	Hayfield Community Schools *9 Sixth Avenue SE* *Hayfield, MN 55940*	**MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN**	2012-2013

I. General Information and Instructions:

Minnesota Local Literacy Plans are due June 1, 2012.
Pending school board approval on June 11, 2012.

DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

District Name and Number: Hayfield Community Schools – ISD #203	Phone: 507-477-3235
Superintendent/Director: Ron Evjen, Superintendent	Fax: 507-477-3230
Site Address: 9 Sixth Avenue SE	Email: evjenro@hayfield.k12.mn.us
School Name and Number: Hayfield Elementary School (HES) – 003 Brownsdale Elementary School (BES) - 002	Phone: HES: 507-477-3235 BES: 507-567-2244
Principal/Director: Annette Freiheit, Principal for both schools	Fax: HES: 507-477-3204
Site Address: HES - 9 Sixth Avenue SE, Hayfield, MN 55940 BES - Mill and Latham Streets, Brownsdale, MN 55918	Email: freihan@hayfield.k12.mn.us

Local Literacy Team Members	Local Literacy Team Roles
Annette Freiheit	Elementary Principal
Molly Heydt	Kindergarten Teacher
Lisa Talcott	First Grade Teacher
Kris Streightiff	Second Grade Teacher
Mark Voyce	Third Grade Teacher

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Hayfield Community Schools has authorized Annette Freiheit at a monthly meeting on May 14, 2012 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 2011-12. 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.

_____ _____
(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 AIMSweb, a universal screening tool. The following Aimsweb benchmark assessments are used: Letter Sound Fluency (LSF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF) are assessments for Early Literacy skills. R-CBM (Reading-Curriculum Based Measurement or Fluency) and MAZE (Comprehension) are both reading skill assessments. Hayfield Community Schools has established proficiency based on the AIMSweb national norms, which reflect student population across the nation.

	Fall		**Winter**		**Spring**	
	Assessment results shared with parents at Fall Conferences		Assessment results shared with parents at Winter Conferences		Assessment results shared with parents in report cards	
	Assessment	Proficiency	Assessment	Proficiency	Assessment	Proficiency
Kindergarten	AIMSweb: LNF LSF	 21 5	AIMSweb: LNF LSF PSF NWF	 44 27 30 25	AIMSweb: LNF LSF PSF NWF	 52 39 48 40
First Grade	AIMSweb: LNF LSF PSF NWF RCBM	 47 31 41 34 13	AIMSweb: PSF NWF RCBM	 51 54 36	AIMSweb: PSF NWF RCBM	 55 68 67
Second Grade	AIMSweb: RCBM MAZE	 62 4	AIMSweb: RCBM MAZE	 88 11	AIMSweb: RCBM MAZE	 106 15
Third Grade	AIMSweb: RCBM MAZE	 87 13	AIMSweb: RCBM MAZE	 111 15	AIMSweb: RCBM MAZE	 127 16
Fourth Grade	AIMSweb: RCBM MAZE	 107 14	AIMSweb: RCBM MAZE	 125 20	AIMSweb: RCBM MAZE	 139 20
Fifth Grade	AIMSweb: RCBM MAZE	 121 17	AIMSweb: RCBM MAZE	 139 22	AIMSweb: RCBM MAZE	 153 27
Sixth Grade	AIMSweb: RCBM MAZE	 141 22	AIMSweb: RCBM MAZE	 155 29	AIMSweb: RCBM MAZE	 166 28
Seventh Grade	AIMSweb: RCBM MAZE	 144 24	AIMSweb: RCBM MAZE	 155 27	AIMSweb: RCBM MAZE	 167 31
Eighth Grade	AIMSweb: RCBM MAZE	 146 25	AIMSweb: RCBM MAZE	 155 23	AIMSweb: RCBM MAZE	 163 28

Diagnostic:

Diagnostic information is gathered through Journeys reading series assessment materials, 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 are in need of 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.

