Hayfield Community Schools

9 Sixth Avenue SE, Hayfield, MN 55940

http://www.hayfield.k12.mn.us

Mission: *To provide a safe learning environment that prepares, challenges, and inspires students for life.*

Hayfield Community Schools District Local Literacy Plan
2021 – 2022

I.   General Information and Instructions:

School Board approved on June 10, 2020.

Updated June, 2021.

DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION

District Name and Number: Hayfield Community Schools – ISD #203	Phone: 507-477-3235
Superintendent/Director: Gregg Slaathaug, Superintendent	Fax: 507-477-3230
Site Address: 9 Sixth Avenue SE	Email: gslaathaug@hayfield.k12.mn.us
School Name and Number: Hayfield Elementary School (HES) – 003	Phone: HES: 507-671-1518
Principal/Director: Jeff Snider, Elementary Principal	Fax: HES: 507-477-3204
Site Address: HES - 9 Sixth Avenue SE, Hayfield, MN 55940	Email: jsnider@hayfield.k12.mn.us

Local Literacy Team Members	Local Literacy Team Roles
Jeff Snider	Elementary Principal
Molly Heydt	Kindergarten Teacher
Kelly Kramer	First Grade Teacher
Donna Rutledge	Second Grade Teacher
Mary Carlson	Third Grade Teacher

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Hayfield Community Schools has authorized Jeff Snider at a monthly meeting on August 19, 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 2021-22. 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.

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(Signature of Superintendent/Director)   (Date)

I.   District #203 Literacy Plan

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development begins in early childhood. We will provide quality curriculum, instruction, and assessments as the foundation for developing a comprehensive support system for all learners.

A strong foundation of literacy skills is necessary to provide children with the capability to expand their understandings of what they read, make meaning, and make connections across all subject areas. Literacy is the cornerstone for all learning. Instruction that provides all students with strong literacy skills will help close the achievement gap and provide the necessary skills for college and work.

Reading proficiency is essential to academic success. Hayfield Community Schools is committed to providing the resources and instruction necessary for every child to read well by third grade. All day, every day kindergarten and small class sizes in the primary grades are two examples of our commitment. We will also use:
- A comprehensive core instruction
- Intervention/enrichment time for identified students
- Job-embedded professional development for teachers
- School-wide benchmark assessment system for screening
- Formative and summative assessments to monitor learning
- Effective communication with parents and community
- Opportunities for parent engagement to support literacy development at home and in school

At Hayfield Community Schools, students are assessed to measure their reading level and skills. Instruction is provided to improve their reading proficiency based on their individual needs in order to be reading well by third grade. Core instruction focuses on the 2010 Minnesota K-12 Academic Standards in English Language Arts. A building-wide system of intervention/enrichment time at each grade level (kindergarten-grade 3) provides instruction in interventions specific to student needs.

We will continue to maintain our curriculum review cycle to ensure quality curriculum and instruction in literacy. Student learning data is used in this process. Our professional learning communities will monitor student learning to ensure each student receives the support and instruction to be reading well by third grade. Each component of our plan is explained in the next four sections.

II.   Process for Assessing All Students' Reading Proficiency

Initial Screening All students are assessed three times per school year using the Benchmark Assessment System (BAS), FastBridge, and universal screening tools. The following FastBridge benchmark assessments are used: Letter Sounds (LS), Word Segmenting (WS), Decodable Real Words (DW), and Sight Words (SW). CBM (Curriculum Based Measured) and earlyReading are both reading skill assessments through FastBridge. Hayfield Community Schools has established proficiency based on the FastBridge national norms, which reflect student population across the nation.

