



Rothsay Public School  
2040 Co Rd 52  
Rothsay, MN 56579  
(208) 867-2116

**ROTHSAY SCHOOL  
K-3 LOCAL LITERACY PLAN  
with DATA**

2022-23

**I. General Information and Instructions:**

Minnesota Local Literacy Plan 2021-22

**DISTRICT/CHARTER and SCHOOL SITE  
IDENTIFICATION INFORMATION**

Superintendent/Director: Wade Johnson	Fax: 218-867-2376
Site Address: 2040 Co. Rd 52, Rothsay, MN 56579	Email: wjohnson@rothsay.k12.mn.us
School Name and Number: Rothsay Public School #0850-01	Phone: 218-867-2116
Principal/Director: Karilee Traurig	Fax: 218-867-2376
Site Address: 2040 Co. Rd 52, Rothsay, MN 56579	Email: ktraurig@rothsay.k12.mn.us
<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Wade Johnson	Superintendent
Karilee Traurig	Principal/Title One Coordinator
Jessi Colby	Board Member/Parent
MaryBeth Peterson	Grade 3 Teacher
Kristen Heidecker	Kindergarten Teacher
Ruth Rice	Special Education Teacher
Ingrid Johnson	Grade 2 Teacher/ Parent


**LOCAL BOARD OF EDUCATION ACTION**

The local Board of Education of Rothsay Public School (District Name) has authorized

Wade Johnson (Name) at a monthly meeting to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2020-21. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

  
(Signature of Superintendent/Director)

6-13-2022  
(Date)

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All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the five elements prescribed under MS section 120B.12:

Requirements to be included in the local literacy plan:

Reporting:


- 1) Summary of reading assessment results
- 2) Summary of efforts to screen and identify students with dyslexia and convergency insufficiency disorder.
- 3) Copy of the Local Literacy Plan
  - Assessment of students' level of reading proficiency.
  - Interventions for students who are not reading at or above grade level.
  - Notification and parental/community involvement
  - Meet staff development needs in reading and writing instruction and practice

All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

Comprehension  
Vocabulary  
Fluency  
Phonics  
Phonemic Awareness



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## I. Purpose Statement

Rothsay school will ensure that all students meet reading proficiency at each grade level Kindergarten through Grade 3.

This plan focuses the district's literacy efforts in the following areas to ensure all students in grades K-3 are proficient in reading:

- Providing supports to ensure all students have access to a high quality preschool experience and a successful transition from PreK to K through a variety of prekindergarten experiences.
- Improving PreK through grade 3 teachers' capacity to meet the needs of all students.
- Expanding the use of student data, and ensuring that information is available to teachers and other stakeholders.
- Providing education, and support to parents to increase their capacity to support their children's literacy development at home.


Students are proficient when they are able to read grade level texts representative of the levels outlined in the text complexity bands of the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects accurately, fluently, and with comprehension and demonstrate mastery of state standards using the process and tools described below.

District and school wide leaders regularly analyze the services provided and make informed decisions to ensure reading proficiency for all students by the end of Grade 3. Professional Learning Communities (PLC) grade level teams meet monthly regarding common reading classroom assessment scores and student progress according to FAST Bridge progress monitoring. Our vision to support reading proficiency for all students Kindergarten-Grade 3 is supported through all day every day kindergarten and making our best effort to keep class sizes below 25 in grades K-3.

Rothsay Elementary School has adopted and fully implemented the rigorous reading curriculum resource of Houghton Mifflin/Harcourt (HM/H) Journeys program for all Kindergarten-Grade 6 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five big ideas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency.

Rothsay School is committed to instilling a love of reading in all students. All books in the elementary school library and classroom libraries in grades 2-6 are labeled for Accelerated Reader. All students in grades 2-6 take the Accelerated Reader STAR Assessment once per month (once per month in grades 7-8) to determine reading levels and progress.

