District 2902, RTR Public Schools
Local Literacy Plan

The purpose of this literacy plan is to ensure that ALL students will achieve grade level proficiency and read well by Grade 3.

Literacy Plan Summary:

Our district is currently utilizing the basal Reading series, Journeys, to teach reading in kindergarten through grade 5. Included in this program are components for guided reading, read aloud, shared reading and independent reading. Over the past few years our teachers have had the flexibility to use the basal series if they want to or design their own curriculum that aligns with the ELA standards defined by the State of Minnesota. At this time we are actively reviewing and researching a new ELA curriculum to implement in the upcoming 2021-2022 school year.

All K-3 students receive classroom reading instruction for approximately 90 minutes each day. We have integrated a variety of technology based resources into the curriculum and instruction to meet the needs of the district's diverse learners. RTR also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students are able to earn points as they finish books and take tests. We have implemented a Reading Wall of Fame to celebrate reading milestones and encourage students to read and set personal goals.

All students in grades K-5 are assessed with the FastBridge screening/benchmarking assessment three times throughout the course of the year. We test in the fall, winter, and spring and use this data to drive our instruction. We also utilize it to identify our struggling readers and plan specific interventions. The specific interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the RTR district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map is in place 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. For those who are interested in learning more about RTR's literacy program, contact the elementary office at 507-658-3301.

Literacy Plan Goals and Objectives:

Overarching Goal: All students will read at grade-level by grade 3 as determined by the Minnesota Comprehensive Assessment in Reading (MCA-III).

Objectives:
In order to achieve grade-level literacy by grade 3, RTR Public Schools has identified a progression of achievement and key areas of focus. The assessments identified provide for monitoring of the progression of skills required to enable all students to achieve grade level literacy. The use of the data, the MTSS model, Standards Based Grading framework, and professional development provide the means for students to achieve grade level literacy. Each of these means are interwoven and provide a cohesive approach to ensuring grade level literacy by third grade.

Process of Assessment:

Our staff will administer the screening listed below. FastBridge is used as a screening and benchmark assessment. The target scores for each grade level are listed in the following charts:

Kindergarten FastBridge Assessments

Early Reading English Assessment (scores by subtest)		
Fall	Winter	Spring
Concepts of Print [>7]	Onset Sounds [>14]	Letter Sounds [>41]
Onset Sounds [>11]	Letter Sounds [>26]	Word Segmenting [>30]
Letter Names [>14]	Word Segmenting [>25]	Decodable Words [>12]
Letter Sounds [>3]	Decodable Words [>7]	Sight Words [>13]
Composite Score [>32]	Composite Score [>50]	Composite Score [>64]

Grade 1 FastBridge Assessments

Early Reading English Assessment (scores by subtest)		
Fall	Winter	Spring
Word Segmenting [>28]	Word Segmenting [>31]	Word Segmenting [>32]
Decodable Words [>9]	Decodable Words [>15]	Decodable Words [>15]
Sight Words [>16]	Sight Words [>49]	Sight Words [>65]
Sentence Reading [>12]	CBM Reading [>37]	CBM Reading [>66]
Composite Score [>33]	Composite Score [>52]	Composite Score [>66]

Grade 2 FastBridge Assessments

aReading		
Fall	Winter	Spring
Scaled Score [>469]	Scaled Score [>481]	Scaled Score [>490]
AUTO Reading (scores by subtest)		
Fall	Winter	Spring
Encoding [>21]	Encoding [>27]	Encoding [>33]
Identification [>15]	Identification [>20]	Identification [>25]
Vocabulary [>9]	Vocabulary [>13]	Vocabulary [>17]
Composite Score [>469]	Composite Score [>481]	Composite Score [>481]
CBM Reading		
Fall	Winter	Spring
Rate Score [>56]	Rate Score [>84]	Rate Score [>101]

