

Bertha-Hewitt Local Literacy Plan 2017-2018

Purpose Statement: The purpose of this literacy plan is to ensure that ALL students will achieve grade level proficiency and read well by Grade 3. Students will continued to be monitored through 8th grade.

Use of Data: The teachers at Bertha-Hewitt will effectively use student assessment data to guide the development of either individualized intervention strategies or large-group instructional revisions. The purpose and goals of the decision-making process, is important. We will heed some cautionary advice before examining the results of standardized tests but will also use them to make decisions. Bertha-Hewitt relies on procedures that identify problems early, when they can be addressed with minimal disruption to the student and the classroom. We will use Fastbridge as our Universal screening in the first step of this process. A brief educational assessment is administered to the entire student population, three times a year. The information derived from this screening provides useful pieces of information:

1. It determines whether the core curriculum is effective for the majority of students; and
2. It identifies students who are not making adequate progress in the core curriculum.

Bertha-Hewitt expects 80% of students to respond to the core curriculum. If student performance does not meet the 80% standard as determined by the screening, then the content, scope, and sequence of the curriculum need to be addressed prior to evaluating the learning difficulties of individual students.

Screening data will be organized in a format that allows for the inspection of both group and individual student performance in specific skills. Analyzing group screening data will help administrators determine how to allocate resources to address curriculum or instructional needs.

Once administrators and teachers determine need the implementation process moves forward.

Comprehensive Needs Assessment (CNA): The current and most challenging barrier that we face here at Bertha-Hewitt is a problem that is growing around the state. Today, one in four children in the United States is growing up in poverty. Many of these children are exposed to violence, chronic insecurity, loss, hardship and disruption. They bring these experiences to the schoolhouse door. They show up in the classroom in the form of traumatic stress, this has created a unique and often profound effect on the developing brain. These children turn out, preoccupied, impulsive, unable to concentrate, distrustful and nervous. It interferes with their ability to focus, to interact with others, to tackle academic material and progress in school successfully. The children at Bertha-Hewitt elementary are subject to this kind of stress. Teachers are not prepared to work with student who come to them with this kind of pressure. For children growing up with the stress of poverty, the cognitive, social and emotional barriers to learning are enormous, but they also are predictable and recurring. Our students show a pattern of unreadiness. Our teachers and schools need to know what makes it possible to design an intervention to address them. To help students reach full potential. Bertha-Hewitt can no longer ignore these barriers and challenges to teaching and learning. If anything, our school partners tell us, standards have brought them into even greater focus.

Assessment Plan: Literacy Plan Summary: Our district is currently using a balanced literacy program to teach reading in kindergarten through grade 3. Included in this program are components for guided reading, read aloud, shared reading and independent reading. Our district has adopted Houghton Mifflin Basal Reading Program k-6, Words Their Way (3-4), and also uses the Daily Five and Early Interventions in Reading. A leveled Library with a variety of fiction and nonfiction reading materials covering a wide range of reading levels also supports the literacy program. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners.

Action Planning for Continuous Improvement: All K-5 students receive classroom reading instruction for a minimum of 90 minutes each day. All students also receive an additional 30 minutes of reading intervention/enrichment based on individual need. These groups are comprised of students based on common literacy needs. All students in grades K-3 are given the FASTBRIDGE screening/benchmarking assessment three times throughout the course of the year in the fall, the winter, and the spring. Using this data, Houghton Mifflin Benchmark Assessment System, struggling and at-risk students are identified and referred for reading interventions. Specific interventions are based on further assessments, which may include the EIR (Early Interventions in Reading) assessment, Phonics Decoding Screener, or others. The interventions are implemented through the collaborative efforts of the classroom teacher and other specialists during additional intervention time based on student need. Teaching teams will work with the site level Reading Coach as well as the Title Team to determine appropriate intervention strategies and assessments.

Students who are receiving intensive interventions will be progress monitored weekly to gauge progress and adjust group placement as necessary. If a student is not making adequate progress with the selected research-based intervention, a different research-based intervention is chosen and implemented and/or additional intervention time is added. Students who are not responding to these interventions are referred to the ISD 786: Bertha-Hewitt Public Schools Child Study Team. The Child Study Team will determine what additional support is needed or if they should be assessed for special education services. Parents are informed of their child's progress at every step in the process. The goal of the Bertha-Hewitt School District is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum. Grade level Professional Learning Communities (PLC) assure standards are being taught and learned through identification of essential elements and the development of Unit Maps, Pacing Guides, and Common Formative Assessments. In addition, our district is moving toward Standards Based Learning and Grading.

