

RECOMMENDED LITERACY BLOCKS

- **PreK:**
Language arts is integrated throughout the day
- **Kindergarten:**
120-minute language arts block
- **Grades 1-2:**
150-minute language arts block including Individualized Daily Reading (IDR)
- **Grade 3:**
135-minute language arts block including Individualized Daily Reading (IDR)

TUTORING



Students can participate up to two hours per week.

PROGRESS MONITORING

Students assigned to Tiers 2 and 3 will receive additional intervention support and informal assessments to monitor progress. Data will be assessed regularly and intervention modified as needed.

SUGGESTIONS FOR SCHOOL TO HOME CONNECTION

- Daily at home reading
- Make a special reading corner
- Find your at home reading partner
- Daily talk about school



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Every
student can learn to read.



OUR BIG GOAL: All students will achieve proficiency in reading by third grade.

LITERACY PLAN

The HMC-1 birth – 3rd grade Literacy Plan

- Outlines assessments, interventions, district curriculum resources and instructional plan designed to improve reading proficiency
- Monitors progress on quarterly targets and yearly goals
- From birth to five years old, HMC-1 provides parents as first teachers as a foundation of literacy for early learning

FIVE PILLARS OF READING

- **Phonemic Awareness:** the awareness of the sounds that make up spoken words
- **Phonics:** the relationship between letters and sounds
- **Fluency:** the ability to read with speed, accuracy, and proper expression
- **Vocabulary:** the ability to figure out the meaning of words while reading
- **Comprehension:** the ability to make meaning from print

These research-based pillars are proven to ensure reading proficiency by third grade

REGULAR ASSESSMENT MONITORING:

i-Ready assessment achievement level ranges have been established using National Percentile Ranks or scale scores to determine if students are reading on their assigned grade levels (proficient readers).

- Students performing within the Advanced / Proficient range are categorized GREEN
- Students performing within the basic range are categorized YELLOW
- Students performing below basic range are categorized RED

The Four Key Instructional Approaches that Support Proficiency in Reading

- Modeled reading
- Shared reading
- Guided reading
- Independent reading

The Knowledge and Skills Students Need for Proficiency in Literacy

- 5 pillars of reading
- Oral language in reading/ writing
- Ability to activate prior knowledge and experience
- Ability to apply higher order thinking skills

INTERVENTIONS:

This section details the interventions that are utilized when students are not reading on grade level and/or not progressing as expected.

HMC-1 Response to Intervention Plan (RTI):

RTI is an early detection, prevention, and support system that attempts to identify and assist struggling students with appropriate levels of intervention. It is a framework for making instructional decisions based on data, and consists of four components:

- Universal screening using an assessment tool (STAR Early Literacy, iReady, DRA)
- Identification and placement of students into three tiers of instruction based on their respective needs for intervention
- Interventional instruction as appropriate for each student's tier
- Continual monitoring to check progress and ensure compliance

Tier III

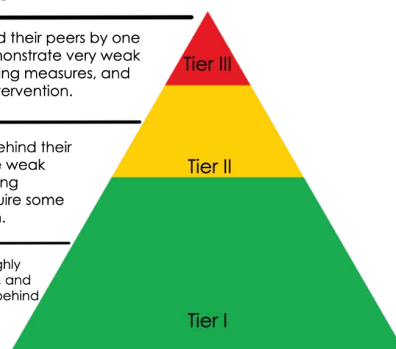
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier II

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier I

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.



LITERACY ASSESSMENTS

This section identifies the measures used to assess literacy proficiency birth – 3rd grade

- Ages and Stages (ASG) Questionnaire: from birth to six years old.
- Developmental Indicators for the Assessment of Learning (DIAL): from ages 2.5 to 6.
- STAR Early Literacy: formative literacy assessment administered in PreK.
- Creative Curriculum: is a subset of the 38 objectives from Creative Curriculum that are predictive of children's school success and conform to state early learning standards in PreK.
- Quarterly Collaborative Classroom Assessments: in K-3.
- Developmental Reading Assessment (DRA): is a diagnostic assessment given 2 times per year in K-3.
- i-Ready: is a district formative assessment given at least once a quarter to assess reading proficiency in K-3.
- Missouri Assessment Program (MAP): assesses students' progress toward mastery of the Missouri Learning Standards in grades 3-5.

CURRICULUM

- **Creative Curriculum:** Covers important areas of children's development & learning; social-emotional, physical, language, cognitive, literacy, math, science and technology, social studies, the arts and English-language acquisition in PreK.
- **Collaborative Classroom:** Marries the latest research in literacy education with useful, concrete support for teachers to build a caring community that motivates and inspires students to grow as readers, writers, thinkers, and people in K-3.