



*tISD 883*

**Rockford Area Schools  
Rockford Elementary  
Local Literacy Plan**

**Reading Well by Grade 3  
2022-2023**

**Our Mission for Literacy  
To ensure reading proficiency by the end of grade 3**

We will accomplish this mission by:

1. Providing comprehensive scientifically based reading instruction consistent with state statutes.
2. Ensuring that the curriculum is aligned with the Minnesota English Language Arts (ELA) standards which are built on career and college readiness standards.
3. Identifying before the end of kindergarten, grade 1 and grade 2, students who are at risk of not learning to read at grade-level by the end of second grade.
4. Using assessment data to guide instruction to help ensure learning for all students. The data will also be used to determine which students can benefit from our multi-tiered academic interventions.
5. Providing job-embedded staff development that is aligned with the goals of the district's literacy plan including, but not limited to: scientifically based reading instruction, assessments, classroom management, parent and community involvement, differentiation (meeting the needs of individual students) culturally responsive classroom, technology and innovation and state standards.
6. Communicating with parents about the literacy development of their children.

**Vision**

The Rockford Area Schools believe that all learners, given quality instruction, can reach their full potential.

**Current Practice  
Core Curriculum**

The Rockford Area Schools elementary reading and writing curriculum is supported by the Houghton-Mifflin Journeys Reading Program, Making Meaning, Guided Vocabulary, Guided Spelling and Being a Writer published by Development Studies Center. The elementary reading and language arts curriculum supports balanced literacy and differentiated instruction through scientifically based instructional strategies. All grade levels use the Daily Five process that provide the framework for small group and individualized instruction. Daily Five gives students opportunities for choice and independence during their literacy block. While teachers work with small guided reading groups, individuals choose the following activities: 'Read to Self', 'Read to Someone', 'Work on Writing', 'Word Work', and 'Listen to Reading'. All five areas of reading instruction are assessed and taught:

- phonemic awareness

- phonics
- fluency
- vocabulary development
- reading comprehension

Reading instruction will focus on two text types as described by the Minnesota English Language Arts standards, literature and informational. The instruction will also focus on the eight comprehension strategies:

### **Retelling**

Good readers use retelling to identify and remember important ideas or sequences of events that they need to know or recall. Students in Grades K–2 retell stories using setting, character, and plot to organize their thinking.

### **Using Schema/Making Connections**

Good readers construct meaning by connecting their prior knowledge to information in the text. Students activate relevant prior knowledge before, during, and after reading.

### **Visualizing**

Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

### **Wondering/Questioning**

Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

### **Making Inferences**

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts.

### **Determining Important Ideas**

Determining the important ideas in texts helps readers identify information that is essential to know and remember. Students identify information that is essential to know and remember.

### **Understanding Text Structure**

Good readers use their knowledge of narrative and expository text structure to improve their comprehension. Students use story elements (e.g., setting, characters, plot) to help them understand stories, and identify and use features (e.g., headings, subheadings) and relationships (cause and effect, compare and contrast) to help them comprehend expository texts.

### **Summarizing**

Good readers identify and bring together the essential ideas of a text as a way of understanding what they have read and communicating it to others. Students identify important ideas in a text and use them to develop oral and written summaries.

## **Synthesizing**

Synthesizing is a complex process that requires readers to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text. Students in grades 4–8 synthesize to form opinions and make judgments about texts.

Reading instruction will promote students' ability to access complex text. Reading instruction will be supported by the district, aligned to the school needs, focused on groups and individuals, and grounded in Minnesota English Language Arts Standards. The Rockford Area Schools routinely reviews curriculum to ensure alignment with the standards. Curriculum review and alignment is facilitated by stakeholder representation including: district leaders, reading teachers, special education teachers and others.

## **Early Language and Literacy**

The Rockford Area Schools offers all day every day kindergarten for all students. Students have the opportunity to be immersed in reading during formative years. Research clearly demonstrates that this results in increased reading skills. The kindergarten curriculum includes the pillars of literacy, also known as the "Emergent Literacy Skills," which are explicitly taught and assessed:

- letter knowledge
- phonological awareness
- book and print knowledge
- early word recognition
- comprehension
- emergent writing

## **Multi-Tiered System of Support**

The Rockford Area Schools multi-tiered system of intervention offers high quality differentiated instruction and reading intervention to students falling within specific ranges of proficiency as determined by local benchmark assessments that are aligned with the state English Language Arts Standards. The categories of proficiency includes: consistently excels/exceeds the standards (4), secure application of skills/meets the standards (3), developing skills/partially meets the standards (2), and beginning to understand/does not meet the standards (1).

