

PSA Local Literacy Plan

Introduction

Prairie Seeds Academy maintains an intentional focus on improving literacy instruction and ensuring that all students develop the literacy skills to be college and career ready, as well as successful, life-long readers and learners.

Teachers incorporate practices in literacy instruction that have strong research support and are implemented with a best practice in a balanced literacy approach, that also considers high rigor within standards-based instruction. This instruction makes use of the Gradual Release of Responsibility model that stresses focused direct instruction within the I DO (teacher modeling, mini-lessons, interactive lecture, read alouds), opportunity to learn and collaborate in small group guided practice within the WE DO, and finally to apply literacy skills through independent work at individual reading levels within the YOU DO component.

Central to this model of literacy instruction is the use of assessments that help guide instruction and intervention decision making within PSA's multi-tiered system of support. This allows teachers to design instruction to customize learning for students and to provide necessary supports and interventions for students who learn at different paces.

This literacy plan is a culmination of planning, creating and professional development over many years. We are proud to display all the ways in which we work with families and students as a school community to ensure all students read by the end of third grade.

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Section 1: K-3 Literacy Objectives

At Prairie Seeds Academy, our mission in and around literacy is to cultivate a literacy environment through honoring our students community and background, understanding our students holistically as learners in and out of school, and engaging in rigorous instruction through the use of data-driven instruction around standards, and through a balanced literacy best-practice model of instruction through the gradual release of responsibility.

We believe:

- All children have the capability of learning and applying literacy skills.
- All children must be literate in order to develop into successful, contributing members of society.

Objectives:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills – speaking, listening, writing – necessary to succeed in post-secondary options (whatever they may be).
- All students will have a tool-kit of literacy skills and strategies that they can apply when working to make meaning of all types of texts.
- All students will be assessed quarterly using consistently delivered, developmentally appropriate literacy tools with evidence of learning collected and recorded on a quarterly basis for the purposes of demonstrating literacy strengths, weaknesses, and growth over time.
- All teachers will have a strong foundational knowledge of current literacy research and best practices, with ongoing scaffolded professional development that informs and guides their teaching daily.
- All teachers will use data-driven instruction within PLC's to determine instructional and intervention next steps

Section 2: Literacy Assessments

The assessments in Prairie Seeds Academy Assessment Plan:

1. Link instruction to outcomes (standards)
2. Give timely results able to be analyzed for student growth and progress measures, are
3. Manageable for stakeholders (teacher, parent, student and district friendly) and are,
4. Sustainable over time (cost effective, responsive to stakeholders, research based)

The data derived from these assessments:

1. Are easily accessible by all stakeholders,
2. Clearly communicates student progress and achievement K-12th grade
3. Are used to set goals as well as inform and alter instruction to improve student achievement. Staffs respond by determining interventions for students based off data measures within weekly PLC's, which vary based on the data.

Elementary

	K entrance exam (FAST earlyReading and earlyMATH)	Quarterly Summative on Reading Benchmarks	WIDA ACCESS (EL)	FAST (all students)	Assess Now	OLPA (all students)	WTW Spelling inventory	F&P Phonics	LLI Reading Records	MCAs
K	X	X	X	X	X			X	X	
1		X	X	X	X			X	X	
2		X	X	X	X		X	X	X	
3		X	X	X	X	X	X		X	X
4		X	X	X	X		X		X	X
5		X	X	X	X		X		X	X

Intervention Assessments:

- Reading Corps: Letter Names, Letter Sounds, Nonsense Words, CBM's.
 - 3 Benchmarks - Fall - 1st, 2nd, and 3rd grade; Winter - 1st, 2nd, and 3rd grade; Spring - K, 1st, 2nd, and 3rd
 - Weekly Progress Monitoring on Fluency.
- Title Reading
 - LLI Reading Record every 8 days of instruction, Progress Monitoring using FAST CBM's.

