



# District 750 ROCORI Public Schools Local Literacy Plan 2019-20

*“Literacy is not a luxury, it is a right and a responsibility.*

*If our world is to meet the challenges of the twenty-first century  
we must harness the energy and creativity of all our citizens.”*

**- President Clinton on International Literacy Day, September 8th 1994**

## Local Literacy Plan:

Consistent with this section, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site. – MN Statute 120B.12

## Literacy Goal Statement:

To teach all children to read accurately, fluently, and with comprehension by the end of third grade using a multi-tiered system of support in all elementary buildings that will meet the learning needs of ALL students.

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# ROCORI Public Schools

## 2019-2020 K-5 Literacy Plan

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Dear Families and Community Partners:

The 2019-20 Literacy Plan for ROCORI Public Schools is being presented as a part of a comprehensive system of accountability for the District. We have established this report to keep the citizens of Rockville, Cold Spring, and Richmond well-informed on the Literacy Plan for K-12 students in our schools, and to engage the community in an open, ongoing dialogue about our District and the education of our students.

This report provides highlights in the areas of Literacy Assessment, Communication, Instruction, Intervention, Professional Development, and Annual Data. It is reflective of the goals adopted by the Board of Education through the Strategic Roadmap Plan for Continued Excellence.

The Literacy Plan is just one component of the District's systemic approach to shared accountability. Rather than relying on a few indicators or point-in-time test scores, we are developing multiple sources of feedback that will be useful in helping the community assess our progress. This plan, titled District 750 ROCORI Public Schools Local Literacy Plan, provides information on progress toward the benchmarks established as part of the Strategic Plan, as well as some of the outstanding classroom achievements and activities from the past year in Literacy.

ROCORI Public Schools is determined to ensure that all of its graduates are prepared to tackle whatever post-secondary options they choose to pursue. The benchmarks detailed in this report will make certain that we continue to cultivate excellence in the District. We are continuing to examine every aspect of our work to guarantee greater efficiency and effectiveness, and ensure that all of our actions support the ROCORI roadmap and mission: To be Central Minnesota's Standard of Excellence

Challenges remain on our quest for excellence. However, we are resolute in our focus and we know that by working together, by making no excuses, by holding our stakeholders and ourselves accountable, we can eliminate achievement gaps, raise the bar on learning for all children and make an even greater impact on the lives of our students and on the future of the communities we serve.

We encourage everyone in this community to embrace our mission and to join us as we continue to build toward excellence.

# State and District Parameters

The ROCORI School District must comply with federal and state education laws. We are responsible for adhering to policies set forth by the ROCORI Roadmap sanctioned by the ROCORI School Board.

## **Reading Well by Third Grade, MN Statute 120B.12**

<https://education.mn.gov/MDE/dse/prof/>

Consistent with MN Statute 201B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by grade three. Districts must post their plans to the District website and submit proficiency data to the commissioner annually.

## **ROCORI Public Schools**

<http://www.rocori.k12.mn.us>

## Literacy Criteria used in Creating the ROCORI Literacy Plan:

There are **five essential components** to effective reading instruction. The five essential components must be intentionally present in a literacy plan in order for students to learn how to read. The five components are **phonemic awareness, phonics, fluency, vocabulary, and comprehension.**

**Standards** ensure that all students are prepared for success in post-secondary education and/or the workforce. Standards help ensure that students are receiving a high quality education consistently, from school-to-school and district-to-district.

**Viable and Reliable Assessments** are important to an effective reading program. Good assessments can help teachers know and understand what skills students are missing and what skills they have already acquired.

**Curriculum and Aligned Materials** are important to an effective reading program. Curriculum should be scientifically researched based and focus on the five essential components related to good reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Systematic and Explicit Instruction** is necessary to make sure that instruction is focused, clear and modeled. When planning instruction teachers need to provide a learning experience that allows time to learn, practice and apply the reading skills being taught.

**Aligned Professional Development** must be a priority and focus on understanding the relationship between the standards, curriculum and materials within the district so that teachers can plan cohesive and coherent learning experiences for **ALL** students.

