

# Local Literacy Plan

2018-2019

Our mission is to inspire, challenge, and empower all students with the knowledge and skills required to reach their full potential, to contribute to future generations, and to become involved members of a global community.

# Table of Contents

Click the links below to access components of the Literacy Plan:

[Literacy Goal](#)

[Statement of Expectations](#)

[Definition of Proficiency](#)

[Assessments](#)

[Parent Notification and Involvement](#)

[Interventions and Instructional Supports](#)

[Professional Development](#)

# Literacy Goal

It is the goal of Rochester Public Schools that every child reads at or above grade level, beginning in kindergarten, so that all students read well by third grade and successfully continue on the path toward college and career readiness.

# Statement of Expectations

Pre - K

The expectation of Rochester Public Schools is that all Pre-K teachers teach Minnesota's Early Learning Standards (Early Childhood Indicators of Progress) using best practices, differentiating instruction to best meet children's individual needs.

Our expectation is that early literacy instruction provides children with multiple daily experiences with a wide range of texts:

- read-alouds of informational texts, literature, and poetry
- shared reading experiences
- small-group interactions
- experiences with books independently and/or with a partner

In addition to experiences with texts, early literacy instruction needs to focus on children's oral language and vocabulary development. Many opportunities for children to verbally express their thinking should be part of each day. Teachers should also model academic language and foster word consciousness.

Teachers need to have a robust instructional toolkit to address the varied needs of students in their class. It is not an expectation that all teachers use the same strategies or resources from student to student or classroom to classroom. The only parts of instruction that must be in common are the standards and the use of best practices in early childhood education.

# Statement of Expectations

K - 3

The expectation of Rochester Public Schools is that all teachers teach the Minnesota Academic Standards for English Language Arts (ELA) using best practices, differentiating instruction in a reading workshop framework.

Our expectation is that ELA instruction is comprised of brief, whole-group lessons tied to standards, flexible small-group lessons with students grouped by reading level (i.e. guided reading lessons) or strategy (i.e. strategy lessons), and regular individual conferences.

We expect students to be engaged in reading connected text and writing for a majority of the literacy block. Following best practices, we expect students to be engaged in reading connected text for two-thirds of a small-group lesson, with isolated skill practice comprising only one-third of the lesson.

Teachers need to have a robust instructional toolkit to address the varied needs of students in their class. It is not an expectation that all teachers use the same strategies or resources from student to student or classroom to classroom. The only parts of instruction that must be in common are the standards and the reading workshop framework.

# Definition of Proficiency

The Independent Reading Level Assessment (IRLA) is used to measure students' overall reading proficiency, as it is aligned to the Common Core State Standards.

The other literacy assessments administered provide additional information and indicate need for intervention (see Pre-K Indicators, Tier II Indicators, and Tier III Indicators).

To be proficient, students need to be reading at the following level, determined by the IRLA, by the end of the school year:

## Students:

## Proficiency Level:

Early Childhood	Transitioning to 1-3 Yellow
Kindergarteners	Transitioning to 2 Green
First Graders	Transitioning to 2 Green
Second Graders	Transitioning to 2 Green
Third Graders	Transitioning to 2 Green

# Assessments

## Students:

## Proficiency Level:

Teaching Strategies Gold (Creative Curriculum) by Teaching Strategies	Fall Spring
Individual Growth and Development Indicators (IGDIs) by University of Minnesota	Fall Spring
Independent Reading Level Assessment (IRLA) by American Reading Company	Ongoing
Words Their Way (WTW) Developmental Spelling Inventory by Bear, Invernizzi, Templeton, & Johnston	Fall Winter Spring
Measures of Academic Progress (MAP) by Northwest Evaluation Association	Winter: Kindergarten Spring: 1 <sup>st</sup> - 3 <sup>rd</sup> Grade
Formative Assessment System for Teachers (FAST) by Theodore Christ	Fall Winter Spring

## Assessment Plans by Grade Level

Click the links below to view each Assessment Plan:

[Pre - K](#)

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

# Pre-K Assessment Plan

## Assessments:

## Students being assessed:

Teaching Strategies Gold (Creative Curriculum)	Fall: All students Spring: All students
Individual Growth and Development Indicators (IGDIs)	Fall: All students Spring: All students



