



Amended August 2022

***District # 763 Medford Public Schools
Local Literacy Plan K-3***

Reading well by third grade is one of many developmental milestones in a child's educational experiences. Literacy development starts at an early age and is the basis of all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills. These skills will allow a student to continually expand their understanding of what they read, make meaning, and transfer their learning across all subject areas. Effective literacy instruction will build a solid foundation for all students. The result of this will be reading well by third grade and beyond allowing all students to meet their highest potential. This will encourage life-long literacy and will prepare them for the demands of college and the workplace.

Medford Elementary School recognizes reading proficiency as an essential component to school success. Medford has committed to ensuring that a comprehensive plan is in place for all students in order to respond to the needs of each individual learner. Our comprehensive literacy plan recognizes the unique literacy needs of individual students and ensures that their needs are met. At Medford Elementary School, we guide students to Read Well by Third Grade through effective core reading instruction, prescribed reading interventions and individual goal setting with students. In order to identify and monitor the varying needs of our students, school-wide benchmark screening and formative assessments are administered and analyzed through Professional Learning Communities. We provide research-based professional development for all staff, focusing on effective literacy instruction. Medford Schools provide communication with all stakeholders in order to promote literacy and create a community-wide partnership.

Process for Assessing All Students' Reading Proficiency

All students are assessed three times per year using the universal screener, Fastbridge. Early Literacy Battery and Reading Battery benchmarks are used and consist of: Letter Word Sounds Fluency (LWSF), Letter Naming Fluency (LNF), Phonemic Segmentation (PSF), Word Reading Fluency (WRF), Auditory Vocabulary (AVF), Reading Comprehension, Oral and/or Silent Reading Fluency (ORF/SRF), and Vocabulary Fluency.

Medford establishes proficiency based on the Fastbridge national norms, which are reflective of the national student population.

STAR 360 Testing

Other assessments that are used to assess reading proficiency include Rigby Reads/Fountas & Pinnell, STAR 360 assessments and grade level specific formative assessments. These are given several times per year.

Medford establishes proficiency based on the STAR 360 national norms, which are reflective of the national student population. Local norms are included to reflect how Medford compares to the rest of the nation.

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

All K-3 students receive approximately 90 minutes of core reading instruction daily. In addition, during our built in intervention block of 30 minutes students will receive small group, skill based instruction.

Flexible groups change throughout the year based on students' instructional reading level and STAR assessment strand outcomes. Students not meeting proficiency benchmarks receive Tier 2 Interventions through our Title I program. Students who are identified as at-risk will also receive 30 minutes of intense 1 to 1 interventions with a Response to Intervention (RtI) paraprofessional. Tier 2 and 3 interventions may include, but are not limited to: Read Naturally, SMART, Reading Corp. and others as determined by best practices and our RtI/SBIT (Site Based Intervention Team).

The Site Based Intervention Team meets twice a week to review individual student progress and student response to interventions. Recommendations for interventions or modifications of services are discussed. The SBIT consists of a Title One teacher, ELL teacher, Special Education representative, grade level teachers (one/grade) and administration.

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

<div>TIER THREE—CORE ++</div> <div>Scientific Research Based</div> <div>SPED/ SBIT/ ELL Pull Out</div>	<div>TIER TWO—CORE +</div> <div>Scientific Research Based</div> <div>Title 1—Pull out / ELL Push In</div> <div>In Class Title 1</div> <div>Reading Corp Literacy Tutor</div>	<div>TIER ONE—CORE</div> <div>Evidence Based</div> <div>Regular Education</div>	<div>Literacy Enrichment CORE +</div>
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<p>1. Student Population</p> <p>Target 1-10%</p> <p>2. Assessments</p> <p>Progress Monitoring —once a week AIMS</p> <p>3. Instructional Strategies</p> <p>1:1 Skills as needed ELL pull out as qualified</p> <p>4. Instructor</p> <p>Paraprofessional Special/ ELL Education Teachers</p> <p>5. Program</p> <p>IEPs/ Individual Plans</p>	<p>1. Student Population</p> <p>Targeted 5-10%</p> <p>2. Assessments</p> <p>Progress Monitoring—once a week AIMSweb</p> <p>3. Instructional Strategies</p> <p>Title pull out 1/2 hr. daily ELL pull out as qualified</p> <p>4. Instructor</p> <p>Title Teacher ELL Teacher</p> <p>5. Program</p>	<p>1. Student Population</p> <p>School-Wide 80-90%</p> <p>2. Assessments</p> <p>AIMSweb Plus—3 times per year Progress Monitoring—1 time per month for Title in class, STAR 360, MCA</p> <p>3. Instructional Strategies</p> <p>Differentiation</p> <p>4. Instructor</p> <p>Regular Teacher</p> <p>5. Program</p> <p>Houghton Mifflin Harcourt —Reading Houghton Mifflin Harcourt—Math Pearson Science & Social Studies</p>	<p>1. Student Population</p> <p>Targeted 5-10%</p> <p>2. Assessments</p> <p>AIMSweb Plus—3 times per year STAR 360 and MCA</p> <p>3. Instructional Strategies</p> <p>Students exceeding proficiency benchmarks are provided with enrichment extensions during 30 minute flexible grouping time. Students in grade 2-5 may also qualify for our High Potential Program</p> <p>4. Instructor</p> <p>Classroom teacher High Potential teacher</p>
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Entrance and Exit Criteria for Interventions