Rothsay Elementary School administers benchmark assessments for reading fluency and comprehension of text using the FAST Bridge (Reading-Curriculum Based Measurement, Early Reading composite score assessments and the aReading assessment). All students are screened using these assessments three times per year, and students not reaching identified benchmarks will receive intervention in the classroom. Special Education

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students are monitored weekly; title one subgroup students monitored bi-monthly. Other students identified as at-risk are monitored monthly, using the fast FAST Bridge fluency assessments. The FAST Bridge tests of early literacy assessments are being administered in kindergarten and grade 1 to assess fluency and application of literacy skills though a composite score of 4 assessments.

The goal of Rothsay Public School district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The standards are aligned with the district’s curriculum and assessments to ensure that the standards are taught within the time available. Specific information is included in the K-3 Literacy Plan that follows this summary in addition to results of our progress toward reading proficiency for all.





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## **II. USE OF DATA**

Rothsay Elementary uses multiple data points from reading assessments designed for screening, diagnostics, and progress monitoring. Assessments are administered according to a prescribed schedule using appropriate norms to support decisions and instruction.

**FAST Bridge is used as a screening/benchmark assessment. The target scores (30% National) for each grade level are listed in the following charts:**

### **Kindergarten FAST Bridge Assessments**

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [7]	Onset Sounds [15]	Letter Sounds [36]
Onset Sounds [9]	Letter Sounds [23]	Word Segmenting [28]
Letter Names [12]	Word Segmenting [22]	Nonsense Words [10]
Letter Sounds [2]	Nonsense Words [5]	Sight Words [9]
<b>Early Reading Composite [32]</b>	<b>Early Reading Composite [48]</b>	<b>Early Reading Composite [61]</b>
aReading [379] (Comprehension)	aReading [408] (Comprehension)	aReading [428] (Comprehension)

### **Grade 1 FAST Bridge Assessments**

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [27]	Word Segmenting [30]	Word Segmenting [30]
Nonsense Words [8]	Nonsense Words [14]	Nonsense Words [18]
Sight Words [10]	Sight Words [39]	Sight Words [57]
Reading-Curriculum Based Measure [10] (Reading Fluency)	Reading-Curriculum Based Measure [27] (Reading Fluency)	Reading-Curriculum Based Measure [53] (Reading Fluency)
<b>Early Reading Composite [30]</b>	<b>Early Reading Composite [46]</b>	<b>Early Reading Composite [58]</b>
aReading [428] (Comprehension)	aReading [447] (Comprehension)	aReading [460] (Comprehension)



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2022-23


**Grade 2 FAST Bridge Assessments**

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [43] (Reading Fluency)	Reading-Curriculum Based Measure [72] (Reading Fluency)	Reading-Curriculum Based Measure [89] (Reading Fluency)
aReading [462] (Comprehension)	aReading [475] (Comprehension)	aReading [482] (Comprehension)

**Grade 3 FAST Bridge Assessments**

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [76] (Reading Fluency)	Reading-Curriculum Based Measure [99] (Reading Fluency)	Reading-Curriculum Based Measure [113] (Reading Fluency)
aReading [482] (Comprehension)	aReading [492] (Comprehension)	aReading [497] (Comprehension)



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**Rothsay Elementary School FASTBridge Assessment results and indication of student progress toward reading Proficiency**

FAST Bridge **Early Reading Composite score** is used as a screening/benchmark assessment for students in Kindergarten and 1<sup>st</sup> Grade. The number and percentage of students proficient is reflected in the chart below.

FASTBridge Early Reading Composite Score - Spring 2021	Number of students proficient (above 30 <sup>th</sup> percentile - National Norms)	Number of Students Tested	Percent Proficient (above 30 <sup>th</sup> percentile)
Kindergarten	10	20	50%
1 <sup>st</sup> Grade	9	16	56%

FAST Bridge **aReading** is used as a screening/benchmark assessment for students in grades 1, 2, and 3. The number and percentage of students proficient at each grade level reflected in the chart below.

FASTBridge - aReading Score - Spring 2021	Number of students proficient (above 30 <sup>th</sup> percentile- National Norms)	Number of Students Tested	Percent of Students Proficient at Grade Level (above 30 <sup>th</sup> Percentile)
1 <sup>st</sup> Grade	9	16	56%
2 <sup>nd</sup> Grade	11	24	46%
3 <sup>rd</sup> Grade	15	18	83%

FAST Bridge **Reading-Curriculum Based Measure (R-CBM)** is used as a screening/benchmark assessment for students in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. The percentages of students at meeting grade-level proficiency norms for grades 1-3 through score Spring 2021 below.

