



## Hennepin Schools

### Literacy Plan, K-8

**Hennepin's Mission:** Hennepin School's Primary Mission is to provide all of its students with the knowledge, skills, and character to graduate from high school, and the confidence to continue on and successfully complete their post-secondary education. The school prepares its graduates to live thoughtful and purposeful lives equipped with the tools to engage successfully in their own "pursuit of happiness," thereby contributing greatly to the good of their communities and their families. All students learn the academic and personal skills they need to succeed in higher education, compete in a global economy, and pursue their dreams.

## ***HENNEPIN SCHOOLS, DISTRICT-WIDE***

**Hennepin School's Literacy Goal/Objectives:** To structure, implement and support literacy at Hennepin Elementary and Middle School to ensure that all students are reading proficiently by the end of each grade.

- Structure a literacy program that supports and ensures reading proficiency at every grade level.
- Ensure that all students will be at or above proficiency on comprehensive exams, bi-weekly quizzes, IRLA, NWEA and the MCA-III.
- Create and implement reading interventions for students performing below grade-level.

### **Instructional Leadership:**

Hennepin's instructional leadership team (ILT) will include the following members:

- School Director
- Academic Director
- Instructional Coaches
- Three General Education Teachers
- One ELL teacher
- One SPED and/or specialist teacher
- One Educational Assistant

The ILT will meet monthly to:

- Ensure instruction and assessments align with 2010 MN ELA Standards, Core Knowledge, IRLA, NWEA and Reading Wonders.
- Create alignment documents to provide teachers with tools to efficiently plan lessons and instruction that is consistent across grade levels.
- Horizontally and vertically align curriculum across grade levels.
- Provide teachers with the support and resources needed to meet the needs of all students.
- Collaboratively make decisions regarding interventions for students performing below proficiency.
- Research and plan literacy focused staff development.
- Track data and make decisions with the purpose of increasing student achievement.

### Aligned Curriculum and Instruction:

Hennepin's reading curriculum and instruction is standards based with a balanced literacy approach. We have aligned our curriculum both horizontally and vertically to maximize use of high quality instructional time. Our goal for aligning our curriculum is to increase communication across grades and to ensure that all students are adequately prepared for the next grade level.

#### Curriculum

We have aligned key components of our curriculum in a way that reinforces our balanced literacy approach. All components are aligned directly to the 2010 MN ELA Standards and Core Knowledge standards. Additionally, we have embedded NWEA skills as supplemental.

#### Instruction

Core instruction that incorporates all the components of a balanced literacy approach is received by all students across all grade levels. Teachers will employ best practices in teaching when delivering instruction: modeling, guided practice and independent practice. The gradual release model is used to deliver literacy instruction across all content areas. In addition to whole group instruction with grade level standards, all students will receive guided reading instruction.

#### Guided Reading

- Small group reading instruction specifically focused on student needs to accelerate learning.
- Students are put in groups based on IRLA reading level and skill-based needs.
- Groups will meet for 20-40 minutes, between 2-5 times a week, and will include the following components:
  - Robust vocabulary instruction
  - A fiction/non-fiction text at the specified level of each group
  - Independent/whole group activity aligned to common core standards
  - Independent task to illustrate student comprehension

#### Direct Instruction (Grades K-1)

- Direct Instruction is a phonics intensive reading instruction program that allows purposeful differentiation to meet the needs of all students.
- One hour a week is devoted to utilizing Direct Instruction to build literacy foundations.
- Student progress is closely monitored by checkouts given every 10 lessons.

## **Assessment:**

To ensure that all students are performing at or above grade level, assessments have been put in place to monitor each student's progress and identify those students who are performing below grade level.

### Comprehensive Exams / Weekly Quizzes

Comprehensive exams are created for each of the four terms in the school year. The exams contain all material that will be taught that term and are directly aligned to Common Core standards, Core Knowledge skills and the curriculum. Term IV exams are comprehensive and are given during the last month of school. To be proficient, students must score at or above 80%. Our goal is to have all students at or above proficiency on every comprehensive exam. These exams are graded and put into a tracker to more closely analyze individual and whole class data. The week after Terms I - III exams are administered is called "reteach week" and is devoted to re-teaching those skills below proficiency, either at the student or class level.

To ensure proficiency on these exams and monitor student's progress, bi-weekly quizzes are administered. These quizzes are directly aligned to the comprehensive exams and are a smaller scale version more focused on selected benchmarks. The data from these quizzes is tracked and discussed weekly at communities of practice meetings. Students who are not proficient are discussed in depth and a plan is made for re-teaching and more individualized support. Students who are consistently performing below proficiency will be the focus of a child study meeting to maximize supports for that student.