All students receive differentiated core instruction, specifically guided reading using Houghton Mifflin Journeys reading program. Students who fall behind in beginning to understand/does not meet the standards receive additional support through teacher intervention using the Houghton-Mifflin Journeys Reading Program. Effective reading intervention addresses the needs of all students who struggle. Currently, the MTSS (Multi-Tiered System of Support) framework is often used to structure intervention services and monitor response. Using MTSS, the school screens to identify at-risk students, implements research-based instruction, monitors progress, and adjusts the instructional intensity appropriately. Through a conscientious use of the MTSS framework, teachers target instructional interventions to specific areas of need as soon as those needs become clear. The Houghton-Mifflin Journeys Reading program provides research-based tools and systems that support the MTSS model.

Additional support is available to students who are not proficient. These supports may include working with the Reading Intervention Specialist, the Title I Reading Teacher or the English

Language Learner Teacher. These services are determined through the use of assessment data, teacher documentation of failed interventions, and recommendation from the Intervention Team (iTeam) Committee.

Students who qualify for gifted and talented services enter into the EXCEL program which focuses on a range of interdisciplinary and cross-curricular learning projects. EXCEL students delve into technical reading, scientific literacy, and information literacy. EXCEL students are continually asked to evaluate their findings so they can effectively use the information for problem solving, inquiry and evaluation thereby promoting critical thinking skills.

The multi-tiered system of support is monitored by principals, the director of teaching and learning and classroom teachers. Academic data retreats provide staff development and facilitate meetings focused on guiding instruction through the use of data and individual student needs. Student achievement is continually monitored to ensure quality instruction.

### **Professional Development**

Professional development opportunities for elementary teachers include:

- District early release days
- District staff development days
- Building wide grade level/department meetings (weekly)
- Quality Compensation: Professional learning communities focusing on high student achievement - Reading
- Administrative support: Principals, Director of Teaching and Learning, district reading specialist, and others

Academic Data Retreats offer elementary teachers targeted training based on classroom goals, and targeted training based on learner data throughout the school year. The focus of the training is to achieve the Rockford Area Schools district goal which includes all students being proficient in reading, writing, math and science.

### **Parent and Community Involvement**

Communication with parents occurs in various formats. General information on teaching and learning and support for literacy development at home is provided in district and building newsletters and web-pages. Student report cards are standards based reports for parents/guardians to better understand what the learning expectations are required at the end of each grade level in reading. The source for building the standards based report cards was the 2010 MN English Language Arts Standards. Students and their families are invited to attend an annual event hosted by Title I and REAMS' educators. This family fun Math and Reading night is dedicated to helping families enjoy the areas of reading and mathematics through games and activities.

### **Family and Community Empowerment**

Family and Community Empowerment (FCE), a resource of the Northwest Suburban Integration School District collaborative works with schools and families to improve student achievement through parental involvement. FCE does what it takes to get parents engaged in their children's education. FCE services and activities can provide support to schools in many areas including: Improving access to resources, improving home-school relations, providing informative and

educational activities as well as personal growth opportunities and an opportunity to network with parents of diverse backgrounds.

### **Infinite Campus**

Infinite Campus offers a direct link for parents to view their students' academic progress. The elementary school offers informal outreach which includes a variety of volunteer opportunities and Family Fun Learning to Read nights.

### **Cultural Responsiveness**

The Rockford Area Schools seeks to improve the cultural responsiveness of its administrators, teachers, support staff, and students through a variety of different avenues. Rockford Elementary Arts Magnet School is a Northwest Suburban Integration School (NWSISD) collaborative partner and can access the following resources for students and families.

- **Multicultural Resource Center**

The Multicultural Resource Center (MRC) provides educators with resources for creating culturally responsive learning environments. The MRC offers multicultural materials, curriculum, and professional development opportunities for educators.

- **Translation Services**

Contracted services are used for translation needs within the school district.

English Language Learners (ELL) benefit from the multi-tiered system of intervention and receive individual monitoring and teaching from a licensed ELL teacher based on state guidelines. The ELL teacher receives professional development similar to that of instructional data retreats, observation coaches and in addition, receives training through the Minnesota Department of Education and ELL specific conferences. The ELL teacher provides professional development to teachers.

- **Diversity Training**

Staff at NWSISD and Minnesota Department of Education provided district-wide training to the Rockford Area Schools staff in the area of diversity. This training will be ongoing.