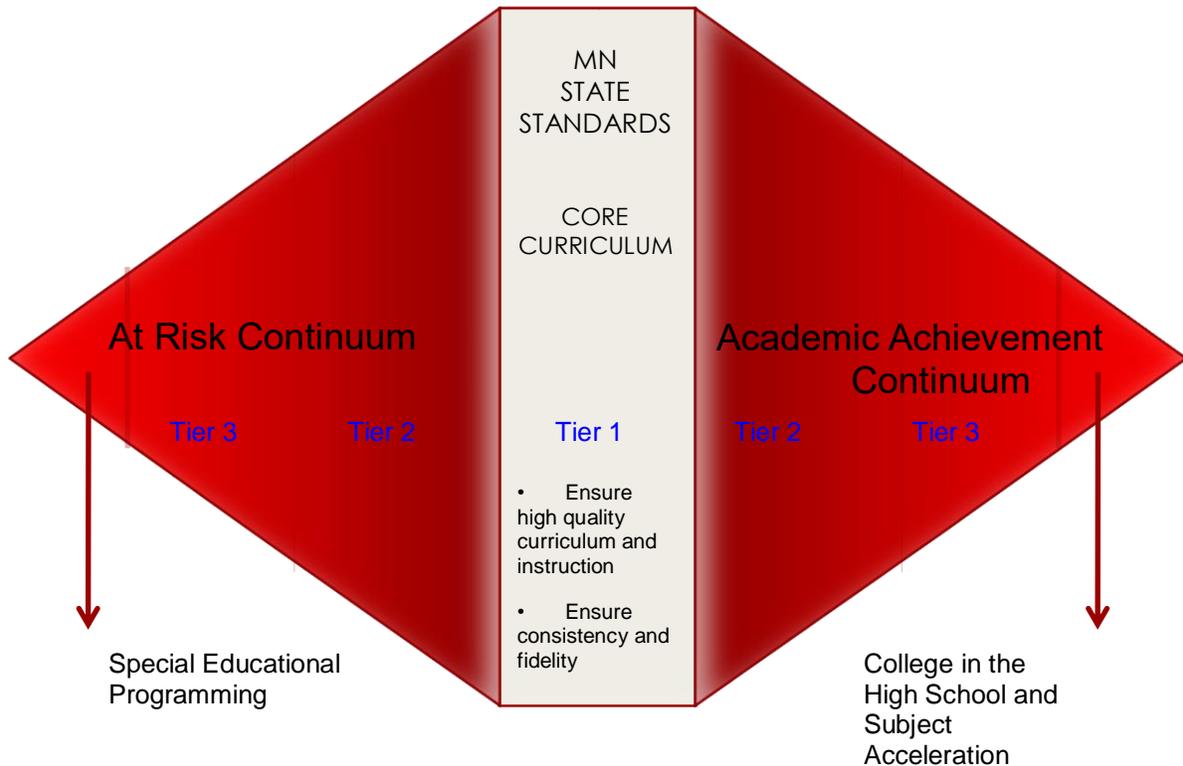
**Instructional Leadership** plays an important role to provide teachers with the resources needed to ensure that our students are reading well by third grade. This leadership comes from **Administrative Leaders and Instructional Team.** Teachers are then responsible for communicating clear goals and expectations for student learning in their classrooms as **Teacher Leaders.**