FASTBridge - CBM – Reading Fluency - Spring 2021	Number of students proficient (testing above 30 <sup>th</sup> percentile – National Norms)	Number of students tested	Percent of students on Grade Level (above 30% tile - National Norms)
1 <sup>st</sup> Grade	10	16	63%
2 <sup>nd</sup> Grade	11	24	46%
3 <sup>rd</sup> Grade	15	18	83%



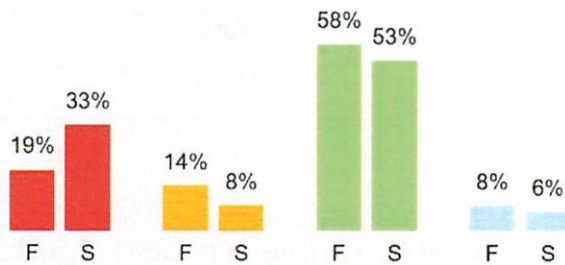
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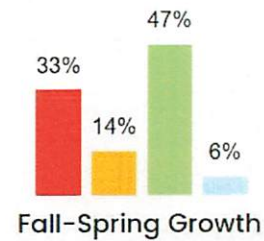
2022-23

## FASTBridge Early Reading Group Growth Report – Kindergarten and First Fall 2021-Spring 2022

Scores Of All Students In Group  
By Normative Categories: ?




Growth Of All Students In Group  
By Normative Categories: ?



Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score
	Fall Score	Spring Score		
KG	34	62	60.2	64.0
ONE	34	66	64.1	66.0

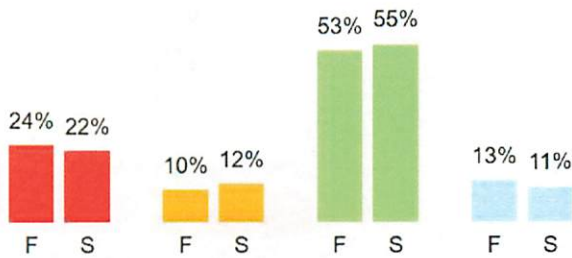
0-19.99 %ile
 20-29.99 %ile
 30-84.99 %ile
 85 %ile and Above



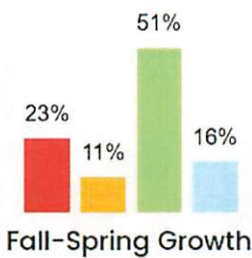
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**FAST Reading Curriculum Based Measure R-CBM Grades One, Two and Three**  
**Group Growth Report –Fall 2021-Spring 2022**

Scores Of All Students In Group  
By Normative Categories: ?




Growth Of All Students In Group  
By Normative Categories: ?



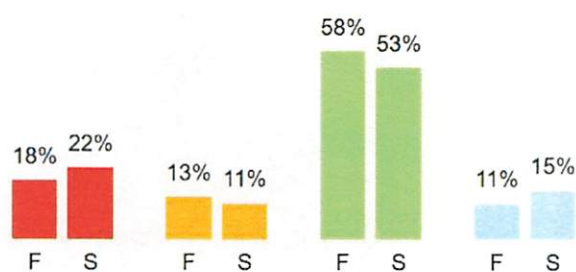
Grade Level	Median Student <a href="#">More Data</a>		Predicted Score	End of Year Goal Score
	Fall Score	Spring Score		
ONE	 15	 60	 54.9	 66.0
TWO	 17	 80	 75.7	 101.0
THREE	 90	 130	 129.3	 151.0

 0-19.99 %ile
 20-29.99 %ile
 30-84.99 %ile
 85 %ile and Above

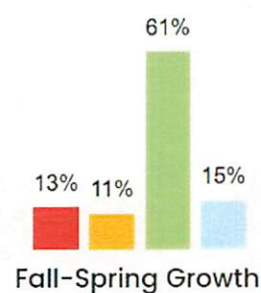
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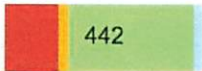


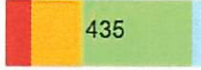












**FAST aReading Group Growth Report – Grades K, One, Two and Three**  
**Fall 2021-Spring 2022**


Scores Of All Students In Group  
By Normative Categories: ?