Elementary

Assessments	Local or State Assessment	Who Takes Assessment?	Who gives Assessment?	Purpose	When
K entrance exam (FAST <u>earlyReading</u> and FAST <u>earlyMath</u>)	Local	All students who are 4 prior to Sept. 1 of the school year	K teachers, Coaches	To assess K readiness	Prior to the first day of school
FAST (<u>aReading</u>) Early Reading	Local	All K-5 students	Classroom Teacher	Screeners, Diagnostic, Progress Monitoring	Fall, Winter - 2x, Spring
Assess Now	Local	All K-5 students	Classroom Teacher, Title Teacher	To assess reading level (Similar to DRA)	Fall, Spring for all students and as needed for below-level students.
Quarterly Summative on Benchmarks	Local	All K-5 students	Classroom Teacher	Show growth in learning, Show proficiency on grade level benchmarks	Quarterly
WIDA ACCESS (EL)	State	All EL students	EL Teacher (pull out)	To determine and track Reading, Writing, Speaking, and Listening proficiency for <u>EL</u> Students.	Spring
OLPA	State (optional)	All 3rd grade students	Classroom Teacher, Coaches, DAC	To prepare students for a test similar to the MCA, and determine Lexile level	January
<u>MCA</u>	State	All 3-5 students	Classroom Teachers, Coaches, DAC	To measure proficiency on MN state benchmarks	Spring

Words Their Way Assessment	Local	All 2-5 students	Classroom Teachers	To measure foundational knowledge	Quarterly or as needed
F&P Phonics Assessment	Local	All K-2 students	Classroom Teachers	To measure foundational knowledge	Fall
LLI Reading Records	Local	All K-5 students in reading interventions	Title teachers	To determine fluency, comprehension, reading level, and progress.	Every 8 instructional days

Assessment data is shared out in weekly PLC's for the purpose of instructional and intervention decision-making. The questions that PLC's use to guide their data-driven conversation are:

1. What is your data?
2. What did you notice
3. What did you notice specifically about student engagement?
4. What will you change about your instruction in the next week?
5. How will you check for understanding in this week?
6. How will you monitor and respond to student engagement in this next week?

Communication with Parents:

- **MCA Scores:** MCA Scores are given out to parents at PSA's open house. Any reports that are not picked up at that time are mailed to parents in a detailed report from the MN Department of Education when they are received by the school district.

Parent/Teacher Conferences:

- Staff members meet with parents a minimum of two times throughout the year to discuss student progress based on assessments. These are student led conferences, in which students share their work with their parents. Parents then have the option of receiving more detailed data points from the teacher.

Section 3: Parent Involvement

At PSA, having partnerships between the school and home helps minimize the effects of both illiteracy and aliteracy on all of us. When children have support networks both in and out of school, they are more likely to be motivated and engaged to be productive citizens.

Parent Communication:

Teachers communicate grade level expectations and classroom activities through regular parent newsletters and provide reports of student progress through teacher conferences, phone conversations, and electronic communication tools at the mid-point and end of each trimester. Additionally, staff are accessible via telephone and email for questions, concerns, and follow-up. Individual appointments can be scheduled as necessary.

Parents receive a letter from the building informing them that their child has been referred to a Tier II intervention program. Progress is shared at parent/teacher conferences, report cards, and upon parent request. Students referred to Tier III interventions are invited to a meeting to discuss the reasons for the recommendation and to discuss a referral for a special education evaluation.

Ways that PSA engages parents in literacy are:

1.Elementary Library Night with Parent Meeting:

Once a year, elementary holds a literacy-focused “Parent Library Night”. The purpose of this night is to bring parents in to engage them in conversations around literacy, the curriculum and programs that PSA uses, as well as to provide them with a fun and engaging structure in which to become a part of the PSA literacy community. This night includes a meeting with parents to go over curriculum, processes, and data used to support instructional decisions. Stations are set up for parents to rotate through with their kids to complete a series of fun and engaging literacy activities. These stations also expose parents to different activities to use to support literacy at home, as well as time to help get their child registered for library cards. Students also have opportunities to be a part of drawings for books and prizes, and the class with the most attendance that evening also receives a reward to help encourage future parental involvement.