# Overview of Literacy Plan

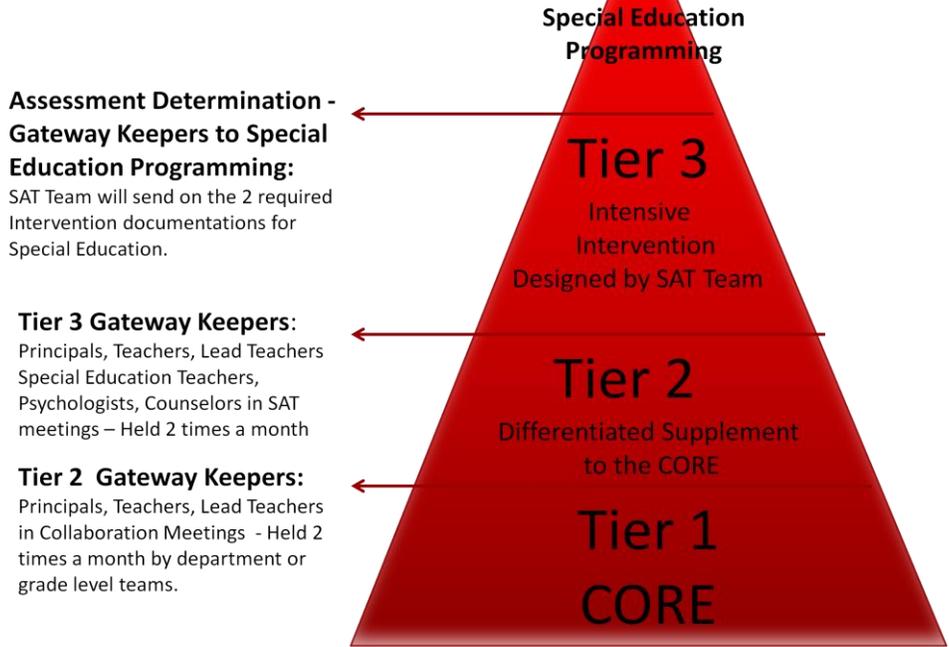
## Overview of the Literacy Plan **Framework K-3**

The framework purpose is to create common language and a coherent system that ensures high quality instruction for **ALL** students.

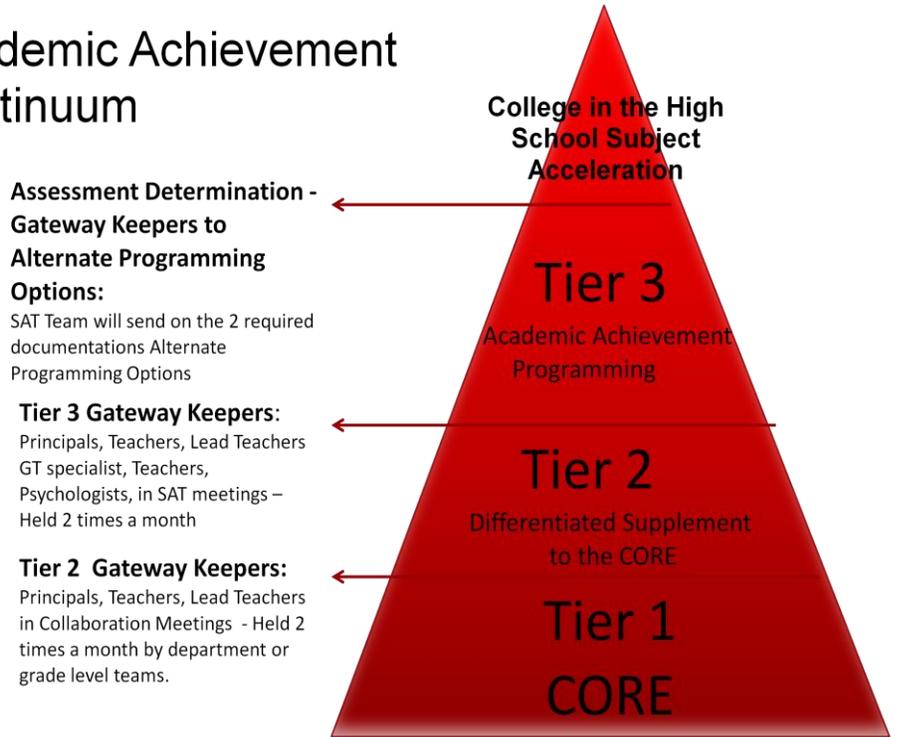
### ROCORI Curriculum & Instruction Tiered Service Delivery Model



# At Risk Continuum



# Academic Achievement Continuum



# Section 1: Assessment

Students will demonstrate reading proficiency in the primary grades and be fluent by third grade. ROCORI's goal is for all students to be at or above grade level on FAST assessments.

ROCORI will challenge students at all ability levels during our differentiated instruction time set aside for all students inside the school day along with high quality core programming instruction. Students may also qualify for specific programs through our Response to Intervention program for students above or below proficiency benchmarks.