Grade 3 FastBridge Assessments

aReading		
Fall	Winter	Spring
Scaled Score [>490]	Scaled Score [>498]	Scaled Score [>503]
AUTO Reading (scores by subtest)		
Fall	Winter	Spring
Encoding [>26]	Encoding [>33]	Encoding [>36]
Identification [>17]	Identification [>24]	Identification [>28]
Vocabulary [>12]	Vocabulary [>17]	Vocabulary [>20]
Composite Score [>490]	Composite Score [>498]	Composite Score [>503]
CBM Reading		
Fall	Winter	Spring
Rate Score [>87]	Rate Score [>110]	Rate Score [>125]

Grade 4 FastBridge Assessments

aReading		
Fall	Winter	Spring
Scaled Score [>502]	Scaled Score [>509]	Scaled Score [>513]
AUTO Reading (scores by subtest)		
Fall	Winter	Spring
Encoding [>34]	Encoding [>37]	Encoding [>41]
Identification [>24]	Identification [>27]	Identification [>31]
Vocabulary [>18]	Vocabulary [>21]	Vocabulary [>23]
Composite Score [>502]	Composite Score [>509]	Composite Score [>513]
CBM Reading		
Fall	Winter	Spring
Rate Score [>115]	Rate Score [>133]	Rate Score [>147]

Grade 5 FastBridge Assessments

aReading		
Fall	Winter	Spring
Scaled Score [>513]	Scaled Score [>517]	Scaled Score [>520]
AUTO Reading (scores by subtest)		
Fall	Winter	Spring
Identification [>29]	Identification [>33]	Identification [>36]
Matching Synonyms [>20]	Matching Synonyms [>23]	Matching Synonyms [>26]
Decoding [>17]	Decoding [>20]	Decoding [>22]
Morphology [>17]	Morphology [>20]	Morphology [>23]
Composite Score [>513]	Composite Score [>517]	Composite Score [>520]
CBM Reading		
Fall	Winter	Spring
Rate Score [>132]	Rate Score [>149]	Rate Score [>162]

Students who do not meet the target score as listed above will undergo further assessments to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: curriculum based pre- and post-tests, intervention based pre- and post-tests, or individual reading inventories.

Based on these assessments, instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Parents are kept abreast of progress, supports, interventions, and further assessments that will be used to help their child meet the reading goals for their grade level. Parents may be invited in to visit about their child's educational needs and asked if they have any questions. A list of

potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

      A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
      B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
      C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
      D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
      E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
      F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

Parent Communication and Involvement:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication Plan

1.   At the beginning of the school year parents will have access to the grade level standards and there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district.
2.   This literacy program will be defined in greater detail to our parents at parent-teacher conferences in October or November. This will include an explanation as to how we use the data from assessments to design interventions and how we implement problem solving practices to increase student achievement.
3.   Assessment results will be provided to parents..

4.   Parents of students who need supplemental instruction will be informed by the child's classroom teacher. The plan for additional support will be shared at this time.
5.   Progress reports will be shared at conferences or upon parent request.

Multi-Tiered Systems of Support:
## A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions
Students who need individualized interventions.