Growth Of All Students In Group  
By Normative Categories: ?



Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Spring Score		
KG	 386	 442	 439.3	 455.0
ONE	 435	 466	 466.0	 468.0
TWO	 454	 479	 479.2	 490.0
THREE	 491	 508	 507.9	 517.0
				

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## STAR Reading Proficiency

All students in grades 3 -6 are assessed using the STAR Reading Enterprise assessments once per month. The results provide data for screening and help our staff make essential reading instructional strategies more effective for every student through personalized reading practice aligned to each student's current level. STAR assessments measure a student's comprehension and vocabulary skills. AR also assesses each student's reading performance with three types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills. Students set AR goals, keep track of how many minutes they read each month and AR quiz percentages. The charts indicate the achievement of students in grade 3. This data is used to determine which students fall below the 50<sup>th</sup> percentile rank scale score and will require further intervention to improve performance.

## Grade 3 STAR Reading 2021-22 Consolidated Results

### PR Distribution Summary

Percentile	Students	Percent
Below 25th	4	20%
25th to 49th	5	25%
50th to 74th	7	35%
75th & Above	4	20%

### GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0%
1.0 - 1.9	1	5%
2.0 - 2.9	2	10%
3.0 - 3.9	8	40%
4.0 - 4.9	5	25%
5.0 - 5.9	2	10%
6.0 - 6.9	2	10%
7.0 - 7.9	0	0%
8.0 - 8.9	0	0%
9.0 - 9.9	0	0%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9+	0	0%


### IRL Distribution Summary

IRL	Students	Percent
PP (< 0)	1	5%
P (0.0 - 0.9)	0	0%
1.0 - 1.9	0	0%
2.0 - 2.9	3	15%
3.0 - 3.9	10	50%
4.0 - 4.9	4	20%
5.0 - 5.9	0	0%
6.0 - 6.9	1	5%
7.0 - 7.9	1	5%
8.0 - 8.9	0	0%
9.0 - 9.9	0	0%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9	0	0%
PHS (13+)	0	0%

### Summary

Students	Count	Avg Score
Tested	20	515L
Not Tested	0	



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### Sight Word (Dolch Word) Assessment Proficiency

Sight word assessment results for Kindergarten and first grade are collected at regular intervals throughout the school year through fall, winter and spring benchmark periods. The chart below shows proficiency results for Kindergarten and first grade. Kindergarten has 65 sight words, Grade 1 has 132 Pre-primer, primer, and 1st grade-level sight words. Assessment tool software ESGI is used to test students and monitor progress. The goal is to have all students (80%) proficient on grade-level sight words.

The number of Students Meeting proficiency on Kindergarten and 1<sup>st</sup> Grade Level Dolch Words is in the graph below. Benchmarking period: Spring 2021.

Students Meeting proficiency on 65 Kindergarten and 132 First Grade Level Sight Words Assessment tool: ESGI Spring 2021			
GRADE LEVEL	Number Proficient - Students at or above Grade-level Sight Words Score Spring 2021 (80% words correct)	Number Tested	Percent Proficient
Kindergarten	9	20	45%
1 <sup>st</sup> Grade	14	16	88%

### 2021-22 Reading MCA Goals - Rothsay Public School's World Best Workforce Plan Reading - Plans, Goals, and Benchmarks for Instruction and Student Achievement

"All Students in Third Grade Achieving Grade-Level Literacy"

WBWF Goal:

- 2020-2021 kindergarten through third grade goal in reading: To increase the number of students proficient (Percentile rank above 20%) on the Formative Assessment System for Teachers (FAST™) aReading assessment by 2%. 75% in 2020 to 77% in 2021. Fall 2021 data used for reporting.