Classroom and tiered instruction are informed by critically looking at data from district assessments. A brief explanation of district assessments used to measure student proficiency and qualify students for specific programs through our Response to Intervention programming is provided below.

## Assessment Dates

Assessment	Grade Level	Fall	Winter	Spring	Other
Minnesota Comprehensive Assessment	3, 4, and 5			X	
FAST aReading	K, 1, 2, 3, 4 and 5	X	X	X	
FAST CBM	2, 3, 4 and 5	X	X	X	
FAST earlyReading	K, 1 and 2	X	X	X	
Leveled Benchmarking	K,1,2,3,4 and 5	X	X	X	

## Benchmarks

The internal indicators (exclamation points) within the FAST system identify students by risk level. If there are no indicators (exclamation points), the student is considered low risk. If there is a single exclamation point, the student is considered to be at some risk. Students with double exclamation points are at high risk. Qualification for Tier Services uses multiple data points. The primary screeners used are FAST aReading, FAST earlyReading, MCAs (grades 4-5) and local literacy benchmarking standards. Students must qualify in two out of three screeners at the AT RISK level to qualify for services

## Section 2: Communication

### **District Website**

<http://www.rocori.k12.mn.us>

## **District Assessment Information and Calendars**

### **At Risk Programming**

#### **Fall Open House Night:**

Parents are invited to meet with Tiered Interventionists to go over student data and sign title compacts once entrance and exit criteria are explained. Interventions that are available to students not reading at or above grade level will be explained to parents. Parents and or caregivers are contacted by newsletters, flyers, and phone messages in both Spanish and English

#### **Parent Teacher Conferences**

Parents are invited to attend two scheduled Parent Teacher conference meetings to meet with Tiered Interventionists to go over student data and review student intervention plan. Parents and/or caregivers are contacted by newsletters, flyers, and phone messages in both Spanish and English. Interpretive services are available.

#### **Keep in Touch (KIT)**

Each year parents are invited in to the elementary setting to visit their child's classroom and learn about the curriculum and instruction that happens in that particular grade level.

#### **Building Newsletters**

Every elementary school has a monthly newsletter. Parents are able to receive the newsletter electronically and through their child's backpack.

#### **School Messenger**

Often times, throughout the year, the school has information that needs to be delivered to the entire student body's parents. In these cases, we utilize a messenger service that delivers information both through a recorded telephone message as well as an e-mail.

# Section 3: Instruction

## Tier 1

All schools must use **Wonders** Framework to organize and align their standards, assessments, curriculum, and instruction. It will increase student engagement through planning learning experiences that emphasize high levels of Blooms Taxonomy. Core Standards and concepts will be delivered through a gradual release model utilizing large group, small group and individual conferring.

## Tier 2

All schools must provide differentiation outside the core instruction. Differentiation instructional blocks will occur for **30 total minutes by general classroom teachers**.

All schools must provide an interventionist to oversee instruction for the following groups during this time:

### At Risk Student

#### Qualifiers

- Minnesota Comprehensive Assessment (MCA)- Does not meet or partially meets
- FAST aReading – Some Risk !, High Risk !!
- FAST early reading- Some Risk !, High Risk !!
- Wonders Benchmarking at risk standards

## Tier 3

All schools must provide intensive instructional support above Tier 2 for students that need more of an individual educational plan to maximize their yearly academic growth. This time will be of greater intensity (Group Size, Duration) than Tier 2 Services.

All schools must provide a content specialist for the following groups

At Risk Student in Tier 2 and are not making progress

Academic Achievement Students in Tier 2 and are not making progress

All schools must use a Tier 3 progress-monitoring tool for “At Risk” students. Progress will be reported to the school RtI team and student group data will be included in a district RtI summary of data reported to the school board.

Intervention will be designed by the SAT (student assistance team) to fit the need or needs of the individual student. An Interventionist and/or Academic Achievement Specialist (as necessary) will be part of the SAT. Interventions used for “At Risk” students need to act as a qualifier for a SPED assessment.