Some years also include make and take activities, and/or a strategy, activity, or a bookmark etc. to take home.

Section 4: Literacy Interventions

Literacy interventions at PSA are determined within weekly data-driven PLC's and are supported by PSA's multi-tiered system of support (MTSS) for literacy. Student progress is monitored in weekly PLC's using formative and summative data as is relevant and necessary to make ongoing instructional and intervention decisions.

Multi-Tiered Systems of Support:

All students have the ability to learn and grow to increasingly higher levels. For a variety of reasons, some students require targeted support in order to best help them meet their potential. The multi-tiered systems of support (MTSS) model provides a coordinated framework of assessments, interventions, and resources to meet the needs of all learners.

MTSS requires partnership throughout the building and across programs to prioritize and deploy resources and provide quality instruction. Thoughtful consideration must go into staffing the school, creating teacher and student schedules, and providing learning resources.

MTSS is structured around tiers of interventions that provide a progressive approach to servicing students.

TIER I – students at the Tier I level receive high-quality instruction in the regular classroom. Through student assessments and increasingly differentiated instruction, the classroom teacher meets the academic needs of at least 80% of the students in the classroom.

TIER I+-students at the Tier I+ level receive “in-addition” to support within core content instruction. These students are in need of additional support, or supplemental instruction to support content core skills.

TIER II – students at the Tier II level participate in research-based interventions that are in addition to the regular classroom. Small group services are provided under the direction of a licensed teacher for identified students based on their academic needs. Using frequent progress monitoring strategies, Tier II interventions should meet the academic needs of another 10-15% of the students in the classroom.

TIER II+-This Tier is a work in progress, and will be more clearly defined in the 2017-2018 school year.

TIER III – students at the Tier III level receive direct services from a licensed special education teacher that are in addition to the regular classroom. This level also incorporates research-based

intervention strategies and represents the most intense level of interventions before referral for special education. Students at this level may also already have an Individual Education Plan (IEP) through special education.

Through the use of diagnostic student assessments, high-quality, differentiated classroom instruction, and research-based interventions, PSA strives to guide students in meeting their potential

PSA K-5 Literacy Systems of Support (with + levels)

Multi Tier System of Support	Coursework	Time	Assessment Criteria	Data/Scale Score/FAST	Class Size Guidelines	Wonderings ?
Tier 1	<p>Differentiated Core ELA with:</p> <ul style="list-style-type: none"> - Lucy Calkins Reading Units of Study (K-5) - Jan Richardson Guided Reading (K-5) - Fountas and Pinnell Phonics (K-2) - Words their Way (2-5) - Lucy Calkins Writing Units of Study (K-5) all within the framework of gradual release. <p>*Flexible grouping in 4th and 5th grade *PALs for K</p> <p>Regular progress monitoring via:</p> <ul style="list-style-type: none"> - FAST (Fall, Winter, Spring) - Grade Level Summative Benchmark Assessments (Quarterly) - Teacher-made formative assessments - Assess Now (September, January, March, May) 	Core (70 min & 50 min.)	<p>MCA-II (exceeds, meets, and partially meets)</p> <p>Administer FAST (September, January, March, May)</p> <p>Grade-Level Summative Benchmark Assessments</p> <p>Formative Assessments</p> <p>Data from EAs</p>	<p>MCA Scale Score 41%+</p> <p>FAST @ low risk</p> <p>(Reference data wall)</p>	22-30 students	<p>Red - No F&P Phonics</p> <p>Way to have classroom teachers communicate # of guided reading lessons per week to Title teachers for LLI - Google sheet?</p> <p>Handwriting for K?</p> <p>K - PII for onset sounds or concepts of print before winter?</p> <p> </p> <p>*Update Guided Reading sets - Benchmark, Lucy Classroom Libraries</p>
Motivation and Engagement	Underpins ALL instruction Need student inventory questions/survey related to motivation and engagement - should be used by every teacher in all contents - teacher has whole-child picture.					

