ISD 2909
Rock Ridge Public Schools
Local Literacy Plan

2024-2025

Local Literacy Plan: Rock Ridge Public School #2909 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 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). To assist districts and charter schools, the Department of Education has developed this Local Literacy Plan template. 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: Rock Ridge Public Schools
**Date of Last Revision: _____   June 6, 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

Describe the district or charter school's literacy goals for the 2024-25 school year.

By the end of the 2024-25 school year 75% of our K-12 students will be reading at or above grade level as measured by the FastBridge assessments.

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)

(We will begin FastBridge in the Fall of 2024)

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?
mCLASS with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ 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 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?
Name of Screener: FastBridge: CMB & Auto Reading Assessments	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ 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.

Benchmark assesses all students in grades K-6 in September, January, and May using the FastBridge Assessment Tool. This will provide data on students' progress towards proficiency on the Minnesota State Literacy Standards. Interventionists and classroom teachers will proctor these assessments.

- Provide grade-level teams with the data needed to tier/group students for instruction and interventions based on assessment data from FastBridge, behavior, attendance, and parent involvement.
- A team will meet to discuss students who may qualify for Tier 2 and Tier 3 interventions. (Teachers, administrators, support staff, and parents)
- Provide time for grade-level teams and interventionists to utilize the FastBridge data for progress monitoring 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 and classroom meetings.
- Provide parents/guardians with progress monitoring data for students not meeting grade level proficiency expectations and resources specific to each child's needs for parents to assist their child at home.

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						
1st						
2nd						
3rd						

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

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
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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	Open Court by McGraw-Hill	Covers all 5 components of Reading, writing, and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers
1st	Open Court by McGraw-Hill	Covers all 5 components of Reading, writing, and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers
2nd	Open Court by McGraw-Hill	Covers all 5 components of Reading, writing and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers
3rd	Wonder's by McGraw-Hill	Covers all 5 components of Reading, writing and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency)

			-30 minutes small group instruction/centers
4th	Wonder's by McGraw-Hill	Covers all 5 components of Reading, writing and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers
5th	Wonder's by McGraw-Hill	Covers all 5 components of Reading, writing and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers

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)
6th	Wonder's by McGraw-Hill	Covers all 5 components of Reading, writing and grammar	-60 minutes of core whole group instruction (PA, Phonics, Vocabulary, Comprehension, & Fluency) -30 minutes small group instruction/centers
7th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks
8th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks
9th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks
10th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks
11th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks
12th	MyPerspectives ELA	Comprehension, vocabulary, fluency, and writing	50 minute Reading blocks

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.](#)

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Rock Ridge is utilizing the MnMTSS framework and has participated in the MDE professional learning cohorts. The components/subcomponents that have been identified for improvement are in the area of Family and Community Engagement. One goal for the 2024-25 SY is to increase awareness among teachers and parents on our students' progress during tier 2 and 3 interventions.

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Screening Assessments: Universal screening assessments are conducted at the beginning of the school year (and mid-year if needed)- to identify students' reading levels and areas of need. We will be using FastBridge starting in the 2024-25 SY.

Benchmark Assessments: FastBridge benchmark assessments will be given 3 times per year to help track students' progress toward end-of-year reading proficiency.

Classroom Assessments: Teachers utilize common assessments to gather ongoing data about student performance to make instructional decisions based on the needs of their students. They also conduct daily formative assessments to check for understanding.

Classroom Instruction: All K-6 teachers use a common reading curriculum that focuses on the 5 components of reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency. Our Instructional foundation focuses on AVIDs WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) These strategies are embedded into our daily reading instruction. For students not making adequate progress, additional interventions are implemented within the Tier 1 setting, such as increased instructional time, small group instruction, or more explicit and systematic teaching methods.

Data Analysis: The data collected from assessments are analyzed during PLCs to identify patterns, strengths, and areas needing improvement. This helps in, reteaching, grouping students for targeted instruction, identifying standards that students need more support in, and identifying standards the students have mastered.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, the process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Along with our screening assessments, benchmark assessments, and classroom assessments, we also look at attendance, behavior, and family engagement to identify students in need for Tier 2 and Tier 3 interventions. A team will meet to review all areas and determine if a student qualifies for Tier 2 or 3 interventions.

Our interventionists will progress monitor our students after 4 weeks of instruction. At that time, if students have met the goal, the team will meet to discuss whether the child should continue with the interventions or exit the program.

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.

Rock Ridge is utilizing CORE-OL&LA for our structured literacy professional development. Our Phase 1(and 4-6th grade) teachers were provided 3 options to choose from for their Professional Development. All of our phase 1 teachers will complete the training by June 1, 2025.

1. **Summer Option** (June, July, and August) The teachers will receive compensation for their time.
2. **School Year Option 1:** (September-March) Providing Subs and PLC time for teachers to complete this training during school hours. Teachers also had the option to complete the training after school hours for compensation.
3. **School Year Option 2:** (January through May) Providing Subs and PLC time for teachers to complete this training during school hours. Teachers also had the option to complete the training after school hours for compensation.

We will embed PLC time around the structured literacy training, allowing teachers time to collaborate, plan, and implement what they learned into their daily lessons. Principal walkthroughs and observations will also be done to support the literacy implementation.

Starting in June of 2025 we will offer training to the rest of our Phase 2 teachers.

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	0	8	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	31	0	31	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	21	0	21	0
K-12 Reading Interventionists	7	0	7	0
K-12 Special Education Educators responsible for reading instruction	17	0	17	0
Pre-K through grade 5 Curriculum Directors	2	0	2	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	3	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	7	0	0	7
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	1	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
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.

Having all of our K-12 reading teachers, principals, curriculum directors, and reading support staff trained in CORE OL & LA will provide common language, and common reading instruction expectations to all staff. This will ensure all students are provided with high-quality evidence-based literacy instruction. The training is designed to help educators meet the needs of all learners, with a special focus on Multilingual Learners. After the training, our educators will be able to deliver standards-aligned and evidence-based reading instruction, articulate the research on reading instruction and link research to practice, identify and use techniques to support academic language development for Multilingual Learners and understand how to use informal diagnostic measures of phonological awareness, decoding, fluency, vocabulary, and comprehension as a basis for instructional decisions.

Next Steps: Our principals and support staff will conduct classroom walkthroughs to coach and support teachers in evidence-based literacy instruction and best teaching practices. We will provide PLC time to collaborate and learn from others on evidence-based literacy instruction. Provide PLC time to analyze classroom, progress monitoring, and benchmark data to inform instruction.