## **Academic Achievement**

Academic Achievement at ROCORI Public Schools begins with prospective students in grades 3-8 meeting an MCA achievement level of "exceeds" in both math and reading. Students who successfully meet this entry requirement are then given the Cognitive Abilities (CogAT) Test.

Students scoring at least a 90% composite score on the CogAT test will be considered for Academic Achievement programming after consultation with past/current teachers.

Programming for these students consists of a combination of Depth of Knowledge (DOK) training and Roger Taylor designed interdisciplinary units which emphasize multiple intelligences and research-based learning.

Students scoring below a 90% composite score qualify for our "Power Hour" programming which also includes DOK training and research-based learning.

## Section 4: Professional Development

- **Building Staff Development Days**
- **Academy Day**
- **Building Staff Development Opportunities**
- **District Staff Development Opportunities**

### **Literacy Focused Professional development**

ROCORI Schools provides relevant professional development experiences aligned to adopted curriculum, Minnesota Academic Standards and common assessments found in our units of study.

ROCORI Schools provides an avenue for all teachers to choose professional development through our District Staff Development Committee.

ROCORI Schools provides a variety of in-service/workshop opportunities that target literacy strategies at the elementary and secondary level on Academy Day.

ROCORI Schools provides data focused collaboration time for teachers to collaborate and problem solve.

ROCORI Schools provides a comprehensive 3-year induction program for new teachers

# Section 5: Annual Data Submission

		Count of Students "at or above grade level" and Count of Students Assessed														
		District Summary						School # 1			School #2			School #3		
								Cold Spring Elementary			Richmond Elementary			Rockville Elementary		
		Number						Number			Number			Number		
Type of Measure	Name of Measure	Purpose(s) (Screening, Diagnosis, PM)	Tier(s) Where assessment is used	Percent "at or above grade level"	Number "at or above grade level"	Number Assessed	Percent "at or above grade level"	Number "at or above grade level"	Number Assessed	Percent "at or above grade level"	Number "at or above grade level"	Number Assessed	Percent "at or above grade level"	Number "at or above grade level"	Number Assessed	
Kindergarten	Letter Sounds	FAST earlyReading	Screening	Tier 1,2	44%	56	126	37%	31	83	68%	15	22	48%	10	21
	Nonsense Words	FAST earlyReading	Screening	Tier 1,2	41%	52	126	40%	33	83	55%	12	22	33%	7	21
	Sight Words	FAST earlyReading	Screening	Tier 1,2	41%	52	126	42%	35	83	55%	12	22	24%	5	21
	Word Segmentation	FAST earlyReading	Screening	Tier 1,2	38%	48	126	41%	34	83	55%	12	22	10%	2	21
	Composite Score	FAST aReading	Screening	Tier 1,2	56%	70	124	56%	45	81	77%	17	22	38%	8	21
Grade 1	Word Segmentation	FAST earlyReading	Screening	Tier 1,2	60%	72	121	53%	43	81	64%	14	22	83%	15	18
	Nonsense Words	FAST earlyReading	Screening	Tier 1,2	56%	68	121	52%	42	81	73%	16	22	56%	10	18
	Sight Words	FAST earlyReading	Screening	Tier 1,2	51%	62	121	53%	43	81	45%	10	22	50%	9	18
	Oral Reading Fluency	CBM	Screening	Tier 1,2	58%	70	121	56%	45	81	55%	12	22	72%	13	18
	Composite Score	FAST aReading	Screening	Tier 1,2	63%	76	121	62%	50	81	59%	13	22	72%	13	18
Grade 2	Oral Reading Fluency	CBM	Screening	Tier 1,2	60%	62	103	66%	44	67	59%	10	17	42%	8	19
	Composite Score	FAST aReading	Screening	Tier 1,2	74%	76	103	76%	51	67	82%	14	17	58%	11	19
Grade 3	Oral Reading Fluency	CBM	Screening	Tier 1,2	65%	77	118	70%	50	71	58%	14	24	57%	13	23
	Composite Score	FAST aReading	Screening	Tier 1,2	73%	86	118	73%	52	71	71%	17	24	74%	17	23