Tier 1+	<p>Core ELA +</p> <p>Could be 2 push-in days with Title teachers using the "Conferring and Small Group Work" section of Lucy Calkins for students who are struggling.</p> <p>Or Title works with their students, but gives push-in boosts supporting core instruction</p> <p>Quarterly progress monitoring via FAST AND Grade Level Summative Benchmark Assessments</p>	<p>Core Block</p> <p>Reading Boost: recommended 20-30 minutes</p>	<p>MCA-II (does not meet and partially meets)</p> <p>FAST (September, January, March, May)</p> <p>Grade-Level Summative Benchmark Assessments</p> <p>Assess Now</p> <p>Formative Assessments</p>	<p>MCA Scale score 26-40%</p> <p>FAST Some and High Risk</p> <p>Consider possible add'l factors</p> <p>Continue progress monitoring and Reading Boost until students reach 'low risk' on FAST</p>	<p>Reading Boost we recommend 16-22 students</p> <p>Teacher/student ratio goes down when teachers (EOL/SPED) push-in</p>	<p>Some push-in support from EL. Some support from Reading Corps in K-3. What additional support do we need for 4-5?</p> <p>*Coleen can now push-in for 5th grade</p>
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Tier 2 (1 grade level behind) (Comprehension)	<p>Core ELA +</p> <p>PALS (K-1) or Read Naturally (2nd-5th) with EA's</p> <p>Regular progress monitoring via FAST and Grade Level Summative Benchmark Assessment</p>	<p>Core Block</p> <p>30 minutes – K-2 45 minutes – 3-5</p> <p>Read Naturally</p>	<p>MCA-II (does not meet)</p> <p>FAST (September, January, March, May)</p> <p>Grade-Level Summative Benchmark Assessments</p> <p>Assess Now</p>	<p>MCA Scale Score 11-25 %</p> <p>Some and High Risk</p>	<p>8-10 students</p>	<p>Use stickers or prize every 10 stories.</p> <p>When assessing, identify if the student has comprehension, fluency or decoding needs. Look into offering additional interventions beyond fluency. Could offer F & P for interventions?</p> <p>Need to review students at the end of the quarter.</p> <p>Think about adding FAST to progress monitoring once a month for an additional data piece.</p> <p>What will exit options look like?</p> <p>Title sees some Tier 2.</p>
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Tier 2+ (2 grade levels behind) (Comprehension and decoding)	<p>Core ELA +</p> <p>Guided Reading Lessons</p> <p>LLI (2-5) or PALS (K-1) with Title Teacher</p> <p>Regular progress monitoring via plus FAST AND Grade Level Summative Benchmark Assessment</p>	<p>Core Block</p> <p>60 minutes – K-2 60 minutes – 3-5</p> <p>More minutes (15-30) during non-FAST time</p> <p>LLI</p>	<p>MCA-II (does not meet)</p> <p>FAST (September, January, March, May)</p> <p>Grade-Level Summative Benchmark Assessments</p> <p>Assess Now</p>	<p>MCA Scale Score 11-25%</p>	<p>8-10 Students</p>	
Tier 3+ (3 grade levels behind) 2 Intervention	<p>Core ELA +</p> <p>Guided Reading Lessons</p> <p>LLI (2-5) or PALS (K-1) with Title Teacher</p> <p>Regular progress monitoring via FAST AND Grade-Level Summative Benchmark Assessment, LLI Running Records</p> <p>FAST Progress Monitoring (weekly or bi-weekly) K Paper and pencil letter sounds 1 Decodable Words & Word Blending 2 CBM or Decodable Words & Word Blending 3-5 CBM</p>	<p>Core Block</p> <p>30-45 daily (if it is determined intervention is working and student needs more time)</p> <p>(Pul from You Do It Reading block)</p> <p>OR if intervention is not working, use a different intervention in collaboration w/ SPED and ELL</p>	<p>MCA-II</p> <p>FAST (September, January, March, May)</p> <p>Grade-Level Summative Benchmark Assessments</p> <p>Assess Now</p>	<p>MCA Scale Score 1-10%</p> <p>Combination of FAST, Grade-Level Summative Benchmark Assessments</p> <p>Qualitative assessments</p> <p>Student work</p>	<p>1-5 students</p>	