### **Assessment**

The Rockford Area Schools system of assessment of reading includes a series of local benchmark tests administered at the beginning-of-year, middle-of-year, and end of year. The Rockford Area Schools administers the Minnesota Comprehensive Assessment in Reading (MCA) within the test windows provided by the state of Minnesota. Proficiency guidelines have been determined for each assessment. MCA proficiency is based on state guidelines. Proficiency for the Running Record and Oral Reading Fluency are based on national norms. Other assessment proficiencies are based on district guidelines determined by the district Reading - Language Arts Committee.

### Local Benchmark Assessments (Beginning of the Year, Mid-Year, End of Year)

Grade	Assessment
Kindergarten	FAST Testing, Fountas and Pinnell assessment, Benchmark Assessments Include: Oral Language, Text Level/Comprehension, Oral Reading fluency, Print Concepts, Phonemic Awareness, Letter recognition, Letter-Sound Correspondence (Phonics), Word Knowledge
Grade 1	FAST Testing, Fountas and Pinnell assessment, Benchmark Assessments Include: Oral Language, Text Level/Comprehension, Oral Reading fluency, Print Concepts, Phonemic Awareness, Letter recognition, Letter-Sound Correspondence (Phonics), Word Knowledge
Grade 2	FAST Testing, Fountas and Pinnell assessment Benchmark Assessments: Text Level/Comprehension, Oral Reading Fluency, Letter-Sound Correspondence (Phonics)
Grade 3	FAST Testing, Fountas and Pinnell, Benchmark Assessments: Text Level/Comprehension, Oral Reading Fluency, Vocabulary.

Assessment	Purpose	Grade Level	Frequency	Proficiency
Fountas and Pinnell Benchmarking System	Screening	K-3-Targeted Students	2-4X per year	K: Level A/B/C/D 1: Level E/F/G/H/I/J 2: Level K/L/M 3: Level:N/O/P
Reading Corps Fluency Screener	Screening	K-3-Targeted Students	3x per year	K: 8/27/48 1: 36/52/82 2: 63/97/116 3: 100/122/135
FastBridge Formative Assessment System for Teachers (FAST)	Screening Diagnostic	K-3-All Students	3x per year	K: 391/415/435 1: 434/452/469 2: 465/480/485 3: 481/497/502

### Present Levels of Performance

The Rockford Area Schools provide educational services for approximately 1551 students. The student population of Rockford Elementary Arts Magnet School is made up of the following demographic breakdown with its 589 student enrollment the subgroups are: White not of Hispanic origin (75.6%) Asian (2.4%), Black, not of Hispanic origin (4.4%), American Indian/Alaska Native (0%) and Hispanic (12.6%). 16.5% of the student population receives

special education services, and 9.0% of the student population is identified as Limited English Proficient. With regard to socioeconomic status, 28.0% of the student population qualifies for Free or Reduced Price Lunch.

## **Goals and Measurable Objectives**

The Rockford Area Schools has developed goals for each of the areas of this plan that supports this work.

### **1. Core Instruction**

Goal: Provide high quality core reading instruction to every student in grades K-3, which includes a 90 minute literacy block with small group instruction.

Measurable Objective: All K-3 teachers will provide a minimum of 120 minutes of core Language Arts instruction to all student in grades K-3 as measured by each teacher's daily schedule.

### **2. Intervention**

Goal: Implement a multi-tiered intervention system that provides additional time for scientifically research-based interventions to learners not meeting standards.

Measurable Objective: The Literacy Intervention Specialist will work with Tier III students in grades K-2 to progress monitor and collect data for students struggling in the area of reading. Tier II students in grades K-3, who struggle in the area of reading, will receive additional support services through the Title I Reading program.

### **3. Staff Development**

Goal: Provide high-quality, job embedded educator training that increases skills in implementing core reading instruction, the implementation of a multi-tiered system of support and increasing skills to implementing culturally responsive support.

Measurable Objective: Teachers at all grade levels will be provided weekly PLC meeting times and district staff development days that will provide ongoing support and training in the following areas: Instructional strategies, content area reading strategies, differentiated instruction. Each teacher will write an individual reading goal and use supporting data as proof of accomplishment.

### **4. Assessment**

Goal: Ensure that assessment used for guiding instruction and determining interventions is valid and easily accessible to teachers.

Measurable Objective: Teachers will participate in data retreats annually to analyze the data to determine appropriate ongoing instruction for students in grades K-3.

### **5. Parent and Community Involvement**

Goal: Involve parents and the community in the district's charge to have all students reading well by third grade.

Measurable Objective: Parents will be provided standards-based report cards at all grade levels so that they may better understand what is required at the end of each grade level in the area of

reading. Parents will also be invited to participate in an annual event to gain strategies to assist their child in the area of reading and math