax:</b> 507 895-4470
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<b>Local Literacy Team/ Leadership Team Members</b>	<b>Local Literacy Team Roles</b>
Jeff Copp	Principal
Lisa Kroner	Kindergarten Teacher
Jane Goetzinger	Primary Teacher
Robyne Fritz	Intermediate Teacher
Wendy Scott	Title I Intervention Teacher
Lauren Reuteler	Primary Teacher
Judy Bissen	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, 2020 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 2020-21. 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.

Kevin Cardille

(Signature of Superintendent/Director)

6/17/20

( Date)

### **READING WELL BY THE END OF 3<sup>RD</sup> GRADE Literacy Plan for La Crescent-Hokah Elementary 2020-2021**

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**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.  
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La Crescent-Hokah Schools is an educational system 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 Early Childhood Center 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 4<sup>th</sup> grade facility, therefore our plan encompasses EC-4<sup>th</sup> grade literacy development.

### **Early Childhood**

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

- [Creative Curriculum](#)
- [Handwriting Without Tears](#)
- Foundations
- 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
- Houghton Mifflin materials. Six Trait Writing, Word Work, and Strategies that Work (comprehension strategies) are embedded in this core resource.
  - Remedial instruction
    - [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
    - Road to the Code
    - Stepping Stones to Literacy
    - Sounds and Letters from Language
    - Sondag System - Phonics Instruction
    - IRLA - ARC Leveled Reading Instruction

### **Primary Grades Classroom- Grades 1 and 2**

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

- Whole group instruction, small group guided instruction, individual conferences
  - Journeys Common Core (Houghton Mifflin Harcourt Publishing, 2014)
  - [Daily 5](#) (Boushey & Moser, Stenhouse Publishing, 2006)
    - Read to Self, Read to Someone, Listen to Reading, Word Work, Work on Writing
  - The [CAFE](#) Book (Boushey & Moser, Stenhouse Publishing, 2009)
    - Comprehension, Accuracy, Fluency, Expand Vocabulary
  - Primary Comprehension Toolkit (Harvey & Goudvis, Heinemann, 2008)
  - Leveled reading materials: small group book sets, [RAZ-plus.com](#), [Epic.com](#), [ReadWorks.org](#)

- ARC - IRLA Leveled Reading System
- Souday System 1 - Phonics Instruction / Intervention
- 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), Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3 (Ganske, Guilford Press, 2006), Making Words (Cunningham), Words Their Way (Pearson Publishing)
- [IXL Learning](#) - Language Arts
- SeeSaw Online Learning Interface

### **Grades 1 and 2 Interventions (Core)**

- Leveled Reading (e.g) Sundance, Rigby, A-Z Reading)
- Souday LPL and System 1 for Explicit Phonics Instruction and Intervention
- PALS (Partner Assisted Learning Strategies) Vanderbilt University

### **Grades 1 and 2 Interventions (Supplemental and Intensive)**

- Patterns for Success---Orton Gillingham based instructional program (Phonics/Decoding)
- Words Their Way (Phonics and Vocabulary)
- Road to the Code
- 6 Minute Solution (Fluency and Decoding)
- [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
- Read Naturally (Fluency)
- ADSIS (MTSS)
- Title 1
- ARC / IRLA Leveled Reading System

### **Intermediate Grades Classroom - Grades 3 and 4**

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

- Whole group and Small Group instruction
- Strategies that Work comprehension instruction
- Fountas and Pinnell framework
- Houghton Mifflin Journeys 2014 edition
- Fiction and Nonfiction leveled readers (working to tie to content areas)
- Guided writing-[6 Traits](#) framework within Journeys
- Word Work- Journeys Spelling word sorts
- Technology Resources to support individualized Reading/Language Arts
  - readtheory.org

- 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

### **Intermediate Interventions (Supplemental and Intensive)**

- Minnesota Reading Corps Program (3rd grade only)
- [Heinemann | Fountas & Pinnell Leveled Literacy Intervention](#)
- Rewards (4th grade only)
- Patterns for Success---Orton Gillingham based instruction (at varying levels)
- Leveled reading
- 6 Minute Solutions
- 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 2019-20 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, 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 2020-21 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, 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 (letter recognition, letter names and sounds, nonsense words, fluency and aReading) to diagnose student reading proficiency levels. Our building will continue to compare the data from the FastBridge assessments to the MN State Standards 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 2020-2021 school year.

Frequency. Running Records are kept by all classroom teachers and used to determine instructional programming changes for students through the Independent Reading Level Assessment (IRLA). We have recently adopted the implementation of the FASTBridge assessments for our students. We are pleased that this comprehensive assessment is becoming the "one-stop" assessment tool to chart our data and track our progress. In 2020-2021 all La Crescent-Hokah Elementary students will be given the FastBridge benchmark measures in oral reading fluency three times per year and 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 explore its potential.

## **Diagnostic Assessments**

Diagnostic assessments are to be administered to students, grades K through 4, who meet the criteria for Title 1/MTSS/RtI support services in the content area of reading. The research-based diagnostic assessments to be used include the Woodcock Reading Mastery Tests and/or the Qualitative Reading Inventory (QRI). The Woodcock Reading Mastery Tests are to be utilized to more deeply identify student needs through the following subtests:

The Woodcock Reading Mastery Tests include the following sub-test measures:

- Phonological Awareness
- Listening Comprehension
- Letter Identification
- Word Identification
- Rapid Automatic Naming
- Oral Reading Fluency
- Word Attack
- Word comprehension
- Passage Comprehension

This assessment will enable MTSS reading staff to more efficiently and effectively match interventions to student areas of reading need(s).

## **PARENT INVOLVEMENT AND NOTIFICATION**

A parent communication and notification system is in place. The teachers and administrators use tools such as newsletters, email, Facebook, AppTegy, 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 2019-20 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.

One of the strongest things we are now doing is to instruct parents on how to be Home Reading Coaches by utilizing the individual Power Goals, leveled text, and other ARC resources. 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 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 balanced 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 (guided reading, writing, word work and self-selected/[Daily 5](#) reading) in grades 1-4. 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. Struggling students typically receive 100-150 minutes per week of additional reading support using researched based instruction with a specialized reading instructor. 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 2020-21 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.

## **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.) 1<sup>st</sup> Grade, 4.) 2nd Grade, 5.) 3rd Grade, 6.) 4<sup>th</sup> Grade Teachers, and 7.) Special Education. The teams meet on a weekly basis (three times a month) for approximately 70 minutes. We have added additional grade level PLC leaders in order to better match student needs with 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 will continue to be planned for during PLCs and will utilize all certified staff, and academic interventionists at a common instruction block.

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 for the 2020-21 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, 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.

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. 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 2020-21 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.