



ROCORI School District #750

Local Literacy Plan: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school’s website annually.

District or Charter School Information

District or Charter School Name and Number: ROCORI School District# 0750

Date of Last Revision: June 13, 2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Sixty-five percent of students tested in grades K and 1 will meet the low-risk benchmark for Fastbridge earlyReading during the spring testing window of 2025.

Sixty-five percent of students tested in grades 2-11 will meet the low-risk benchmark for Fastbridge aReading during the spring testing window of 2025.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: Fastbridge AUTOREading and aReading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: Fastbridge CBMreading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Parents receive screening assessment data via Skyward and during parent teacher conferences. Family reports from Fastbridge are shared after each screening period. If a student qualifies for intervention services offered through Title I or ADSIS, a parent letter is sent home.

General parent information regarding literacy instruction is communicated through classroom newsletters by grade-level teachers.

Parents will be directed to the Reading Rockets website which includes tipsheets for parents to use in guiding their child's literacy journey. These tipsheets are available in multiple languages to support families who speak other languages.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	141	87	141	42	141	35
1 st	136	46	140	61	136	33
2 nd	130	65	135	71	130	32
3 rd	140	82	144	87	140	20

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Assessment Used: aReading (Spring 2024)

Grade Level Measure: Low Risk Benchmark Score

Identified with Characteristics of Dyslexia Measure: High Risk Benchmark Score

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	152	71	152	30
5 th	147	65	147	35
6 th	161	61	161	28
7 th	176	58	176	126
8 th	193	71	193	27
9 th	230	71	230	32
10 th	193	65	193	42
11 th	182	94	182	30
12 th	No data available	No data available	No data available	No data available

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	McGraw Hill Wonders 2017	Comprehensive	Whole: 90 Differentiated: 30
1 st	McGraw Hill Wonders 2017	Comprehensive	Whole: 90 Differentiated: 30
2 nd	McGraw Hill Wonders 2017	Comprehensive	Whole: 90 Differentiated: 30
3 rd	McGraw Hill Wonders 2017	Comprehensive	Whole: 90 Differentiated: 30
4 th	McGraw Hill Wonders 2017	Comprehensive	Whole: 60 Differentiated: 30
5 th	McGraw Hill Wonders 2017	Comprehensive	Whole: 60 Differentiated: 30

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Teacher-developed curriculum based on Pearson Prentice Hall Literature 2010 and novels	Comprehension, writing, and vocabulary	53-minute period; 3 trimesters
7 th	Teacher-developed curriculum based on Pearson Prentice Hall Literature 2010 and novels	Comprehension, writing, and vocabulary	53-minute period; 3 trimesters
8 th	Teacher-developed curriculum based on Pearson Prentice Hall Literature 2010 and novels	Comprehension, writing, and vocabulary	53-minute period; 3 trimesters
9 th	Teacher-developed curriculum based on state ELA standards	Focus on comprehension and writing	70-minute block; 2 trimesters
10 th	Teacher-developed curriculum based on state ELA standards	Focus on comprehension and writing	70-minute block; 2 trimesters
11 th	Teacher-developed curriculum based on state ELA standards	Focus on comprehension and writing	70-minute block; 2 trimesters
12 th	Teacher-developed curriculum based on state ELA standards	Focus on comprehension and writing	70-minute block; 2 trimesters

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

The district is currently in the process of revising and refining its MTSS model to reflect the MnMTSS framework. The districtwide MTSS Leadership Team meets 5-6 times per year to review data, discuss process, and evaluate effectiveness of system and practice. Current areas of improvement include improved instruction within the core blocks, better communication and engagement of parents, and consistent decision-making frameworks throughout the elementary grade levels.

Tier I targeted evidence-based reading instruction is measured through fall, winter, and spring screening assessments. The ROCORI School District uses Fastbridge assessments and the system's risk level framework to determine needs in Tier 1 instruction. Principals guide data evaluation with teaching staff, examining risk levels and growth measures to determine a plan of action for improving student learning as measured by earlyReading and FastTrack reading assessments.

Classroom teachers and interventionists examine the same data to determine Tier 2 and 3 intervention needs. Reading interventionists serve students in whose scores on various composite and subtests fall below the 20th percentile. Classroom teachers serve students whose scores fall between the 20th and 40th percentile with small group interventions within the classroom during intervention times. Progress monitoring is completed using Fastbridge progress monitoring tools. A student who scores at or above the benchmark score in the next round of screening will be exited from Tier 2 and/or 3 supports. Progress monitoring data is also consulted.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

All teacher with a K-6 teaching license who teach at the elementary schools throughout the district will receive LETRS training by June 30, 2026. Special education teachers and English Language teachers K-12 will also receive LETRS training during this time. Most intervention staff have already completed LETRS training; those who have not will join the cohort completing training by June 30, 2026. Early childhood staff will receive LETRS Early Childhood training by June 30, 2026.

The district curriculum committee has directed the K-5 ELA review team to locate curricular resources that utilize structured literacy instruction as a core practice. During implementation of the new curriculum in 2025-2026, professional development and feedback will be provided to teachers to assure accurate implementation and fidelity to the delivery of evidence-based instructional practice. Screening data alongside common summative and formative assessment review will inform continuous improvement of instruction for student learning.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	8	3	0	5
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	31	15	5	11
Grades 4-5 (or 6) Classroom Educators (if applicable)	12	0	3	9
K-12 Reading Interventionists	8	5	0	3
K-12 Special Education Educators responsible for reading instruction	19	0	2	17
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	12 (not counting grades 4-5 teachers who will complete LETRS)	0	0	12
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	All will be trained during Phase 1			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	?			
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	Curriculum director will be trained during Phase 1			
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school’s implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Based on the Literacy Framework provided within LETRS, the district will refine practices in the following areas:

- Intentional response to data and assessment
- Improved high quality research-based Tier 1 core literacy instruction
- Intervention designed to meet specific needs of students and to accelerate grade-level proficiency

The following action steps will be implemented in the next three years:

AREA	Action Steps
Professional Development	<ul style="list-style-type: none"> • Support Phase I implementation of evidence-based reading instruction professional development through LETRS. • Provide guidance on essential standards and learning targets in updated MN ELA standards • Train all teachers in administration and analysis of key diagnostic tools used to identify areas of need for students who show evidence of struggle in reading development
Instruction	<ul style="list-style-type: none"> • Construct master schedule to ensure 90 minutes of evidence-based reading instruction in grades K-5 • Begin the work of identifying essentials standards and learning targets in the new MN ELA standards • Provide curricular resources aligned to a research-based scope and sequence addressing all five components of literacy
Intervention	<ul style="list-style-type: none"> • Ensure all students who are below benchmark receive interventions daily • Utilize WIN time to address identified literacy needs of students • Progress monitor growth with fidelity and respond to the data accordingly
Assessment and Response	<ul style="list-style-type: none"> • Provide clarity regarding MnMTSS processes as it relates to Tier 2 and 3, particularly in intervention implementation and progress monitoring • Train teachers in use of diagnostic assessments to identify targeted student needs in foundational literacy skills
Leadership	<ul style="list-style-type: none"> • Create and communicate systemwide protocols to data-based decision making

	<ul style="list-style-type: none"> • Allocate resources to support the implementation of evidence-based literacy practices across the district
<p>Family and Community Engagement</p>	<ul style="list-style-type: none"> • Clearly communicate universal screening data with family • Dialogue with parents/guardians regarding diagnostic data, interventions, progress monitoring, and next steps to provide evidence-based reading interventions and support for growth