# Kindergarten Assessment Plan

## Assessments:

## Students being assessed:

Independent Reading Level Assessment (IRLA)	Ongoing: All Students
Words Their Way (WTW) Developmental Spelling Inventory	Fall: Students reading at IRLA level 2G or above Winter/Spring: Students reading at IRLA level 2G or above
NWEA Measures of Academic Progress (MAP)	Fall: Optional Winter: All students Spring: Optional
Formative Assessment System for Teachers (FAST)	Fall: Students who have scored below grade level with IRLA or MAP: Letter Sound Fluency  Winter/Spring: Students who have ever been served by Minnesota Reading Corps: Letter Sound Fluency

# First Grade Assessment Plan

## Assessments:

## Students being assessed:

Independent Reading Level Assessment (IRLA)	Ongoing: All Students
Words Their Way (WTW) Developmental Spelling Inventory	Fall: All students Winter: All students Spring: All students
NWEA Measures of Academic Progress (MAP)	Fall: All students Winter: Optional Spring: Optional
Formative Assessment System for Teachers (FAST)	Fall: Students who have scored below grade level with IRLA or MAP: Nonsense Word Fluency  Winter/Spring: Students who have ever been served by Minnesota Reading Corps: Nonsense Word Fluency and/or Oral Reading Fluency

# Second Grade Assessment Plan

## Assessments:

## Students being assessed:

Independent Reading Level Assessment (IRLA)	Ongoing: All Students
Words Their Way (WTW) Developmental Spelling Inventory	Fall: All students Winter: All students Spring: All students
NWEA Measures of Academic Progress (MAP)	Fall: All students Winter: Optional Spring: Optional
Formative Assessment System for Teachers (FAST)	Fall: Students who have scored below grade level with IRLA or MAP: Oral Reading Fluency  Winter/Spring: Students who have ever been served by Minnesota Reading Corps: Oral Reading Fluency

# Third Grade Assessment Plan

## Assessments:

## Students being assessed:

Independent Reading Level Assessment (IRLA)	Ongoing: All Students
Words Their Way (WTW) Developmental Spelling Inventory	Fall: All students Winter: All students Spring: All students
NWEA Measures of Academic Progress (MAP)	Fall: All students Winter: Optional Spring: Optional
Formative Assessment System for Teachers (FAST)	Fall: Students who have scored below grade level with IRLA or MAP: Oral Reading Fluency  Winter/Spring: Students who have ever been served by Minnesota Reading Corps: Oral Reading Fluency

# Parent Notification and Involvement

## Notification

- Report cards (quarterly)
- Parent-teacher conferences (twice/year)
- Skyward (online grading/portfolio system) parent access
- Open house/family literacy nights
- Pre-K parent education opportunities