		<p>(ROAR, sight word cards, PALS)</p> <p>LLI</p>				
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Specialized SPED Instruction							
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Section 5: Professional Development

At PSA, professional development is highly aligned with implementation needs around instructional best practice school-wide. Teachers are trained in systems around curriculum, instruction, assessment, and behavior in an effort to triangulate data to support data with best practices.

PSA Goals and Outcomes: Outline 2015-2017

The goal is to deepen and refine the gradual release model as the school wide strategy.

Spring/Summer 2015:

(May-June 2015)

- Complete training and initial implementation of the GRR model (All)
- Provide differentiated PD with continued implementation timelines around the GR model, with continued coaching and modeling to support all teachers during each phase (All)
- Complete inventory of assessments, curriculum, resources and materials (Kristin and Coaches).
- Complete ELA scope and sequence and use inventory to determine literacy strengths and challenges around curriculum, and assessment (Kristin and Coaches)
- Formative assessments aligned to benchmarks
- Work with Specialists (ELL/SPED/Title), and intervention programming (Ongoing throughout 15-16)

(July-August 2015)

- Design and prepare to implement PLC structures that use formative assessments to guide instructional decision making (to implement in the fall)
- Meeting with coaches and admin. to revise and plan ongoing work
- Elementary training in guided reading/literacy assessments/ and literacy block systems and structures (to be implemented in the fall 2015)
- Meeting with coaches and admin. to revise and plan ongoing work

Fall /Winter 2015:

(September-December 2015)

- Full implementation of the GRR model (refining and deepening the model)
- Initial implementation of guided reading/literacy assessments/ and literacy block systems and structures
- Initial implementation of standards-based instructional scope and sequence within PLC's
- Initial implementation of deeper thinking in we/you do (a.k.a. Close Reading) across grade levels and content areas

Summer Planning for 2016-2017:

(July-August 2016) Implementation planning around:

- Complete training and initial implementation of the GRR model (All)
- Continue to provide differentiated PD with continued implementation timelines around the GR model, with continued coaching and modeling to support all teachers during each phase (All)
- Continue to revise and refine the implementation of, and processes around, assessments, curriculum, resources and materials including the revision of the assessment suite and timelines, and ongoing training and coaching around the implementation of new curriculum including Lucy Calkins, foundational skills curriculum, and secondary ELA curriculum (Kristin and Coaches).
- Continue to revise and refine the implementation of, and processes around, the ELA scope and sequence k-12, and the use of ongoing formative assessments to determine literacy strengths and challenges around curriculum, and assessments, including Lucy Calkins and a new foundational skills program.
- Continue to revise and refine the implementation of and processes within the work around the creation and implementation of a math and science scope and sequence to be implemented fall of 2016 (Kristin and Coaches)
- Continue to revise and refine the rigor of standards-based formative assessments aligned to grade level benchmarks in ELA, Science and Math.
- Work with Specialists (ELL/SPED/Title), and intervention programming throughout k-12 to ensure fidelity around support at each intervention Tier.
- Refine the design of a mentor/coaching system to support the onboarding of new staff around the GRR model of teaching and learning, and the use of the scope and sequence to guide instructional decision making
- Refine the design and prepare to implement PLC structures that use formative assessments to guide instructional decision making using 6 week data cycles (to continue to implement in the fall of 2016)
- Meeting with coaches and admin. to revise and plan ongoing work
- PD around the use of a Close Reading as a building wide strategy 6-12, with initial implementation in fall of 2016 within each content area across grades 6-12

Fall/Winter/Spring 2016-2017: (Phases of implementation to be determined in summer planning)

