

K-4 Literacy Plan – Harvest Preparatory School

Harvest Preparatory School, of the Harvest Network of Schools (HNS) which has been in existence for over 20 years, is a K-4 Charter School located in Minneapolis, Minnesota. Our goal is that every child will read at or above grade level by the end of third grade. This goal is supported by a strong reading and writing framework, intensive assessment and interventions, and a highly trained staff supported by a data driven staff development model.

In addition to the required components of the literacy plan, our school provides a longer school day; 7:45 a.m. to 4:45 pm., and a longer school year of over 200 school days. Saturday school and extra opportunities are provided to each child during school breaks. Targeted intervention plans are designed for each individual child to ensure mastery of specific skills.

The mission of Harvest Prep is to instruct, empower, enable, and guide students to achieve superior academic, social and moral development.

LITERACY PLAN GOALS

All students will read at or above grade level by the end of third grade.

- 1) Parents will be informed of their child's reading level in all grades K-4 throughout the school year.
- 2) All teachers will participate in a data driven staff development model in reading instruction best practices, as well as extensive staff development in implementation of the Harvest Network of Schools Reading and Writing Framework.
- 3) 80% of Harvest Preparatory School enrolled by October 1 will meet or exceed proficiency in Reading on the MCA-III in Grades 3-4.
- 4) Students in grades K-4 are required to meet their RIT score growth targets on the NWEA assessment in Reading. Fall testing in August/September to spring testing in May of each year must equate to one year growth in reading.
- 5) All students who are not at grade level at each assessment period will receive targeted interventions as well as at least three reading instructional periods each day.
- 6) Reading instruction will be taught by the most qualified reading instructors.
- 7) 85% of the students enrolled by October 1 will be proficient or above in Reading Mastery 1 in Kindergarten and Reading Mastery 2 in 1st Grade.
- 8) All classrooms will implement the Harvest Network of Schools' (HNS) Reading and Writing Framework aligned to the English Language Arts Common Core Standards.

LITERACY PLAN

Scientifically-Based Reading Instruction

At Harvest Preparatory School, reading instruction begins in Kindergarten with a multi-tiered approach based on the HNS Reading and Writing Framework which includes Direct Instruction, Guided Reading and Comprehension, Close Reading, Read Aloud, Independent Reading, Writing, Vocabulary, and Grammar. Students begin reading in Kindergarten learning phonemic awareness, phonetic awareness and sight word mastery taught through guided reading lessons and the Reading Mastery curriculum. This foundation is supported by fluency and comprehension taught through the Journeys Common Core Reading Curriculum. Our goal is that all Kindergarten students will begin reading books by December and complete 160 direct instruction lessons by the end of the year.

Our reading instruction continues in grades 1-4 with extensive focus on the HNS Reading and Writing Framework and targeted reading interventions supported by Title I services in all K-3 classrooms. In Kindergarten through 3rd grade, our reading program includes an intensive 2.5 hour block of instruction and learning. Bi-monthly common, formative assessments are given that include state standards, and the data is used to inform instruction the following week. Interventions are targeted and delivered by the classroom teacher, a computerized Differentiated Instruction computer program, Title teachers, Academic Interventionists, and Special Education teachers.

Harvest Network of Schools' Reading and Writing Framework

Lesson Type	Group Size	What to Teach?
Read-Aloud	Whole Group	Skills from pacing guide
Phonics	Small group by reading level	D I Instruction
Comprehension Skills	Small group by reading level or whole group	Skills from pacing guide
Guided Reading	Small group by reading level	Step
Independent Reading	Individual	Skills for all student
Close Reading	Whole Group/Small Group	Focus on Elements!

Frequency Grid Supporting the HNS Reading and Writing Framework

	Monday	Tuesday	Wednesday	Thursday	Friday
DO Now	Grammar	Grammar	Grammar	Grammar	Grammar
Spiral Review	Read Aloud	Vocabulary	Read Aloud	Vocabulary	Vocabulary
HOTL1	Close Reading Information Comprehension Independent Reading	Guided Reading & Independent Reading	Close Reading Narrative Comprehension Independent Reading	Guided Reading Lesson Independent Reading	Comprehension Independent Reading
HofL2	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency
HM and Exit Ticket	Daily	Daily	Daily	Daily	Daily

Scientifically-Based Reading Assessment

Harvest Preparatory School implements the Driven by Data framework. We use several assessments to measure growth and proficiency in the area of Reading. They include but are not limited to the Northwest Evaluation Assessment, Minnesota Comprehensive Assessment, and Reading Comprehensive Assessments.

Northwest Evaluation Assessment

The Northwest Evaluation Assessment (NWEA) is an adaptive computerized screening assessment that measures growth from one period of time to another. It uniquely matches students' performance based on how well they perform on each item versus assessing them at their grade level. Harvest Preparatory Academy teachers use this data to identify key gaps in learning and implement interventions needed to close the learning gaps.