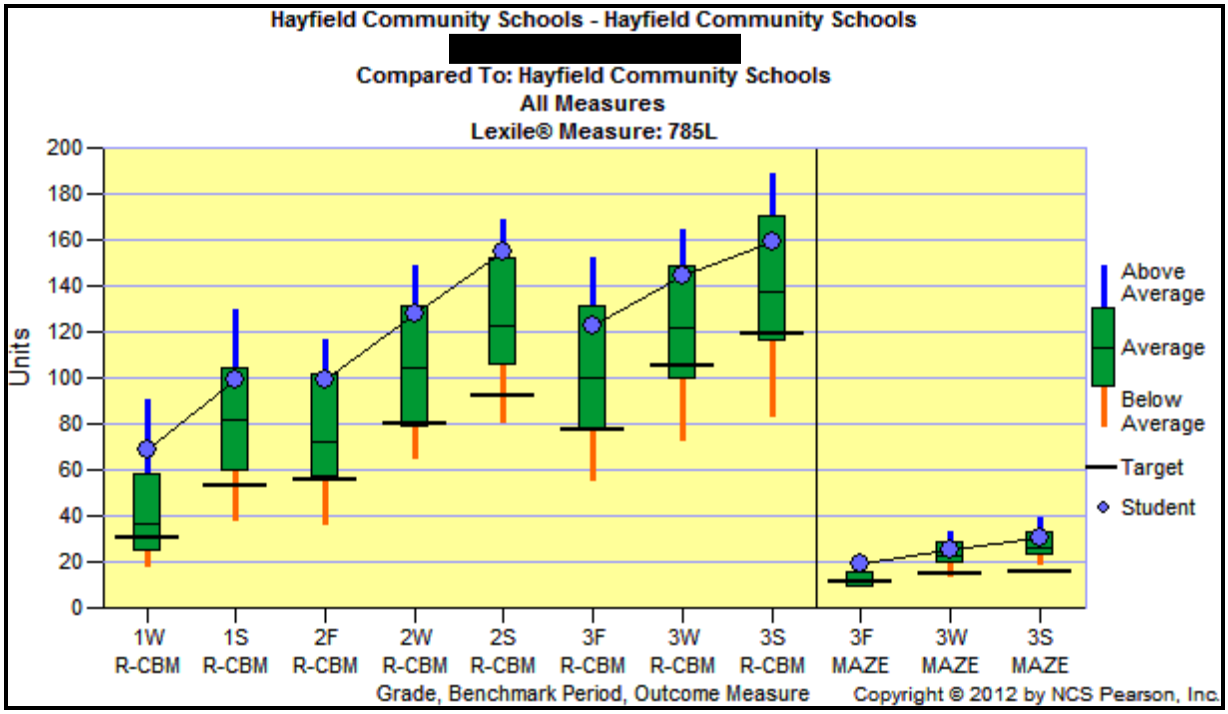
Journeys © 2011 by Houghton Mifflin Harcourt will be used to guide both core instruction and interventions. Our grade level learning expectations will be aligned with the Minnesota K-12 Academic Standards in English Language Arts (2010). These standards will be used to align our formative and summative assessments. Data from these assessments will be used to determine the need for differentiating instruction for all students.

Progress Monitoring and Assessments:

AIMSweb progress monitoring 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. Process for Parent Notification and Involvement

AIMSweb results are given to parents in the fall, winter, and spring. These results will include comparisons to the class average. See sample score report below.



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.