WBWF Result:

- Fall 2021: 82% of students in grades Kindergarten through 3<sup>rd</sup> grade were proficient (above the 20<sup>th</sup> percentile) on Formative Assessment System for Teachers (FAST™) aReading assessment

WBWF Goal:


- 2020-21 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient by 2% in all identified subgroups. 65.9% proficient in 2020 to 63.9% in 2021. (48.2% proficient is the 2021 state average)

WBWF Result:

- 2021 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency: 52% of Rothsay Students were proficient

Grade Level	Task
All Students	Strategies



	<b>Rothsay Public School</b> 2040 Co Rd 52 Rothsay, MN 56579 (208) 867-2116	<b>ROTHSAY SCHOOL</b> <b>K-3 LOCAL LITERACY PLAN</b> <b>with DATA</b>	2022-23
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<b>Grades 3-6</b>	<ul style="list-style-type: none"> <li>• All Staff – during workshop and early release days (9 per school year) will work in professional learning communities (PLCs) that focus on improving student achievement in reading. PLCs ensure that curriculum, instruction and assessments are aligned with state and local standards.</li> <li>• Common reading assessments in all grades are given. Assessment data and questions are analyzed during PLC meetings.</li> <li>• Special Education – boosting achievement through the understanding and application of standards-based instruction and IEPS will be discussed at PLCs</li> <li>• Students in grades K-3 have access to Minnesota Reading Corps. This is for students who fall just below grade level expectations.</li> <li>• RTI (Response to Intervention) time – students in K-6 who qualify have access to RTI time that focuses on grade level skills that students need additional practice. Students are tiered into ability level groups based on classroom and benchmark assessments given.</li> <li>• Title I support - students in K-6 who qualify receive additional help in reading. Interventions based on need are delivered in small groups.</li> <li>• Comprehensive Special Education Programing for grades K-12.</li> <li>• Teachers will have access to MCA data, common classroom assessment data, and progress monitoring data and STAR assessment data.</li> </ul>
	<b>Data</b> <ul style="list-style-type: none"> <li>• Progress monitoring assessments</li> <li>• Diagnostic assessments</li> <li>• Common Classroom Assessments</li> <li>• Screening / Benchmarking assessments</li> <li>• Agendas and minutes from Professional Learning Community Teams so work completed in PLCs can be monitored</li> <li>• Teachers and administrators will collect, input and monitor data in the TIES data warehouse.</li> </ul>


### III. ACTION PLAN for CONTINUOUS IMPROVEMENT

**Processes to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.**

All students in grades K-6 are individually benchmarked using FAST Bridge assessments three times per year (fall, winter and spring) to determine each student's achievement in relation to grade level standards. Expectations for instructional reading levels at benchmark periods have been established using the text complexity guidelines outlined in the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Benchmark Reading assessments through FAST Bridge measure each student's accuracy, fluency, and comprehension. Teachers use these results to diagnose students' specific reading needs in the areas assessed, to identify students in need of intervention in one or more of these areas, and to plan appropriate differentiated core, intervention, and enrichment instruction. The results of this assessment are shared with families at conferences.

Rothsay School staff progress monitors the reading fluency of students using the FAST Bridge (Tests of Early Literacy - Composite, Reading-Curriculum Based Measurement and aReading). All students are benchmarked using these assessments three times per year, and students not reaching identified benchmarks will intervention based on the level of need. Special Education students and those who qualify for RTI services are monitored weekly in their area of need. Title One students are monitored bi-monthly, using the FAST Bridge fluency



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assessments. FAST Bridge tests of early reading composite score assessments are administered in kindergarten and grade 1 to assess reading fluency and application of skills for both benchmarking and progress monitoring.

All students in grades 3 -6 will continue to be assessed using the STAR Reading assessment a minimum of once per quarter. Most students are assessed monthly with STAR to track reading progress and set goals. The results from the STAR assessments provide data for screening and help our staff make essential reading practice more effective for every student through personalized reading practice to each student's current level. AR also assesses each student's reading with four types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills.

Common grade level classroom unit assessments are developed by PLC's. Unit classroom assessment scores are reported at PLC meetings and shared monthly.


Based on student data, additional diagnostic assessments may be necessary. Students whose assessment data indicates at-risk for reading difficulty are assessed individually through PRESS assessments and Running Records assessments to determine appropriate intervention placement and instruction.