Evidence-based Intervention: The Bertha-Hewitt School will have a clear plan about what we want our students to learn during each lesson. The effect that such clarity has on student results is 32% greater² than the effect of holding high expectations for every student (and holding high expectations has a sizeable effect). All Bertha-Hewitt teachers are expected to post and follow a clear and precise goal for instruction. A Clear lesson goals for teachers and students is expected in every classroom. All lessons will start with show and tell. Teachers are expected to model lessons, telling students that involves *sharing information or knowledge* with your students while showing students that involves *modelling how to do something*. All teachers will check for understanding in all lessons. Teachers will use questions to check for understanding within a lesson. However. Teachers will be trained to always check for understanding before moving onto the next part of their lesson. Techniques such as *randomized sampling*, *student answer-boards* and *tell-a-friend* help you to check for understanding before moving on from the show and tell part of your lesson while you can use other questioning techniques at different stages of your lesson. Graphic outlines will be included in lesson design, things such as mind maps, flow-charts and Venn diagrams will be incorporated in lessons to help students summarize. We will also use the technique of practice. Students will be practicing what they learn during *show and tell*, which in turn should reflect your lesson goal. Practice is not about mindless busy work. Nor does it involve assigning independent tasks that you haven't previously modelled and taught. Practice will be spaced out over time to ensure mastery. Our students will provided Feedback and will be a part of the teacher's evaluation. Giving feedback involves letting your students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides your students with a tangible understanding of what they did well, of where they are at, and of how they can improve. Providing multiple opportunities for students to work in groups. Group work is not new, and you can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. Teachers will provide group work that will increase the productivity of groups, teachers will need to be selective about the tasks they assign to them and the individual role that each group member plays. We will use strategies to teach concepts and also expect students to think about their thinking.

Parent and Community Engagement: Within each school's School-wide Plan, there is a parent involvement component. Parent Involvement goals are tied to the school's academic and climate goals, which are based on test data. Activities planned are intentional attempts to assist parents in helping their children meet specified school improvement goals. Examples of activities may include parent informational classes, academic assistance workshops, and make and take workshops.

Communication Plan: Grade level goals for the students of ISD #786 will be distributed to all parents within the district, with the expectations that all students will work toward these goals. This district recognizes that some students may need the extra assistance available through the SCRL program to reach these goals. The Bertha-Hewitt School District intends to include parents in all aspects of the district's SCRL program. Communication with parents will include but not limited to: phone calls, emails, through our school website, and though the school Facebook page. Home visit can be scheduled to include parents who wish to be involved but have limitations.

Reporting to Stakeholders; Curriculum development requires the input of different stakeholders such as teachers, school heads, parents, community members, students, district administrators and school boards. Stakeholders can be assured that a good curriculum with the input of teachers will help in achieving the learning objectives and goals. Technology will find its root into the education system, teachers still remain at the center of the student's learning progress. In other words technology must be integrated into the curriculum but it cannot provide a substitute for the roles played by teachers in curriculum development and the general learning process.

Reporting to Parents/Guardians all parents, students and staff will receive notifications, though, our web page, our local newspaper. Our Facebook page and twitter page. We also will hold meetings for parents and guardians to keep them informed on the work of the grant and the daily expectations for students and staff.

Professional Development: The district SRCL budget will provides funds for teachers and paraprofessionals to attend professional workshops and in-services that provide training in effective parental involvement. SRCL staff members will participate in the following workshops yearly: Reading/Literacy Training MAASFEP conferences. Teachers also attend regular meetings and trainings, which include agenda items related to parental involvement and classroom improvement. Through support from building staff development and/or SRCL funds, classroom teachers may attend these workshops which include instruction in effective parental involvement and classroom best practices:

For those who are interested in learning more about Bertha-Hewitt School District's literacy program, please contact: Cathy Riewer at (218-924-3219) or cathy.riewer@isd786.org. You may also contact the K-12 principal, Darren Glynn at (218-924-2500) or daren.glynn@isd786.org.