- Complete training and initial implementation of the GRR model (All)
- Continue to provide differentiated PD with continued implementation timelines around the GR model, with continued coaching and modeling to support all teachers during each phase (All)
- Continue to revise and refine the implementation of, and processes around, assessments, curriculum, resources and materials including the revision of the assessment suite and timelines, and ongoing training and coaching around the implementation of new curriculum including Lucy Calkins, foundational skills curriculum, and secondary ELA curriculum (Kristin and Coaches).
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Section 6: Literacy Instruction in the Classroom

Literacy instruction follows a best practice model of balanced literacy through the model of effective instruction in gradual release of responsibility. At the elementary level teachers

use this model to support literacy and writing within a 120 minute literacy block that includes reading, writing, word study, and response to reading. At the secondary level teachers use this model to support students as they move through literacy collections, which includes the use of close reading, and in which instruction is highly scaffolded to meet the needs of the individual learner.

PSA uses the following curriculum with fidelity within the literacy block at the elementary level to support students as they move along the college and career readiness pathway:

- **Lucy Calkins Units of Reading:**
~This is used to support student's core instruction in literacy as they build pathways to meet college and career readiness standards
- **Lucy Calkins Units of Writing:**
~This is used to support student's core writing instruction alongside Lucy Calkins Units of Reading
- **Words Their Way:**
~WTW is used to support students as they build word study skills to enhance deeper word building understanding, and word meaning in context
- **Fountas and Pinnell Foundations Curriculum:**
~F & P foundations curriculum is used to build students foundational literacy skills to support students "learning to read"
- **Jan Richardson Guiding Readers:**
~This text is used to support teachers as they build guiding reading into their literacy block
- **Leveled Literacy Intervention (LLI):**
~This is used to meet student's needs within in a structured and focused intensive reading intervention. This is delivered by Title 1 and EA's

Guiding Principles for Reading, Writing and Vocabulary

The following seven principles serve as the guiding factors used when formulating this document. These principles are grounded in research on best-practices in literacy instruction, and are meant to serve as the underlying foundation for making all curricular and instructional decisions with regards to literacy at PSA.

1. Reading and writing are about developing meaning.

In elementary schools and early childhood programs, students learn to interact with and produce text. They not only learn how to read, but also learn that reading and writing are about developing meaning and engaging with and producing a variety of texts. Students must be taught comprehension strategies they can apply to help them understand a variety of texts. They must learn about text structures and how to apply their strategies and understandings to new contexts as they begin to synthesize information into new, meaningful constructions.

In secondary schools, students interact with and produce more complex texts. They must move from a dependence on surface structure systems for understanding to deep structure systems. Students must develop the ability to analyze and evaluate text. They must be able to apply their understanding to new contexts and they must be able to synthesize information from a variety of texts into new, meaningful constructions.

2. Reading and writing involve complex thinking and metacognition.

Elementary and early childhood students are learning to be metacognitive. They are taught to think about the strategies and skills they are applying while reading and interacting with text and how these strategies and skills develop their understanding. Writing becomes a critical factor in communicating their thought processes, as students provide evidence of their thinking and learn to explore and connect ideas.

Older students are expanding their cognitive abilities into more symbolic and complex thinking patterns. They are better able to understand and apply the concepts of analogy and metaphor and to generalize concepts learned in context to other content areas. At this stage, writing becomes critical in supporting these expanded abilities. Writing provides a structure for students to explore and connect ideas.

3. Reading and writing require active “conversations” with the text.

All students are learning to continuously interact with the texts they are reading and writing. They learn that what they bring to the text (background knowledge) has as much of an impact on their development of meaning as the actual words that they read. Students are taught through explicit

modeling to listen to their “inner voice” as they read, paying attention to their questions, connections, and predictions. They are explicitly taught to have internal conversations with the author in order to deepen their understandings while reading. Students are also taught that writers hold these internal conversations with the text they are producing, and learn to use these conversations to reflect upon their written messages.