READING

earlyReading	K Fall	K Winter	K Spring	1 Fall	1 Winter	1 Spring	2 Fall	2 Winter	2 Spring	3 Fall	3 Winter	3 Spring	4 Fall	4 Winter	4 Spring	5 Fall	5 Winter	5 Spring	6 Fall	6 Winter	6 Spring	7 Fall	7 Winter	7 Spring	8 Fall	8 Winter	8 Spring
Concepts of Print	7																										
Onset Sounds	11	16																									
Letter Names	14																										
Letter Sounds	3	26	41																								
Word Segmenting		25	30	28	31	32																					
Decodable Words		6	12	9	15	15																					
Sight Words			13	16	49	65																					
CBMR- English					37	66																					
*Composite	32	50	64	33	52	66																					

FASTBRIDGE: aReading Grades 2-8: all students Fall-Winter-Spring

aReading	K Fall	K Winter	K Spring	1 Fall	1 Winter	1 Spring	2 Fall	2 Winter	2 Spring	3 Fall	3 Winter	3 Spring	4 Fall	4 Winter	4 Spring	5 Fall	5 Winter	5 Spring	6 Fall	6 Winter	6 Spring	7 Fall	7 Winter	7 Spring	8 Fall	8 Winter	8 Spring
< this score = Some Risk !							469	481	490	490	498	503	502	509	513	513	517	520	517	521	524	524	528	531	536	538	541
< this score = High Risk !!							445	462	469	468	477	483	484	493	496	496	501	504	499	505	508	505	511	513	510	519	519
>= this score: Very Low Risk							488	499	505	505	512	517	517	522	526	528	532	536	534	537	541	541	545	548	552	557	558

FASTBRIDGE autoReading Composite Grades 2-5: all students Fall-Winter-Spring

autoReading Composite	K Fall	K Winter	K Spring	1 Fall	1 Winter	1 Spring	2 Fall	2 Winter	2 Spring	3 Fall	3 Winter	3 Spring	4 Fall	4 Winter	4 Spring	5 Fall	5 Winter	5 Spring
< this score = Some Risk !							469	481	490	490	498	503	502	509	513	513	517	520
< this score = High Risk !!							445	462	469	468	477	483	484	493	496	496	501	504

FASTBRIDGE CBMR-English Grades 1-5: all students Fall-Winter-Spring

CBMR-English	1 Fall	1 Winter	1 Spring	2 Fall	2 Winter	2 Spring	3 Fall	3 Winter	3 Spring	4 Fall	4 Winter	4 Spring	5 Fall	5 Winter	5 Spring	6 Fall	6 Winter	6 Spring
< this score = Some risk !		37	66	56	84	101	87	110	125	115	133	147	132	149	162	144	159	171
< this score = High risk !!		16	30	22	46	66	51	75	90	84	101	113	100	114	127	107	123	134
>= this score: Very Low Risk		74	97	87	114	131	117	138	151	144	161	175	163	178	192	173	188	200

Fountas and Pinnell Benchmark Assessment System (BAS) Grades K - 5

	Kindergarten BOY	Kindergarten Dec/Jan	Kindergarten EOY	First Grade BOY	First Grade Feb/Mar	First Grade EOY	Second Grade BOY	Second Grade Feb/Mar	Second Grade EOY	Third Grade BOY	Third Grade Feb/Mar	Third Grade EOY	Fourth Grade BOY	Fourth Grade Feb/Mar	Fourth Grade EOY	Fifth Grade BOY	Fifth Grade Feb/Mar	Fifth Grade EOY
Instructional Level		B	D/E	D/E	H	J/K	J/K	L	M/N	M/N	O	P/Q	P/Q	R	S/T	S/T	U	V/W

MCA Reading Achievement Levels

	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Does Not Meet	≤339	≤439	≤539	≤639	≤739	≤839
Partially Meets	340-349	440-449	540-549	640-649	740-749	840-849
Meets	350-374	450-465	550-566	650-666	750-766	850-866
Exceeds	≥374	≥466	≥567	≥667	≥767	≥867

Diagnostic:

Diagnostic information is gathered through <u>Fountas and Pinnell Classroom's</u> Benchmark Assessment System, running records, student conferencing and observation records. The grade level professional learning communities (PLC) will use data-based decision making at their monthly team meetings to analyze benchmark and classroom learning data to identify students who need interventions and which interventions to administer. They will also analyze progress monitoring data for students receiving interventions to determine effectiveness of interventions. Students not making progress will be referred by the PLC team to our elementary Problem-Solving Team.