Rothsay Schools follows the [Minnesota Department of Education requirements](#) to effectively screen and identify students for characteristics of dyslexia twice per year (fall and winter benchmark period) beginning in kindergarten through third grade. Dyslexia is a language-based disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Before referring a student for a comprehensive evaluation for special education, Rothsay tracks student progress with a benchmark / screening test and identifies whether the student is progressing at a "benchmark" level that predicts success in reading. Students falling in the 25<sup>th</sup> to 10<sup>th</sup> percentile nationally, student receive title one instruction in small groups or with a Reading Corps tutor. If a student falls below the 10<sup>th</sup> percentile nationally, the school may immediately deliver intensive and individualized supplemental reading instruction (RTI – Response to Intervention Services) before determining whether the student needs a comprehensive evaluation that would lead to a designation of special education eligibility. Rothsay's RTI approach provides students structured and systematic instruction to get back on track toward achieving at grade-level and determines if in fact a learning disability may exist. For many students, even those with dyslexia, putting the emphasis on preventive or early intervention provides the necessary support. This Multi-Tiered System of Support (MTSS) practices of teaching first, and then determining who needs diagnostic testing based on response to instruction, are encouraged by federal policies known as Response to Intervention (RTI).

The benchmark assessments though FAST Bridge assess the skills related to a dyslexia diagnosis. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and a student's ability to rapidly name letters and numbers. A student's ability to read lists of words in isolation, as well as words in context is assessed. If a profile emerges that is characteristic of readers with dyslexia, RTI interventions are determined and implemented.

Rothsay Public School screens a student's visual acuity and assesses their visual motor skills to refer those in need to an eye care professional for further assessment. Students in living in the Rothsay district have their vision screened once between ages 3-5 though early childhood screening. Students in grades kindergarten through grade 3 and grade 5 are screened annually. "Convergence insufficiency (CI) is a common binocular



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vision disorder that is often associated with a variety of symptoms, including eyestrain, headaches, blurred vision, diplopia [double vision], sleepiness, difficulty concentrating, movement of print while reading, and loss of comprehension after short periods of reading or performing close activities." *Archives of Ophthalmology*. 2008;126(10):1336-1349. Convergence insufficiency is a vision disorder not identified by the typical school vision screens. If a child indicates headache or eye strain while reading for extended periods to a school employee, the information is shared with a parent(s) for possible further screening by an eye care professional. Rothsay Public School makes every effort to alert parents of a possible convergence insufficiency vision disorder if suspected through our screening process.

#### **IV. Evidence-based Interventions**

Early intervention involves three levels of reading instruction support for students to meet individual needs.

Following K-6 benchmark assessments, Title One staff and teachers analyze the results and determine which students are at-risk and in need of additional interventions. All students are placed in a tier (explained below). As a result, strategies will be developed and implemented. Following both fall and winter FAST Bridge benchmark assessments, parents are informed of their child's results if they do not meet benchmarks according to national norms. Progress monitoring is used to determine the effectiveness of the evidence based intervention selected.

##### **Tier 1 Students – Universal Interventions *Primary level of support***

- Rothsay School has adopted and fully implemented the rigorous reading curriculum resource of Houghton Mifflin/Harcourt (HM/H) Journeys program for all Kindergarten-Grade 6 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five areas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency. Following the new adoption, classroom assessments were aligned to the 2010 MN Reading and Language Arts grade level content standards <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>. Teachers adapt reading/ language arts / spelling curriculum materials or students above, at and below grade level. All students in kindergarten, grade one and grade three in addition to Title One students in grade two use Reading Eggs for additional reading support. Students in grades 1, 2, and 3 use IXL, and students in grades 2-8 use Accelerated Reader and the STAR reading assessment.
- 80-90% of students make adequate progress under Tier 1 universal instruction and intervention model. If a student's screening assessments fall below the 30<sup>th</sup> percentile (national norm), this may indicate a need for Tier 2 interventions and support services.

##### **Tier 2 Students – Secondary Interventions *Secondary level of support***

- Students reading below grade level according to assessment data and who are not making sufficient progress toward grade level reading goals receive further support. This support can be provided by the classroom teacher, intervention specialist or support staff. This instruction takes place most often in the classroom during the reading block, but sometimes occurs in a resource room. The district has several research-based intervention programs which address identified needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension.





