

ISD 2909  
Rock Ridge Public Schools  
Local Literacy Plan

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**Statement of goals and objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.**

*In order to ensure all students in grades Kindergarten through Grade 3 achieve reading proficiency the Rock Ridge Public Schools will:*

- Utilize tri-annual benchmark results from the STAR Reading/Early STAR Reading assessments to identify students that are at risk of not meeting their grade level proficiency targets.
- Disaggregate and analyze tri-annual benchmark results from the STAR Reading/Early STAR Reading assessments at grade level team meetings. Through this analysis the grade level teams will evaluate current core literacy instructional practices in place for all students
- Examine current intervention practices and plan for support of students not yet proficient based on disaggregated assessment data.
- Develop and implement interventions that will specifically target those students determined to be at risk of not meeting grade level proficiency targets.

**Statement of process 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.**

*In order to assess and communicate students' level of reading proficiency the Rock Ridge Public Schools will:*

- Benchmark assess all students in grades K-3 in September, January, and May using the STAR Reading/Early STAR Reading. The STAR assessments will provide data on students' progress towards proficiency on the Minnesota State Literacy Standards. These assessments will be delivered by classroom teachers.
- The Rock Ridge Public Schools have determined the following STAR assessment scores to be a measure of grade level proficiency based on May assessments:
  - Kindergarten = Early STAR Literacy Scale Score  $\geq$  40 percentile
  - Grade 1 = STAR Reading Scale Score  $\geq$  40 percentile
  - Grade 2 = STAR Reading Scale Score  $\geq$  40 percentile
  - Grade 3 = STAR Reading Scale Score  $\geq$  40 percentile

- Provide grade level teams with the data needed to tier/group students for instruction and interventions based on assessment data from STAR Reading/Early STAR Reading.
- Provide time for grade level teams to utilize the STAR Reading/Early STAR Reading data for progress monitoring purposes throughout the year to evaluate the effectiveness of and adjust interventions and instruction.
- Provide parents/guardians with benchmark assessment data in report cards, and explain this data at parent/teacher conferences, as well as classroom meetings.
- Provide parents/guardians with progress monitoring data for students not meeting grade level proficiency expectations.

**Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through Grade 3**

*In order to involve parents/guardians in their children's literacy development the Rock Ridge Public Schools will:*

- Provide parents/guardians with information helping them understand assessment data, the purpose and practice of interventions, and the entrance and exit criteria for intervention services. This information will be provided at open house, parent/teacher conferences, and classroom meetings.
- Provide parents/guardians with resources and tools to support literacy practices and learning at home through the following avenues:
  - Classroom/District newsletters
  - Parent informational meetings
  - Suggested literacy apps
- Provide family literacy support events. Examples include: Reading/Movie nights, Breakfast of Champions, Reading bingo with books that students get to keep, family book fair activities, take home literacy challenges, Public library activities with family support ideas

**Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.**

*The Rock Ridge Public Schools will provide a system of interventions and instructional supports based on learner data by:*

- Aligning core instructional curriculum with the 2010 ELA Academic Standards. New curriculum maps will be created or updated annually at each grade level.
- Using a Multi-Tiered System of Support to implement interventions for students at risk of not meeting grade level standards.
- Utilizing Title I and Special Education Staff to deliver supports and interventions in addition to the core literacy instruction provided in the classroom. These interventions may include additional 1-1 or small group instructional time during non-core instruction time. The purpose of these interventions is to provide additional instruction of concepts taught and practiced during core instruction in the classroom or to reinforce key concepts.
- Designing interventions and supports that are aligned with and connected to the core instruction and directly supported by STAR CBM progress monitoring.
- Using STAR Early Literacy and STAR Reading data to monitor the progress of students receiving interventions and to determine those students in need of additional support.

**Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction**

*In order to facilitate meaningful professional development in literacy instruction, the Rock Ridge Public Schools will:*

- Utilize staff in-service times and PLC times to allow K-12 teams to meet and plan for the use of literacy practices and strategies in their curricular area(s). These grade level teams could include:
  - Classroom teachers
  - Special Education teachers
  - Resource teachers
  - Title I teachers

- Administration
- AVID Coordinator/Coach
- Curriculum Director
- Curriculum and Technology Integration
- Provide opportunities to attend workshops on reading instruction, continue to provide teachers with the time to work with other area teachers in reading cohorts, and provide professional development in the district that directly relates to the adopted reading curriculum. These opportunities will include oral language development and best practice instruction for standards-based learning.
- Utilize the district assessment data from STAR and MCA's to prioritize which areas of literacy instruction need additional professional development and evaluation.
- Provide time and peer coaching as determined by assessment data to ensure staff are delivering core instruction and instructional interventions as intended.
- Provide staff with Orton-Gillingham training.

**Describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades**

*In order to ensure that comprehensive scientifically based reading instruction is consistently implemented throughout elementary grades, the Rock Ridge Public Schools will:*

- Align curriculum with the 2010 ELA Standards to ensure seamless transitions across grade levels.
- Focus on a multi-tiered system of instruction in all elementary classrooms. Our system includes fluency, phonemic awareness, phonics, reading comprehension, and vocabulary development. This tiered system of delivery is continually evaluated and adjusted by analyzing student assessment data and teacher recommendations.
- Evaluate and discuss student performance data with classroom teachers and other resource staff to determine future staff development needs.
- Provide needed literacy professional development as determined by student performance data.

**Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.**

*In order to ensure that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students, the Rock Ridge Public Schools will:*

- Provide necessary resources, training, and support when identified minority/EL students are within the district.
- The EL teacher will work cooperatively with classroom teachers to develop a curriculum that will meet the linguistic needs of all students based on their assessment data.
- All students with a language background other than English will participate in an annual assessment of their English language proficiency.

**Post assessment methods and data that is submitted to the Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3.**

*In order to inform the public of district assessment and data, the Rock Ridge Public Schools will:*

- Post the District Local Literacy plan on the webpage.
- Provide assessment information through our district webpage and the annual newsletter. This assessment information will include:
  - The districts objectives for the assessments
  - The names of all assessments given and the grade levels tested
- Determine proficiency by evaluating the data from district assessments and comparing that data to set benchmarks. These benchmarks are determined and published prior to assessing students.
- Present the Local Literacy Plan annually for School Board Review prior to posting the plan on the district webpage.

## **Team Members**

SpEd - Crystal Scuffy, Elizabeth Niemi

K - Kim Wolner, Emily Zeidler

1st - Caley Westin, Laurie Hipplejam

2nd - Becki Carey, Meggie Schroeder

3rd - Deb Tikkanen

Title I - Beth Spelts, Anita Tyminski, Brianne Pellinen

Admin - Angie Williams, Sheena Stefanich, Scott Manni

## Goals

| Test                | School/Grade Level            | Fall Test<br>(Percentage)<br>Meeting Goal | Winter Test<br>(Percentage)<br>Meeting Goal | Spring Test<br>(Percentage)<br>Meeting Goal |
|---------------------|-------------------------------|---|---|---|
| Early STAR          | Parkview/K                    | 43/91 (47%)                               | 74/91 (81%)                                 | 82/91 (90%)                                 |
| Early STAR          | Laurentian/K                  | 34/62 (55%)                               | 46/62 (74%)                                 | 46/62 (74%)                                 |
| <b>Early STAR</b>   | <b>Kindergarten<br/>TOTAL</b> | <b>77/153 (50%)</b>                       | <b>120/153 (78%)</b>                        | <b>128/153 (84%)</b>                        |
| Early STAR          | Parkview/1                    | 53/96 (55%)                               | 74/96 (77%)                                 |   |
| Early STAR          | Laurentian/1                  | 43/68 (63%)                               | 44/68 (65%)                                 |   |
| <b>Early STAR</b>   | <b>1st Grade TOTAL</b>        | <b>96/164 (59%)</b>                       | <b>118/164 (72%)</b>                        |   |
| STAR Reading        | Parkview/1                    |   | 37/96 (39%)                                 | 64/96 (67%)                                 |
| STAR Reading        | Laurentian/1                  |   | 15/68 (22%)                                 | 44/68 (65%)                                 |
| <b>STAR Reading</b> | <b>1st Grade TOTAL</b>        |   | <b>52/164 (32%)</b>                         | <b>108/164 (66%)</b>                        |
| STAR Reading        | Parkview/2                    | 41/97 (42%)                               | 55/97 (57%)                                 | 68/97 (70%)                                 |
| STAR Reading        | Laurentian/2                  | 22/51 (43%)                               | 26/51 (51%)                                 | 36/51 (71%)                                 |
| <b>STAR Reading</b> | <b>2nd Grade TOTAL</b>        | <b>53/148 (36%)</b>                       | <b>91/148 (61%)</b>                         | <b>104/148 (70%)</b>                        |
| STAR Reading        | North Star/3                  | 50/86 (58%)                               | 51/86 (59%)                                 | 52/86 (60%)                                 |
| STAR Reading        | Laurentian/3                  | 46/83 (55%)                               | 51/83 (61%)                                 | 59/83 (71%)                                 |
| <b>STAR Reading</b> | <b>3rd Grade TOTAL</b>        | <b>96/169 (57%)</b>                       | <b>102/169 (60%)</b>                        | <b>111/169 (66%)</b>                        |