The Problem-Solving Team will use data-based decision making to analyze the intervention effectiveness and determine next actions (continue or change) for referred students at its monthly (or more often depending on student referrals) meetings.

<u>Fountas and Pinnell Classroom</u> will be used to guide both core instruction and interventions. Our grade level learning expectations will be aligned with the Minnesota K-12 Academic Standards in English Language Arts (2010). These standards will be used to align our formative and summative assessments. Data from these assessments will be used to determine the need for differentiating instruction for all students.

Progress Monitoring and Assessments:

FastBridge progress monitoring and <u>Fountas and Pinnell Classroom's Benchmark Assessment System</u> will be used with identified students receiving interventions. These assessments monitor reading progress. Both the PLC teams and PST will review this data to determine the effectiveness of interventions and determine next actions.

III. <u>Process for Parent Notification and Involvement</u>

FastBridge results are given to parents in the fall, winter, and spring. These results will include comparisons to the class average.

Students who are receiving interventions will be notified by their classroom teacher of the interventions and the progress monitoring during the intervention. If the student is referred to the PST, the student's classroom teacher will notify the parents of the referral. These notifications will be done via email, phone, letter, or conference.
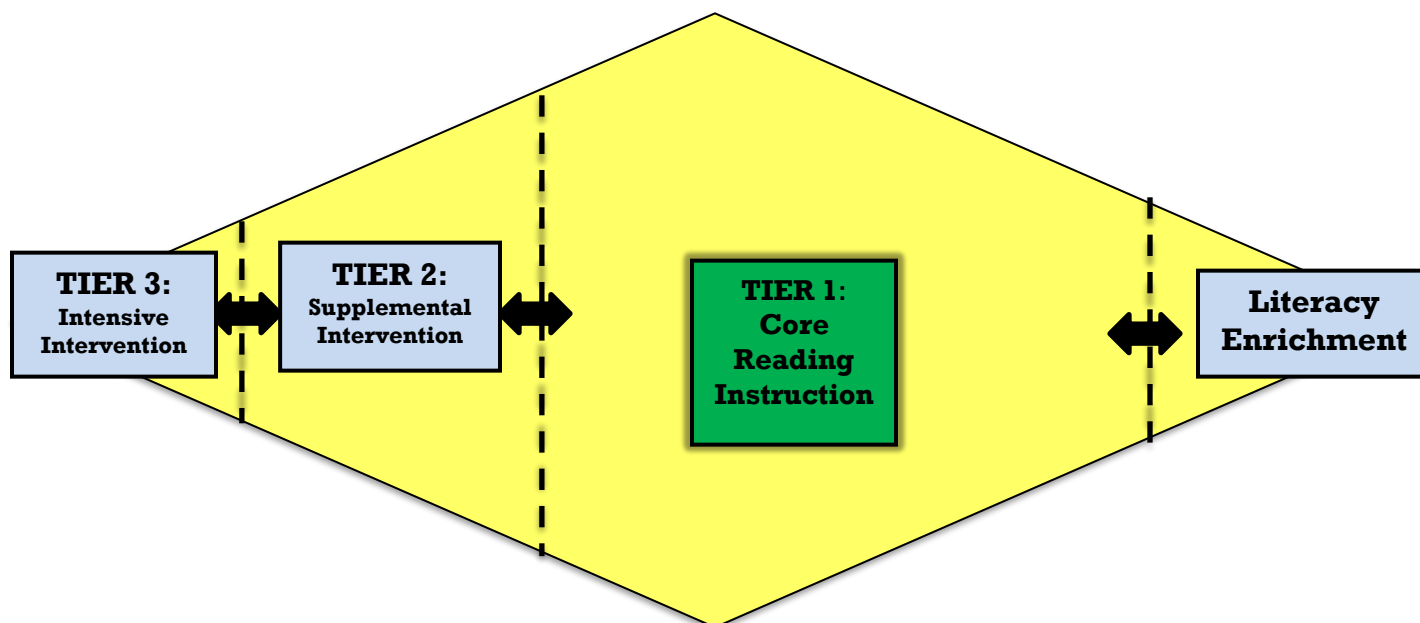
Involvement:
Parent involvement opportunities are provided to support literacy development for all of our students. These are examples of opportunities for parents:
- Parent-Teacher conferences in the fall and winter
- Student Reading Goal Form – developed in fall and monitored throughout school year
- Classroom or grade level reading logs (number of minutes or books read at home)
- FastBridge benchmark and progress monitoring reports sent home
- Title One Parent Night
- Title One Parent-Student-Teacher Compact
- I Love to Read month family activities
- Reading Challenges - school wide, grade level, and classroom
- IXL Reading Program – online
- JMC online parent and student access to monitor academic progress