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*
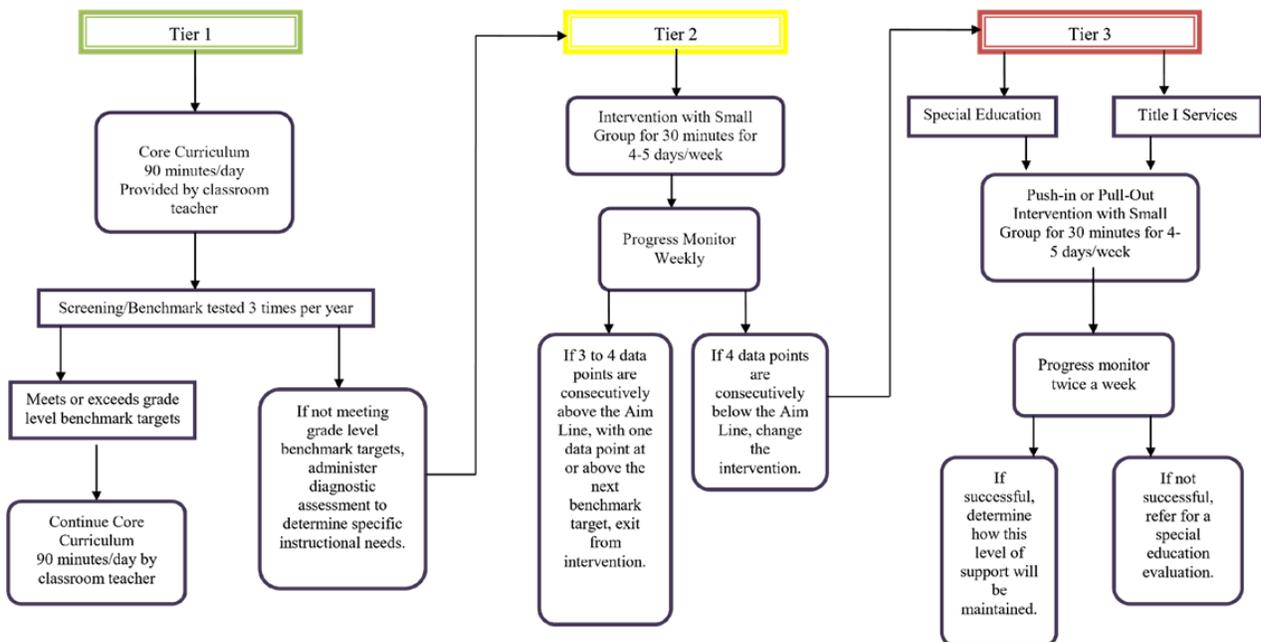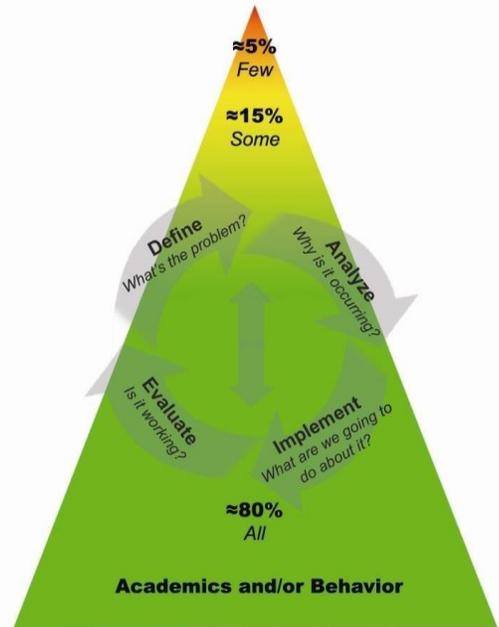
The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by classroom teachers, Title One teachers, specialists, or paras at least 3 times per week.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Scientifically-Based Reading Instruction:

The scientifically-based reading curriculum RTR has is Journeys which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). In addition, teachers have designed their own reading curriculum based on the ELA standards. Small group instruction is used to differentiate for our diverse learners. FastBridge assessment data is utilized for establishment of small groups for instruction.

RTR Public School District has also initiated a review of the 2021 Minnesota Standards in English Language Arts and is preparing for the transition to the new standards. Continued support for the transition to the new standards will also take place through professional development. During the 2020-2021 academic year, RTR is reviewing the current ELA curriculum. The review of the curriculum underway includes potential purchasing new or additional resources. Each resource is scientifically-based and will be reviewed for alignment to the 2010 and 2021 ELA Standards.

