



Hiawatha Academies Local Literacy Plan

Current Assessment:

1. K-3 Literacy teachers consult data from STEP (Strategic Teaching and Evaluation of Progress) Literacy Assessment.
 - a. Comprehensive analysis of each student's phonics skills, phonemic awareness, spelling strategies, oral, silent and written literal and inferential comprehension, fluency, and retelling and decoding strategies
 - i. One-on-one administration of assessment occurs 4-5 times a year
 - ii. After each round of administration, staff completes an analysis of students' growth towards proficiency of STEP and grade level targets. Staff analyzes individual student's progress. This analysis gives details for appropriate instructional implications.
 1. Instructional implications are strategically planned in order to increase learning outcomes of all students.
 - a. 80% rule is applied with increasingly intense interventions

SOURCE: New Mexico Public Education Department, *Response to Intervention*, state.nm.us.pdf

- iii. All students are provided with research-based shared and guided reading instruction utilizing habits of discussion, Fountas and Pinnell leveled literature, and ELL strategies. If 80% or more are not meeting expectations, these core practices are evaluated and modified as necessary.
- iv. All students in grades K-2 receive direct instruction in phonemic awareness, segmenting/blending, oral language, and comprehension through *Reading Mastery* which is delivered to a small group of students by a partner teacher each day.
- v. About 15% of students are provided with research-based interventions of moderate intensity. These interventions may include *Corrective Reading*, *Reading Mastery*, *REWARDS*, *Words Their Way* practices and Reading A-Z strategies.
- vi. About 5% of students are provided with research-based intensive interventions. These interventions may include Orton-Gillingham methodology and innovative use of technology (iReady, RAZ-Kids, Reading A-Z).



1. Example: First graders, Taja and Chris have not shown progress on identifying capital and lower case letters and are showing little improvement on letter sounds. They have not achieved STEP 1 in 3 rounds of assessment. Taja and Chris are pulled daily for intervention to have direct instruction on these skills. Progress is monitored daily through informal assessment and formally tested every 4 weeks. Small group instruction is modified based on growth and understanding. Students exit small group when they've attained set goal of letter sounds and identification.
- b. 12 STEPS define explicit developmental targets within the aforementioned components of literacy for each individual student. Achieved and unachieved targets guide student grouping and small group instruction based on students' proficiencies and goals.
 - i. Kindergarten level STEPs
 1. Pre-Reading (STEP 0)/STEP 1: Concepts of Print
 2. STEP 2: Cross-checking
 3. STEP 3: Word-solving
 4. STEP 4: Self-reliance
 - ii. First Grade level STEPs
 1. STEP 5: Endurance and Interpretation
 2. STEP 6: Reading Silently
 3. STEP 7: Character Motivation
 - iii. Second Grade level STEPs
 1. STEP 8: Character Change
 2. STEP 9: Reading Stamina
 3. STEP 10: Overall Meaning
 - iv. Third Grade level STEPs
 1. STEP 11/12: Subtlety and Flexibility
- c. Diagnostic data and mid-year progress is formally shared with families using several avenues of communication:
 - i. Parents, students, and teachers confer each fall and early spring to discuss student's progress. Progress is reported on report cards sent home each trimester.
 - ii. During each round of STEP administration, student growth is commemorated with a STEP certificate, which is sent home and shared with families.



- iii. An annual parent literacy event at school shares resources (developmental strategy bookmarks, library applications) and strategies (reading in English and Spanish, developmental comprehension questions) with families about how they can guide and support their students' reading at home.
 - iv. Parents are included in meetings held by HLA's Child Study Team (CST).
 - 1. Classroom teachers refer a student to CST after having any concern(s) about academic and/or social performance. Parents and members of staff and administration meet to discuss the concerns and problem-solve interventions. Interventions may include home and at-school strategies.
 - 2. A consultant (member of CST) is assigned to the students' intervention plan. He or she tracks progress, notes any new and/or continuing concerns, and ensures communication between home and school.
 - 3. CST staff and family members meet 6 weeks later to re-evaluate the success or lack thereof of planned interventions. At this point,
 - 1. new interventions are planned, or,
 - 2. interventions successfully met student's needs and he or she is devoid of new concerns, or,
 - 3. formal assessment begins with the special education team.
2. Third grade teachers also consult data from district-made interim assessments.
- a. Standard-aligned comprehension assessment that matches the text complexities and demands of the MCA. These interims help us in evaluating students' proficiencies in describing main idea, comparing and contrasting, summarizing and sequencing, analyzing characters, deciphering new vocabulary, describing author's purpose, and identifying story details and elements.
 - i. Online assessment administered through Mastery Manager every 6 weeks, September to April
 - ii. After each round of administration, grade level teams analyze trends (students' understandings, misconceptions, and problem solving strategies) and determine adjustments in instruction