Minnesota Comprehensive Assessment

Minnesota Comprehensive Assessment (MCA –III) is a summative standards based assessment that evaluates students' grade level proficiency. These are tests Minnesota schools give every year to measure student performance on our state standards. These standards outline what our students should know and do in a particular grade. It is administered yearly in April.

Reading Comprehensive Assessments

Reading Comprehensive Assessments are created by grade level teams using the Common Core Standards in English Language Arts. These assessments are used to assess student progress on the standards every 5-6 weeks. Every term, past and present standards are assessed to ensure students are retaining what has been taught.

Data-Driven Targeted Interventions

A tiered instructional approach to reading is used to target reading instruction.

Frequency Grid supporting multi-tiered instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
DO Now	Grammar	Grammar	Grammar	Grammar	Grammar
Spiral Review	Read Aloud	Vocabulary	Read Aloud	Vocabulary	Vocabulary
HOTL1	Close Reading Information Comprehension Independent Reading	Guided Reading & Independent Reading	Close Reading Narrative Comprehension Independent Reading	Guided Reading Lesson Independent Reading	Comprehension Independent Reading
HotL2	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency	Decoding and Fluency
HM and Exit Ticket	Daily	Daily	Daily	Daily	Daily

Tier 1

Tier 1 instruction includes all students experiencing and mastering our HNS Reading and Writing Framework which includes Direct Instruction, Guided Reading and Comprehension, Close Reading, Read Aloud, Independent Reading, Writing, Vocabulary, and Grammar. In grades k-2, teachers provide three 30 minute blocks of instruction during which students rotate through Direct Instruction, Guided Reading and Comprehension instruction, and Independent Reading and Writing. Students receive additional instruction using the Journeys curriculum.

Tier 2

During Tier 2 instruction, students are pulled for individualized interventions by a Title I teacher, Academic Interventionist, or Minnesota Reading Corps Tutor. Researched interventions include: Letter/Sound Correspondence, Phoneme Blending, Phoneme Segmenting, Blending Words, Repeated Reading with Comprehension Strategy, Newscaster Reading, Duet Reading, Pencil Tap, Stop/Go and last but not least Great Leaps. The most effective intervention is determined by the student's performance on the scientifically based reading assessments described above.

Tier 3

Tier 3 involves more intense direct intervention services. Students receive individualized instruction from a resource Special Education teacher or Academic Interventionists with paraprofessional support. At times students may use computer assisted curricula and targeted strand instruction as intense intervention methods.

Plan for EL Learners

All teachers are responsible for using effective strategies for teaching English Learners. EL teachers are also part of the Harvest Preparatory Academy staff to support teachers and children. Professional development is given to all teachers at the beginning of the year by presenting research based strategies from EL experts such as Jeff Zwiers and Margo Gottlieb. Teachers are trained in using the SIOP model for instruction and developing content and language objectives in all subjects. Informal and formal observations will include feedback on EL/SIOP. Coaching and plans for improvement will include specific strategies to meet the needs of all learners. Resources that include best practices in EL/SIOP strategies will be used and available for all staff.

Parent Notification and Involvement

Harvest Preparatory School works with parents to communicate the academic progress of their children after each assessment. Harvest Preparatory School currently uses parent conferences and weekly parent assessment reports to notify parents about where their children are on the grade level assessments.

Parents of children who are below grade level are informed of extra opportunities such as reading intervention during school breaks in addition to extra material sent home for practice.

Targeted Data Driven Professional Development

Harvest Preparatory School educators are committed to excellence and mastery of reading of all students. We will continue to support the growth and development of our teachers in all reading instruction.

PROGRAM	WHEN	TOPIC
Pre-Service Professional Development	July 12 July 15 July 18 July 19 July 20 July 21 July 25 – 29 July 27 July 29 August 2	Mentoring Program Technology in the classroom Driven by Data Effective Family Conferencing Close Reading Instruction Middle School ELA Framework Sheltered Instruction Observation Protocol (SIOP) training Differentiated Instruction NIFDI Training – Effective Direct Instruction STEP Assessment training Planning for Guided Reading HNS Reading and Writing Framework Reading Mastery/Horizons training
In-Service Professional Development	Weekly Monthly	Reading Mastery I and II, Language for Learning, and Horizons instructional coaching and practice during grade level PLC meetings Literacy Professional development
Grade Level Meetings	Weekly	Data Driven Decision Making
Formal Observations	Three times per year October, March, May	Targeted Skill Development
Informal Observations/Feedback	Each individual teacher is observed at least Three times per month	Targeted Skill Development

Communication for Annual Reporting

The Literacy Plan is posted on the Harvest Preparatory School website. The site lists the district number, name, and contact information. There is also a process for stakeholder comments.

Summary

Harvest Preparatory School is committed to 100% of our students reading at or above grade level by the end of 3rd grade. The continuous review of data results in evaluation of our instructional methods, instructional material and staff development drive this commitment. The staff and administration are committed to closing the achievement gap and mastery of reading for all students. We are confident that the above Literacy Plan will guide us to exceed our goals.