



## **Hiawatha Academies Local Literacy Plan 2020**

### **Current Assessment:**

1. K-3 Literacy teachers consult data from curriculum embedded assessments and aimsweb assessments to determine students foundational literacy skill levels
  - a. All students in Kindergarten take the following assessments on aimsweb during 3 benchmarking periods each year (Fall, Winter, Spring)
    - i. Fall: Letter Naming Fluency, Letter Word Sound Fluency, Initial Sound
    - ii. Winter: Letter Naming Fluency, Initial Sound, Letter Word Sound Fluency, Phoneme Segmentation
    - iii. Spring: Letter Naming Fluency, Letter Word Sound Fluency, Nonsense Word Fluency
  - b. Students in grades 1- 3 take an oral reading fluency assessments on aimsweb during 3 benchmarking periods each year (Fall, Winter, Spring)
  - c. Teachers use curriculum-embedded assessments to monitor students' skill development in phonological awareness, phonics and word recognition and reading fluency.
2. K-3 Literacy teachers consult data from NWEA MAP to determine student growth and achievement on grade level literacy standards
  - a. Students in grades K-3 take this benchmark assessment 3 times per year (Fall, Winter, Spring)
  - b. Teachers use curriculum-embedded assessments to monitor student growth in reading comprehension, language use, vocabulary and writing skills.
3. Comprehensive analysis of each student's literacy skills
  - a. Whole group administration of assessment (aimsweb and NWEA MAP) occurs 3 times a year (unless the student has accommodation(s) because of ELL/SPED/504).
  - b. After each round of administration, staff completes an analysis of students' growth towards proficiency. Staff analyzes individual student's progress. This analysis gives details for appropriate instructional implications.
    - i. Instructional implications are strategically planned in order to increase learning outcomes of all students.
4. All students are provided with content-rich, research-based and standards-aligned ELA instruction using two curricula: *EL Education* (focused on speaking, listening, comprehension and writing instruction) and *Groves Method* (focused on systematic and explicit phonemic awareness, phonics and fluency instruction). If



80% or more are not meeting expectations, these core practices are evaluated and modified as necessary.

- a. All students in grades K-3 receive Orton-Gillingham based whole group direct instruction in phonemic awareness, phonics and fluency instruction through the *Groves Method* curriculum.
  - i. Homeroom teachers, reading interventionists, and special education teachers deliver small-group intervention when a student does not master a skill during whole class instruction. The frequency and duration of small-group intervention is based on each individual student's progress toward mastery.
  - ii. About 5% of students are provided with research-based intensive interventions. These interventions also use Orton-Gillingham methodology and are aligned with the core *Groves Method* curriculum.
5. Diagnostic data and mid-year progress is formally shared with families using several avenues of communication:
  - a. Parents, students, and teachers confer each fall and early spring to discuss student's progress. Progress is reported on report cards sent home each quarter.
  - b. 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.
  - c. Parents are included in meetings held by HLA's Child Study Team (CST).
    - i. 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.
    - ii. A consultant (member of CST) is assigned to the student's intervention plan. This person tracks progress, notes any new and/or continuing concerns, and ensures communication between home and school.
    - iii. CST staff 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 a student's needs and he or she is devoid of new concerns, or, 3. a formal assessment begins with the special education team.

### **Core Literacy Instruction**

1. K-3 literacy teachers
  - a. 60 minutes daily of *EL Education* curriculum block
  - b. Whole group instruction aligned to state grade-level objectives includes:
    - i. close reading of complex, grade-level literary and informational texts
    - ii. quarterly thematic units to build knowledge and academic vocabulary about topics in literature, history, science and social studies
    - iii. frequent text-based discussions
    - iv. composition of various types of writing
  - c. 30 minutes daily of Orton-Gillingham based whole group direct instruction in phonemic awareness, phonics and fluency instruction through the *Groves Method* curriculum.
    - i. Explicit and systematic instruction in phonics, phonemic awareness, and oral reading fluency.

### **Professional Development:**

1. All staff meets Friday afternoons for 80 minutes 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. Presenters may include members of administration, Instructional Coaches, 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.
2. Hiawatha Academies is in its first year of implementation of the *Groves Method* curriculum as part of a partnership with Groves Academy. Through this partnership, coaches from Groves Academy provide:
  - a. A beginning of year faculty workshop to orient teachers to the research-base and design of the curriculum and instructional method



- b. Each homeroom teacher receives 30 minutes per week of individual coaching to ensure progress toward implementation of the curriculum with fidelity
  - c. Grade level teams meet with the coach from Groves 1 time per month to analyze data and make instructional decisions
  - d. Administrators meet with coaches from Groves 1 time per month to review data and progress toward goals
  - e. All teachers attend 4 professional development sessions per year to build their knowledge of research on key topics in early literacy
  - f. By the end of year 1 of this partnership, 80% or more teachers will meet Groves curriculum and implementation fidelity targets
1. Our Chief Academic Officer (CAO) provides support to principals in implementing and executing material and content learned and discussed during professional development sessions and data analyses
- a. Our CAO 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
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**HIAWATHA  
ACADEMIES**

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