4. Vocabulary and grammar must be developed within context.

Research has shown that lists of words or practice worksheets of grammatical rules that are disconnected from meaningful context are not retained and applied by students; therefore, having little to no lasting benefit. At all levels, instruction should focus on strategies which **embed** vocabulary and grammar within the context of meaningful and authentic reading and writing that provide a more lasting effect on students.

5. Reading and writing are critical components across all content areas.

Teachers of all grade levels need to address reading and writing across content areas. The language of reading and writing should be related and connected across content areas, highlighting the similarities and differences between the relationships of the various content areas (i.e. predicting in language arts, hypothesizing in science, and estimating in math = connecting and applying across contents). It is the teacher’s responsibility to demonstrate these relationships and make the structure of the text transparent, explicitly teaching so that students can apply literacy skills and strategies while making meaning across all content areas.

6. Reading and writing are social experiences.

People write text materials and people read them. Students bring their backgrounds and social context to the table when interacting with text. Through literacy discussion, and explorations of a variety of texts, students are able to develop richer and more nuanced understandings of materials.

7. Reading and writing competence is necessary for academic success and beyond.

Reading and writing skills are not only needed to succeed in post-secondary education, but are also “threshold skills” for the work place. Literacy skills are the leading predictor of completion of high school and college. In addition, businesses report that reading and writing abilities are critical for promotion and retention.

**Scaffolding Instruction to Improve Achievement
through the Gradual Release Model**

Effective literacy instruction supports students as they move from novice to expert readers and writers. All too often teachers introduce students to a skill or material, explain the steps, and then expect the students to complete the assignment independently. Cognitive learning research tells us that another model of instruction, *The Gradual Release Model of Instruction*, developed by Pearson and Gallagher (1983), is far more effective for building student understanding. In this model, instruction moves along a continuum from teacher activity and focus to learner activity and focus.

This continuum can be seen as four stages: teacher directed (modeling), shared practice (teacher and students), guided practice (student practice with support), and independent practice. The greatest student learning occurs in the second and third stages of the model.

Teacher Directed (Modeling) - The teacher:

- o The teacher explicitly describes and explains a skill, activity, assignment...
- o The teacher models the use of a skill/strategy through thinking aloud.

- o The teacher reviews the explanation.

- o The teacher checks for understanding.

- o **The teacher makes the invisible act of learning visible for students.**

Shared Practice - The teacher leads, the students participate:

- o The teacher leads the activity/assignment asking students to participate.
- o The students participate by following along with the teacher, practicing and/or applying the skill/strategy previously modeled.
- o The teacher asks leading questions to encourage students to think about the process, a concept, or an outcome.
- o The students develop understandings as they answer the teacher's questions.

- o The teacher reviews the activity with the students and checks for understanding.

Guided Practice - The students act (sometimes in pairs or groups), the teacher guides:

- o The students (often in cooperative groups) work through the activity/assignment.
- o The teacher monitors and coaches students through the process.

- o The teacher provides students with specific feedback about their work.

- o The teacher continues to ask leading questions to encourage students to find next steps or to think

more deeply about processes and concepts.

- o The teacher debriefs the activity with the students and checks for understanding.

Independent Practice - The student independently applies the skill/strategy

- o The students complete the assignment independently

- o The teacher monitors for understanding and returns to earlier stages if necessary.

- o The student applies skill to new assignments / contexts.

- o The student monitors and evaluates his/her own understanding and self corrects.

- o The student reflects about, analyzes, and evaluates their mastery of the skill/concept.

- o The students are able to apply the skill / concept to the “real world”.

Section 7: Intercultural Competencies / Educational Equity in Literacy Instruction

PSA strives to be a school where intercultural competencies, and educational equity in literacy instruction are provided for all students within their school day, and throughout the school community. We do this through providing ongoing professional training for all staff, as well as through the implementation of literacy curriculum that is written through an equitable lens.