### Minnesota Comprehensive Assessment-III (MCA-III)

All students in grades three through eight will take the MCA-III reading assessment in the spring using the online testing tool provided by the Minnesota Department of Education.

### NWEA

Students are assessed three times a year using the NWEA measure of academic progress. Their proficiency is measured by the norms provided by NWEA. This data is used to differentiate instruction and monitor students' progress throughout the year. Our goal is for all students to grow on average 1.5 years, as measured by the NWEA, in one school year.

### World-Class Instructional Design and Assessment (WIDA)

The first component of the WIDA is the W-APT. This test is given to all new students to the school and is used as baseline data to place students. The W-APT is administered at the beginning of the school year to new students in kindergarten through eighth grade.

The second component of the WIDA is the ACCESS and is mandated by the state to be administered to all students identified as ELL in the spring. The results of this test will be used to determine grouping and

support for the upcoming year. Students who score between one and five will receive ELL support. Those students that score a six will be exited and will not receive ELL specific services.

### Independent Reading Level Assessment Framework (IRLA)

Students are assessed multiple times throughout the year to measure their reading level. This assessment measures sight words, phonics, vocabulary, fluency, accuracy, and comprehension. Students are tracked through SchoolPace to see their progress in each level and across levels.

### Direct Instruction (Grades K-1)

The direct instruction reading program consists of regular checkouts and mastery tests to monitor student's progress to ensure correct placement for differentiated learning. Checkouts are administered every ten lessons to measure accuracy and fluency. Students who are not meeting 80% on these assessments will receive strategic small group instruction. Students are closely monitored and assessed in this program to ensure proper placement and instruction at their level.

### **Multi-tiered Systems of Support**

Through our data-driven approach and consistent assessment and analysis of data, we are able to consistently monitor students' progress. With accurate and timely data we are able to identify those students struggling with the material and immediately implement supports in the general classroom to meet those student's needs.

Students not reading at or above grade level and consistently performing below 80% on comprehensive exams and quizzes will be brought to a child study meeting. These meetings are held monthly to discuss those students that are performing below grade level in reading. During the meeting, a team consisting of the principal, instructional coaches, teachers and specialists come together to create interventions and put processes in place to support and monitor students' progress. Time will also be allotted to review previous child study meetings and the effectiveness of those interventions.

### Title I

Students that are performing below 80% on comprehensive exams and quizzes will receive additional support from the Title I teachers. Extra support will be in addition to core classroom instruction and will not take students out of the classroom during core subject instruction. Title I lessons are intensely focused and individually tailored to meet each student's needs.

### ELL

After administering the W-APT, students scoring between one and five will receive additional support from the ELL teacher or ELL staff. These services will be in addition to core instruction and will not interfere with student's core subject instruction. The ELL teacher will meet with students frequently to

provide focused support to meet student's needs. The service model is a combination of collaborative services (push-in) and pull-out, depending on the students' linguistic needs.

### **Job-Embedded Professional Development:**

Professional development that is data-driven and literacy focused is an integral part of successfully implementing our literacy plan. Professional development opportunities will come in many forms and be offered throughout the year.

#### Communities of Practice

Communities of practice meetings are data-driven and student focused. They are conducted weekly for one hour as a grade level and are facilitated by the principal or instructional coach. During these meetings, ample time is spent analyzing data from weekly quizzes to inform classroom instruction and discussing current and future lesson plans. Students consistently scoring below 80% on these quizzes are discussed more in depth and interventions are generated to accelerate their learning.

#### Coaching

Coaching is intended to provide teachers with immediate feedback to increase their effectiveness as instructors. In order to successfully provide meaningful feedback, informal observations will be conducted weekly for all teachers. Observations will be brief, yet focused on one or two most important areas of growth. Frequent observations will provide teachers with regular and consistent feedback to improve instruction and drive student learning. Informal observations will be conducted weekly by the principal and/or instructional coach for all teachers.

#### Staff Development

The two weeks prior to the start of school will be consumed with professional development focused on data-driven instruction and best practices in literacy. Teachers will also receive an intensive training on how to effectively teach Direct Instruction to all learners at all reading levels in the program.

Data days are scheduled after each of the first three terms in the school year. These data days will be utilized for data analysis of comprehensive exams, editing sessions to review upcoming formal assessments and scheduled professional development to best meet the needs of staff. Additionally, there are nine half days in which teachers will spend time planning.

### **Family and Community Partnerships:**

Parent communication and involvement is very important at Hennepin Schools. Monthly parent breakfasts are held to increase parent involvement, enrich communication and provide a platform for students to display their hard work.

In addition to parent meetings, progress reports and report cards are sent home in the fall and again in the spring to inform parents of their child's progress. Two conferences are held throughout the year to provide an opportunity for parents and teachers to sit down and talk more extensively about their child's education.