Professional Development:

The RTR School District has 5 days designated for Professional Development on the District Calendar as well as additional opportunities for professional development. Professional development in the area of literacy will include:
- Professional development related to curriculum adoption
- Minnesota Academic Standards in English Language Arts
- Standards Based Grading Principles
- Use of student data to impact student achievement
- Best practices in teaching and instructional techniques

The professional development will be provided through:
- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Outside Resources/Consultants
- Mentoring

English Learners and Other Diverse Populations:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science

- Language of Social Studies
- Test forms are divided into five grade-level clusters:
- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing. Within each grade-level cluster (except Kindergarten), ACCESS for ELL consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.
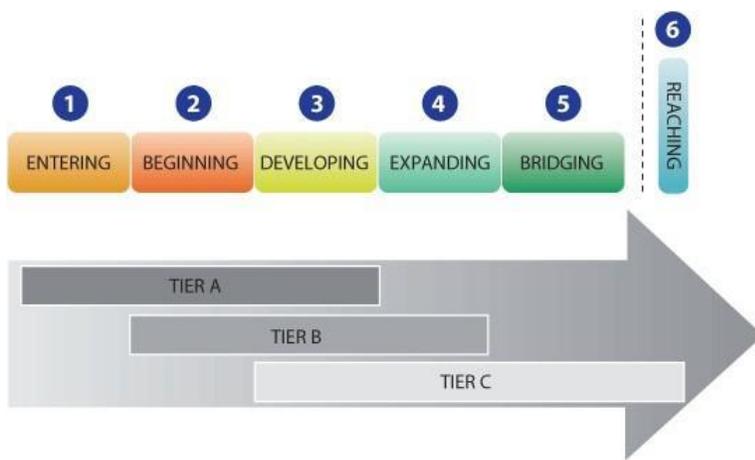
Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has zero English Language Learners. Based on this demographic, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as needed or developed on-site.

Training / Coaching / Resources available for all school staff:
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FastBridge, Fountas and Pinnell, DRA, MAP, and MCAs. The disaggregated data compiled from

each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Characteristics of Dyslexia and Convergence Insufficiency Disorder Screening

RTR Public Schools has selected FastBridge screening assessments to align with the difficulties of word recognition and decoding skills which are characteristics of dyslexia. As previously described, all students in grades kindergarten through grade five are screened three times a year using FastBridge assessments. These screening tools are used to support the MTSS model and identify students which need further investigation for the characteristics of dyslexia.

The previously identified assessments from FastBridge are used to identify students in kindergarten, grade 1 and grade 2 which are not reading at grade level. For students in grades kindergarten through second grade not reading at grade level according to the FastBridge screening assessments are additionally screened for the characteristics of dyslexia using an adaption of the Minnesota Department of Education's document *Screening and Identifying Characteristics of Dyslexia*. Students in grades 3 through 5 who are identified as having reading difficulty by their classroom teacher during Student Focus Team meetings (SFT) will be screened for the characteristics of dyslexia using an adaption of the Minnesota Department of Education's document *Screening and Identifying Characteristics of Dyslexia.* For students in grades 6 through 12 with academic concerns are referred to the Teacher Assistance Team (TAT) for further investigation. Students who are referred with specific concerns in reading are screened for the characteristics of dyslexia using an adaption of the Minnesota Department of Education's document *Screening and Identifying Characteristics of Dyslexia.*

RTR Public School District provides annual vision checks. Specific screening for Convergence Insufficiency Disorder is not part of the screening process. If a student does demonstrate vision difficulty, the student's parents are informed for further testing by an eye doctor. Students demonstrating reading difficulty are also referred to the Student Focus Team at which the possibility of a physical impairment is discussed. Parents are notified of a concern for further diagnosis by an eye doctor.

Communication system for annual reporting:

On an annual basis RTR Public School District will report to the Minnesota Department of Education through the Read Well by Third Grade Data submission the reading proficiency level of students in grades kindergarten through third grade through the following measures:

Grade Level	Assessment Provider	Assessment
Kindergarten	FastBridge	Early Reading English Composite
First Grade	FastBridge	Early Reading English Composite
Second Grade	FastBridge	CBM Reading

Third Grade	FastBridge	CBM Reading

Each of the identified assessments to report provides information regarding the overarching goal, progress towards the goal, a portion of the data used in the MTSS model, and information for identification of the characteristics of dyslexia.