IV. <u>Continuum of Literacy Support Designed to Meet the Needs of All Students</u>

Hayfield Continuum of Support in Literacy Instruction for all students
(adapted from the Minnesota Department of Education Multi-Tier of Literacy Supports)

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[Diagram: A yellow diamond shape containing boxes connected by double-headed arrows:
TIER 3: Intensive Intervention ↔ TIER 2: Supplemental Intervention ↔ TIER 1: Core Reading Instruction ↔ Literacy Enrichment]
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Hayfield Community Schools uses a three-tier process: Tier 1 focuses on Core Instruction; Tier 2 focuses on Supplemental Instruction; and Tier 3 focuses on Intensive Instruction.

Tier 1: All K-5 students receive approximately 90 to 120 minutes of core reading instruction each day. Core Instruction focuses on the five strands of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Included in this time block is whole group, small group and individual instruction depending on the needs of the students. Core Instruction may include, but is not limited to: <u>Fountas and Pinnell Classroom,</u> Independent Read Aloud, Guided Reading, Reading Mini-Lessons, Phonics and Word Study(K-3), Book Study (Grade 5), and Empowering Teacher Florida Center for Reading Research.

Tier 2: Students not meeting proficiency receive an additional 30 minutes, three to five days per week of reading interventions (Intervention/Enrichment Time) within the classroom. Intervention groups may have 4-6 students in them, depending on student needs. The intervention is based on diagnostic assessment data for each student. Diagnostic assessments that may be used: Qualitative Reading Inventory, running records, and <u>Fountas and Pinnell Classroom</u>. Interventions that may be used include (but not limited to): directed Title I support, Florida Center Reading Research activities, Explicit Instruction, Repeated Reading, Phonics and Word Study, pre-teach/reteach, and small group work.

Tier 3: Students not responding to supplemental intervention will be placed in intensive instruction. The interventions administered in this tier are for 30 to 45 minutes per day, four to five days per week, and in student groups of one to four. The intervention is based on diagnostic assessment data for each student. Diagnostic assessments that may be used: Qualitative Reading Inventory, running records, and <u>Fountas and Pinnell Classroom</u>. Interventions that may be used include (but not limited to Florida Center Reading Research activities, Explicit Instruction, Repeated Reading, Phonics and Word Study, pre-teach/reteach, and individual/small group work.

Literacy Enrichment: Students exceeding the proficiency targets are provided with enrichment activities during the grade level Intervention/Enrichment period.

V.   <u>**Professional Development**</u>

Hayfield Community Schools recognize the importance of professional development and its impact on student learning. The elementary professional development will strive to be job-embedded and focused on the five strands of reading. We will use experts such as our local reading specialists to provide resources. We will be providing time for teachers to align standards, materials, and assessments; analyze student data; and study research-based literacy instructional strategies (i.e. Daily 5 and Reciprocal Teaching). We will use our District Comprehensive Needs Assessment from our District Improvement Plan for any other professional development needs.

Our district is committed to professional learning communities and common planning time to promote professional development for our teaching staff. Each professional learning community will meet monthly to focus on four main questions:

1. What do we want our students to know and be able to do? The MN Academic English Language Arts Standards (2010) at each grade level.

2. How will we know they have reached proficiency? Formative and Summative Assessments administered throughout the school year.

3. What will we do for those students who have not reached proficiency? Administer Tier 2 and 3 interventions and progress monitor the effectiveness of those interventions during grade level intervention/enrichment time.

4. What will we do for those students who are proficient? Administer enrichment during grade level intervention/enrichment time.