1. Data influences upcoming unit and literature studies, types of questions planned for whole group instruction, and intervention strategy groups
 - a. Intervention strategy groups are created for students scoring below 70%. These students receive more intensive instruction and practice in small group guided reading, pull out interventions, and differentiated class practice.

Core Literacy Instruction

1. K-3 literacy teachers
 - a. 30 minutes of Shared Reading
 - i. Whole group instruction aligned to state grade-level objectives
 - ii. Targeted question stems based on analysis of STEP and interim assessment data
 - b. 90 minutes of small group Guided reading
 - i. Small groups are organized based on students' achieved and unachieved developmental targets as assessed through STEP. Generally 1:5 teacher to student ratio. Instruction is aligned to those common needs and targets within group of students.
 1. Targeted small group instruction provides intervention for specific student groups that are not making progress on STEP and grade level targets
 - a. Each K-3 classroom has a classroom teacher and partner teacher. Partner teachers provide additional targeted assistance based on data:
 - i. Partner teachers in K-2 use *Reading Mastery* to provide direct instruction on foundational reading skills.
 - ii. Partner teachers in grade 3 lead guided reading groups to increase the amount of time each student can spend in small groups with a teacher
 2. Targeted small group instruction challenges specific student groups who are on track towards STEP and grade level proficiency



3. Schedule of small group instruction within the hour block is determined on need for accelerating achievement of students in need of additional instruction
 - a. Groups may meet more frequently with teachers if need for accelerated growth
 - b. Group's tasks and content differentiate based on data performance (STEP Bottom Lines and Bloom's Taxonomy)
 4. Instructional strategies and aligned texts are chosen based on group's common strengths and areas of growth as determined through STEP analysis
 5. Literacy teachers incorporate multiple strategies of teaching in order to engage multiple intelligences (Orton-Gillingham methodology, ELL instructional strategies)
 6. Support staff implements technology to engage and promote literacy development. Programs such as Reading A-Z and RAZ-Kids are used to meet students at their instructional level and provide meaningful reading opportunities
- ii. Flexible grouping as needed to maximize growth towards proficiency

EL Students:

1. Multiple measures are used to identify students for literacy intervention based on English proficiency. These measures include students' home language survey information, ACCESS scores, and teacher input.
 - a. For more detailed information about HLA's English learner identification process, see document below, *English Learner Identification Criteria*.

Professional Development:

1. All staff meets Friday afternoons (2pm-4pm) for professional development (PD). The content of these PDs are prioritized based on student data, school wide trends and areas of growth, and conversations around vertical alignment, school culture, and research-based teaching practices (ELL, *Teach Like a Champion*, and STEP strategies). Presenters may include members of administration, school literacy coach, members of staff experienced with particular content or process, members of staff to share off-campus learning, and/or consultants from outside organizations who specialize in particular content and pedagogy.
 - a. Literacy based PD this school year has included:



- i. Daily Vocabulary Instruction
 - ii. Questioning (Factual, Inferential, vs. Critical Thinking)
 - iii. Reliable STEP Testing across Grades and Teachers
 - iv. Guided Reading Planning and Execution
 - v. Using *Reading Mastery*
 - vi. ELD Vocabulary Strategies
 - vii. Collaborative Learning
 1. Information is shared with teachers using multiple strategies:
 - a. Interactive Modeling
 - b. Lecture
 - c. Video Analyses
 - d. Jigsaw
 - e. Role Play
2. Quarterly, after each round of STEP assessments and third grade interim assessments, our literacy coach meets with individual teachers and grade level teams to discuss data trends, student grouping, schedules, and instructional implications. This year, all of our reading teachers in 3rd grade and in other grades across the network met to discuss data, identify student needs, and collaborate around making instructional shifts that will better serve our students.
- a. The threshold model is taken into consideration when determining outliers and instructional implications and intervention (CST referral, strategy groups).
 - b. Analyzed results influence content for Friday afternoon PDs in order to maintain high level expectations for content and execution across grades and teachers.
3. Our literacy coach provides support at principal discretion in implementing and executing material and content learned and discussed during professional development sessions and data analyses
- a. Our network literacy coach conducts co-observations with campus leaders
 - b. Debriefs follow each observation and include coaching support in order to enhance planning and/or execution of core instruction and interventions as learned and discussed during PDs and data analyses.
 - c. Teachers' weekly plans are consulted. Feedback is provided after cross checking class' performance data, analyses, long term plan, vertical alignment, and expectation for high rigor



- i. Based on trends observed and discussed during observation schedules and weekly plans, grade level team meetings are scheduled with school literacy coach in order to set unified vision for any of the components stated above

English Learner Identification Criteria

1. The ESL teacher will consult the home language questionnaire of new students.
 - a. If the primary home language, according to student Home Language surveys, **is** other than English, the W-APT English proficiency screener will be administered. The screener will be administered by the ESL teacher **within 30 days** of student entrance into the district. In addition, ELs previously identified by other assessments will also be screened to most accurately assign students to the appropriate tier. If the primary home language is English, the student is **not** eligible for English learner programs and services.
 - b. If the new student enrolls from another district, charter school or WIDA state and already has a W-APT or ACCESS report dated within 12 months, those results will be used and the student will not be rescreened.
2. The W-APT cluster administered to students will be determined using the following data:
 - The Kindergarten test is intended for *second* semester PreK, Kindergarteners, and *first* semester 1st graders.
 - The grades 1-2 test is intended for *second* semester 1st graders through *first* semester 3rd graders
 - The grades 3-5 test is intended for *second* semester 3rd graders through *first* semester 6th graders.
 - The grades 6-8 test is intended for *second* semester 6th graders through *first* semester 9th graders.
 - The grades 9-12 test is intended for *second* semester 9th graders and for students in grades 10, 11, and 12.

Source: WIDA-ACCESS Placement Test™ W-APT Guidance

- a. W-APT tests will be kept in student cumulative folder for documentation
3. Results of the W-APT will be used to determine appropriate levels and amounts of instructional services. Scoring criteria will be applied consistently as follows:



- **Kindergarten students:**
 - For 1st semester students, a combined **Listening** and **Speaking** raw score of **29** or higher meets the minimum criteria for English proficiency.
 - For 2nd semester students, a combined **Listening** and **Speaking** score of **29** or higher, AND **Reading** score of **11** or higher AND **Writing** score of **12** or higher, meets the minimum criteria for English proficiency.
- **Grades 1-12 students:**
 - If the grade-level adjusted composite score is 6.0 or higher, the student meets the minimum criteria for English proficiency.

Source: WIDA-ACCESS Placement Test™ W-APT Guidance

4. Students identified as LEP will be marked as such in TIES, our student information reporting system used for reporting MARSS data, assigned a start date and placed in the EL program.
5. The ESL teacher will keep the score reports in the students' cumulative folder and share the results with parents in the Title III parent notification letter, at parent-teacher conferences, and parent/guardian meetings.
6. Parent/guardian letters will be sent home by the ESL teacher within 30 days of LEP identification. Parent/guardian returns bottom section of form to either accept or refuse placement in the ESL program.
 - a. If parent refuses, parent is advised that if the student does not make adequate academic progress, he/she can enroll the student in the ESL program.
 - b. Returned parent/guardian acceptance/refusal slip will be kept in student cumulative folder.