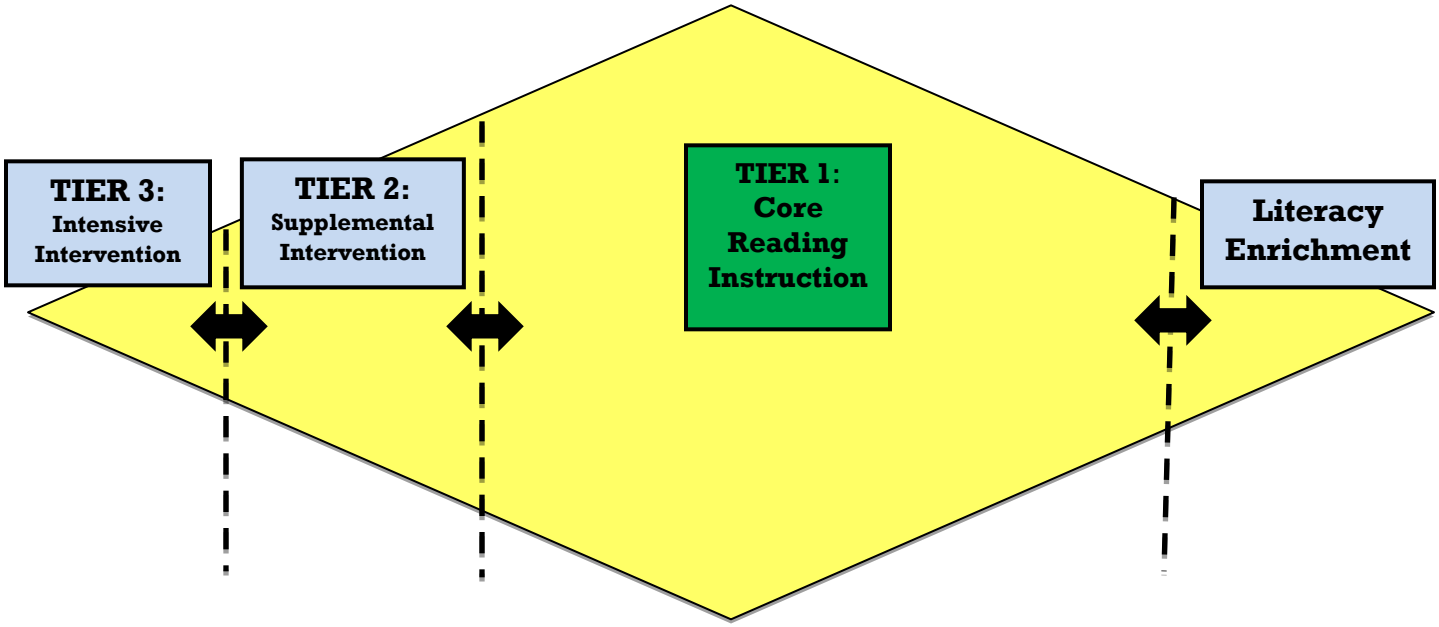
Involvement:

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)
- Journeys Reading Assessment results sent home
- AIMSweb 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
- Capstone Reading Program – online
- Accelerated Reading Program reports sent home
- JMC online parent and student access (grades 4-6) to monitor academic progress

IV. Continuum of Literacy Support Designed to Meet the Needs of All Students

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



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-6 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: Houghton Mifflin Harcourt Journeys © 2011 (gr. K-6), Visual phonics (gr. K), partner reading (gr. 1-3), read aloud (gr. K-6), Accelerated Reader (gr. 2-6), and Empowering Teacher Florida Center for Reading Research (gr. K-6).

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 Journeys. Interventions that may be used include (but not limited to): directed Title I support (gr. K-3), Florida Center Reading Research activities (gr. K-6), FUNdamentals (gr. 1), *Phonics Lessons* 2006-Fountas & Pinnell (gr. K-6), Explicit Instruction (gr. K-6), Repeated Reading (gr. 2-6), *Word Study* 2006-Fountas & Pinnell (gr. 3-6), preteach/reteach (gr. K-6) and small group work (gr. K-6).

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 Journeys. Interventions that may be used include (but not limited to): Road to the Code (gr. K-2), Florida Center

Reading Research activities (gr. K-6), *Phonics Lessons* 2006-Fountas & Pinnell (gr. K-6), Explicit Instruction (gr. K-6), *Word Study* 2006-Fountas & Pinnell (gr. 3-6), preteach/reteach (gr. K-6) and individual/small group work (gr. K-6).

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

V. Professional Development

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 the ZED reading specialist and 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 (based on DuFour's PLC work):

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.