Rothsay Public School  
2040 Co Rd 52  
Rothsay, MN 56579  
(208) 867-2116

**ROTHSAY SCHOOL  
K-3 LOCAL LITERACY PLAN  
with DATA**

2022-23

- 5-15% of students require Tier 2 supports and interventions. Students needing Tier 2 interventions will receive instruction in high efficiency, rapid response manner with small group instruction using evidence-based instructional strategies. The students in Tier 2 will receive Title One services and or Reading Corps. Services. Tier 2 services are an intervention intended to remediate the student's deficits and promote participation in Tier 1 with general education students. These students' scores fall within 10-25% National Norms.
- Intervention Details: Title One *PRESS* Intervention--Grades K-3 150 minutes per week; Progress monitor 2X per month; 6 students per group max

**Tier 3 Students – Tertiary Interventions *Tertiary level of support***

- Students testing significantly below grade level (<10% National Norms) on benchmark and diagnostic assessments receive the most intensive support in reading. In addition to the core reading program, a systematic, scientifically research-based reading intervention is used for instruction. Intervention instruction may take place in the classroom or in the resource room during a time other than the reading block.
- 1-5% of students require Tier 3 supports and interventions. Students needing Tier 3 interventions will receive intensive individual or small group instruction using evidence-based instructional strategies. Tier 3 services are an intervention intended to remediate the student's deficits and promote participation in Tier 1 with general education students. Tier 3 students are followed closely by the RTI team and data and interventions are reviewed every 6 weeks. Students who do not respond to RTI services after 12 weeks, will be referred for possible special education evaluation.
- Parents are informed about student progress in interventions through Student Assistance Team (SAT) conferences with the classroom teachers and support staff.
- Intervention Details: 100 Minutes per week; Progress monitored RTI 1X per week; Progress monitoring 2X per month; 1-3 students per group; Intensive Intervention


**The following evidence-based interventions programs are used with identified title one students, RTI (Response to Intervention) students and Reading Corps. Students based on the identified need:**

- Kindergarten – PALS reading activities, *PRESS*, Guided Reading, Reading Corps interventions.
- Grade 1 – PALS reading activities, Reading Eggs, *PRESS*, Guided Reading, Read Naturally, and Reading Corps interventions.
- Grade 2 –PALS reading activities, Guided Reading, Soar to Success, Accelerated Reader, Orton Gillingham, Reading Corps interventions.
- Grade 3 – Guided Reading in small groups, PALS reading activities, Read Naturally, Accelerated Reader, Words their Way and Reading Corps interventions.

**The following evidence-based interventions programs are used with identified special education students in our school:**

- Reading A-Z
- Reading Milestones
- Read Naturally
- Reading Eggs
- Reading Theory



	<p>Rothsay Public School 2040 Co Rd 52 Rothsay, MN 56579 (208) 867-2116</p>	<p><b>ROTHSAY SCHOOL</b> <b>K-3 LOCAL LITERACY PLAN</b> <b>with DATA</b></p>	<p>2022-23</p>
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- Readworks.org
- Guided Reading

## V. Parent and Community Engagement

The school provides the following activities/events to invite parental and community involvement:

- Open House in the fall.
- Title I Parent Annual Meeting in the fall and spring.
- Parent-teacher conferences two times a year.
- Newsletters sent home weekly (classrooms), a monthly calendar sent home from the main office, the school district's website is kept up-to date.
- Monthly district newsletter often including information for parents to support literacy at home.
- Brochures and information from the National Institute for Literacy are made available at the Fall Open House, parent-teacher conferences, Title I Annual Parent meetings / information nights, and upon request.
- Parent and community members are actively involved in reading with students and assisting teachers with the Accelerated Reader Program


Report cards and STAR assessment reports are sent to parents 4 times per year.

Student Assistance Team (SAT) meetings involve parents of students demonstrating lack of progress in reading benchmarks and assessments. The SAT analyzes the current data, decides which interventions to implement, and begins a period of progress-monitoring for that student. Students identified by the SAT as Tier III, not identified as special education, will receive two 6-week periods of intervention instruction. The students will be monitored weekly for progress, for assessment for potential referral to special education, and to assist classroom teachers' implementation of strategies to help the student. Results of progress monitoring for these students are provided to parents at the end of the 6-week intervention period.