Grade	Entrance Criteria for Services	Exit Criteria
Kindergarten:	<ul style="list-style-type: none">• Below 10% on Fastbridge (Rtl)• Below 20 % on Fastbridge (Title One)	<ul style="list-style-type: none">• At or above 20% on Fastbridge (Rtl)• At or above 30% on Fastbridge (Title One)
Grade 1:	<ul style="list-style-type: none">• Below 10% on Fastbridge (Rtl)• Below 20 % on Fastbridge (Title One)	<ul style="list-style-type: none">• At or above 20% on Fastbridge (Rtl)• At or above 30% on Fastbridge (Title One)
Grade 2:	<ul style="list-style-type: none">• 35% and below on STAR 360 Assessments• Below 10% on Fastbridge (Rtl)• Below 20 % on Fastbridge (Title One)	<ul style="list-style-type: none">• Above 35% on STAR 360 Assessments• At or above 20% on Fastbridge (Rtl)• At or above 30% on Fastbridge (Title One)
Grade 3:	<ul style="list-style-type: none">• 35% and below on STAR 360 Assessments• Below 10% on Fastbridge (Rtl)• Below 20 % on Fastbridge (Title One)	<ul style="list-style-type: none">• Above 35% on STAR 360 Assessments• At or above 20% on Fastbridge (Rtl)• At or above 30% on Fastbridge (Title One)

Interventions

Level of Intervention	Tier 3 (Intensive)	Tier 2 (Supplemental)	Core Instruction	Literacy Enrichment
Timeframe of Intervention	30-60 minutes/day 5x per week	3-5 times per week	90-120 minutes daily throughout the school year	1x per week Grades 1-5
Focus of Intervention	5 pillars of reading: <ul style="list-style-type: none"> Phonemic awareness Decoding Fluency Vocabulary Comprehension 	5 pillars of reading: <ul style="list-style-type: none"> Phonemic awareness Decoding Fluency Vocabulary Comprehension 	5 pillars of reading: <ul style="list-style-type: none"> Phonemic awareness Decoding Fluency Vocabulary Comprehension 	<ul style="list-style-type: none"> Decoding Fluency Vocabulary Comprehension Critical Thinking Skills
Research Based Instructional Approaches	<ul style="list-style-type: none"> Explicit and systematic instruction Teacher modeling Shared reading Repeated reading techniques Sheltered Instruction S.M.A.R.T 	<ul style="list-style-type: none"> Explicit and systematic instruction Teacher modeling Shared reading Repeated reading techniques Sheltered Instruction S.M.A.R.T 	<ul style="list-style-type: none"> Partner reading Shared reading Guided reading Flexible grouping Repeated reading Sheltered Instruction S.M.A.R.T 	<ul style="list-style-type: none"> Literature Groups Flexible Grouping Project Based Learning Bloom's Taxonomy
Materials	<ul style="list-style-type: none"> PALS Early Success/Soar to Success Earobics Read Naturally Word Warm-ups Florida Center for Reading Research Program Orton Gillingham Handwriting Without Tears Words Their Way Reading First Guided Reading Library 	<ul style="list-style-type: none"> PALS Early Success/Soar to Success Earobics Read Naturally Word Warm-ups Florida Center for Reading Research Program Orton Gillingham Handwriting Without Tears Words Their Way Reading First Guided Reading Library 	<ul style="list-style-type: none"> Literacy by Design Guided Reading Library S.M.A.R.T manual/teacher created materials 	<ul style="list-style-type: none"> Junior Great Books Jacob's Ladder Literature Circle Library
Describe how instruction is delivered, for how many minutes per day, days/week	<ul style="list-style-type: none"> RTI 1:1 30 minutes 5x per week Small Group Instruction 30-60 minutes 	<ul style="list-style-type: none"> Guided Reading 15-45 minutes daily Title One 30 minutes daily 	<ul style="list-style-type: none"> Whole Group Instruction 30 minutes daily Small group instruction 15-30 minutes 3-5 x per week 	<ul style="list-style-type: none"> Small Group Instruction/ Push-in 30 min. 1x per week Lunch Bunch
Describe who delivers instruction/ratio of students to staff	<ul style="list-style-type: none"> RTI Paraprofessionals 1:1 Title One Teachers 1:6-1:8 Classroom Teachers 1:25 Title One Paraprofessionals 1:1-1:3 Special Education Teachers 1:2-1:5 Special Education Paraprofessionals 1:1-1:2 	<ul style="list-style-type: none"> Title One Teachers 1:6-1:8 Classroom Teachers 1:25 Title One Paraprofessionals 1:1-1:3 	<ul style="list-style-type: none"> Title One Teachers 1:6-1:8 Classroom Teachers 1:25 Title One Paraprofessionals 	<ul style="list-style-type: none"> High Potential Teacher 1:6