Professional Development:

Staff has received professional development training around intercultural competencies in both the 2015-2016, and 2016-2017 school years. Accountability around this professional development is held within ongoing classroom walk-throughs, observations, PLC's, and staff trainings, and coaching.

k-3 Literacy Curriculum:

Literacy curriculum throughout k-3 at PSA considers both intercultural competencies within its delivery, and educational equity within instruction. PSA uses Lucy Calkins Units of Study for Reading and Writing as core curriculum. These units of study use both anchor texts that were considered through the lens of equity, and teaching processes that scaffold students through an intercultural competency lens.

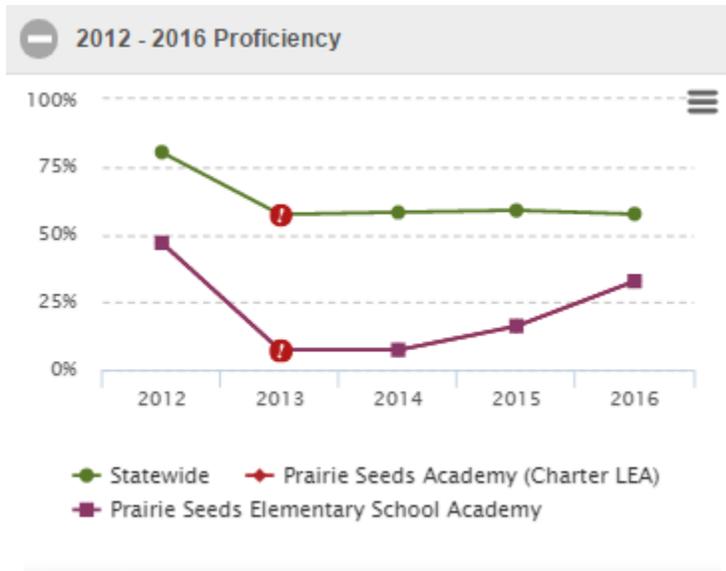
Other literacy curriculum components used in k-3 are Fountas and Pinnell Phonics Curriculum, and Fountas and Pinnell Leveled Literacy Intervention (LLI), both of which consider the whole student, and provide instruction through the lens of equity within anchor texts used, as well as within instructional models.

Section 8: Summary of Assessments and Data

PSA has worked to align our assessment system, to ensure that students are given the right

assessments, at the right time, and for the purpose of driving instructional, and intervention decision-making. PSA has implemented weekly grade level, and content PLC's, as well as six-week data cycles to ensure fidelity around the consistent practice of looking at data school-wide.

The following are data sample summaries that highlight our growth towards reading proficiency in grades k-3 with the implementation of the above mentioned literacy best-practice foundations.



Early Reading English Impact report

School	Fall			Winter			March			May		
	Low	Some	High	Low	Some	High	Low	Some	High	Low	Some	High
	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)
Prairie Seeds Academy	32(30)	28(26)	40(36)	25(24)	27(26)	48(43)	20(5)	20(5)	60(15)	42(38)	30(27)	28(24)
Total	32(30)	28(26)	40(36)	25(24)	27(26)	48(43)	20(5)	20(5)	60(15)	42(38)	30(27)	28(24)

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Early Reading English Impact report



■ Group of students at low risk
 ■ Group of students at some risk
 ■ Group of students at high risk

2nd Grade



aReading Impact report

Teacher (Grade)	Fall			Winter			March			May		
	Low % (#)	Some % (#)	High % (#)	Low % (#)	Some % (#)	High % (#)	Low % (#)	Some % (#)	High % (#)	Low % (#)	Some % (#)	High % (#)
McGuire, M. (02)	4(1)	40(9)	58(12)	31(7)	13(3)	58(12)	0(0)	0(0)	0(0)	9(2)	58(13)	32(7)
Terhune, K. (02)	26(6)	4(1)	70(16)	18(4)	27(6)	55(12)	0(0)	0(0)	0(0)	18(4)	33(8)	48(10)
Wagner, J. (02)	13(3)	22(5)	65(14)	33(7)	14(3)	53(11)	0(0)	0(0)	0(0)	28(6)	28(6)	44(9)