Students receiving special education and title one services are monitored bi-monthly, for fluency monthly. Results of progress monitoring for these students are provided to parents once per quarter.

In addition, Rothsay Public Schools has developed an initiative to increase collaboration between kindergarten, preschool and child care providers in the Rothsay area. A committee including teachers, child care providers, and community members have attended the 2019 three-series Regional PreK-3 Leadership Workshops put on by the MN Dept of Education. Rothsay School's goal is to develop and implement effective and comprehensive PreK-3 system that ensure: 1) All Rothsay children are ready for school; 2) Rothsay has an aligned PreK-12 Continuous Improvement Model inclusive of early care and education programming; 3) All 3<sup>rd</sup> graders are reading at grade level. The Rothsay district-community system and plans for improvement will continue to develop through the work of the PreK-3 Leadership team. The district will continue assess and improve communication with parents and opportunities for parent and community involvement.



	<p><b>Rothsay Public School</b>  2040 Co Rd 52  Rothsay, MN 56579  (208) 867-2116</p>	<p><b>ROTHSAY SCHOOL</b>  <b>K-3 LOCAL LITERACY PLAN</b>  <b>with DATA</b></p>	<p>2022-23</p>
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## **VI. Professional Development**

The focus of professional development for Rothsay School elementary staff is linked to improving student achievement. Data is used to improve student literacy and work toward closing the achievement gap. To improve instruction in targeted areas, teachers and specialists collaborate across grades, subjects and disciplines to promote development of competent use of literacy practices and instructional strategies for all students.

Job embedded professional development is designed to support high quality instruction necessary to meeting high achievement goals. Rothsay Public School has implemented professional learning communities, PreK-12. The professional learning communities collect formative and summative classroom assessment data and utilize current research to devise strategies for improving the school's achievement. The PLC grade or subject alike teams meet weekly for 1.25 hours each month. The school board has set aside PLC work time monthly during workshop days and early release times.

### **Rothsay Public School PLC Characteristics**

- A PLC's primary focus is on improving student achievement.
- A PLC helps the district set and meet its student achievement goals.
- A PLC utilizes current and actionable achievement data (data closest to the point of instruction - classroom assessment scores).
- A PLC utilizes consensus building in order to make decisions.
- A PLC uses a collaborative approach to problem solving – "We not I."
- A PLC uses a systems approach to problem solving.
- A PLC sets goals to not only sustain gains made but to continuously work toward student improvement.


Professional Learning Communities (PLC's) are ongoing and focus on improving reading instruction for all students. The PLC's meet monthly by grade levels in the elementary school. All professional learning communities focus on best practice instruction and improving MCA test scores.

### **Rothsay PreK-6 PLC's focus:**

- Increasing reading fluency, comprehension and finding student's reading levels
- Analyzing classroom student data and using STAR and FAST Bridge data to drive instruction
- Developing common classroom assessments and collecting classroom assessment data
- Identifying a continuous improvement plan focusing on student achievement
- Curriculum alignment and assessment based on the standards

Curriculum Days will occur 2-4 times a year: grade level teams meet to discuss assessment and curriculum issues. During these curriculum days we will focus on data driven instruction and how we can best use our STAR and FAST Bridge data and classroom assessments to meet the needs of our students.

Rothsay School current practices and data collection demonstrate success leading to improved results for students not yet proficient. We believe that because there is collective ownership for student learning

	<p>Rothsay Public School 2040 Co Rd 52 Rothsay, MN 56579 (208) 867-2116</p>	<p><b>ROTHSAY SCHOOL K-3 LOCAL LITERACY PLAN with DATA</b></p>	<p>2022-23</p>
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through our PLC culture, that all involved in our school will continue to grow and meet proficiency in reading by grade 3.

Thoughtful planning, assessment and data analysis, as well as focused instruction and professional development will provide all the students of Rothsay Public School the opportunity to read well by third grade. Parent and community involvement is vital in helping us to achieve this goal.