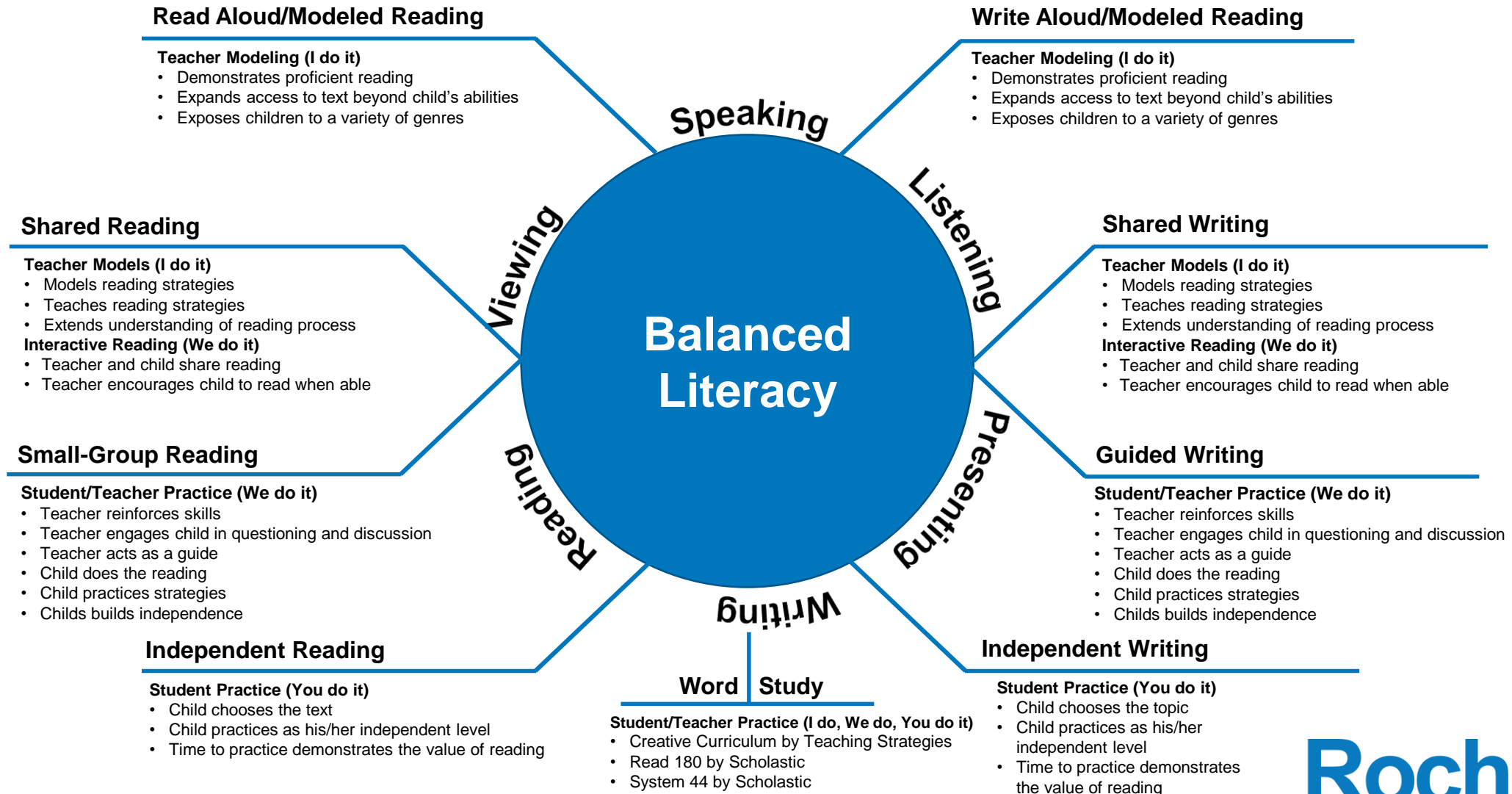
## Involvement

- Family home reading routine (30 minutes/day)
- Action 100 Family Night (participating sites)
- Parent Teacher Student Association (PTSA)

# Interventions and Instructional Supports: Multi-Tiered System of Supports

<b>Tier I</b>	<p>High-quality instruction for ALL students within reading workshop</p> <ul style="list-style-type: none"><li>• Brief whole-group instruction on grade-level standards</li><li>• Flexible small-group instruction based on reading level (i.e. guided reading groups) or strategy (i.e. strategy groups)</li><li>• Regular individual conferences</li><li>• Independent practice: reading, writing, and word work</li></ul>
<b>Tier II</b>	<p>Small-group lesson or individual conference in addition to Tier I instruction</p> <ul style="list-style-type: none"><li>• Within literacy block</li><li>• Provided by classroom teacher or specialist</li></ul>
<b>Tier III</b>	<p>Small-group lesson or individual conference in addition to Tier I instruction</p> <ul style="list-style-type: none"><li>• In addition to literacy block</li><li>• Provided by specialist</li></ul>

# Tier I: Balanced Literacy



# Tier II: Intervention Resources

- Creative Curriculum by Teaching Strategies
- Read 180 by Scholastic
- System 44 by Scholastic
- Language! by Voyager Learning
- Project Read by Language Circle
- My Sidewalks by Scott Foresman
- Early Success by Houghton Mifflin
- Soar to Success by Houghton Mifflin
- William and Mary by Kendall Hunt
- Jacob's Ladder by Prufrock Press
- Imagine Learning by Imagine Learning, Inc.
- Minnesota Reading Corps



# Tier III: Intervention Resources

- Creative Curriculum by Teaching Strategies
- Read 180 by Scholastic
- System 44 by Scholastic
- Language! by Voyager Learning
- Project Read by Language Circle
- Avenues by National Geographic
- Inside by National Geographic
- Edge by National Geographic
- Imagine Learning by Imagine Learning, Inc.

# Dyslexia and Convergence Insufficiency Disorder

As a result of a tremendous partnership with The Reading Center and United Way, RPS has a number of teachers trained in Orton Gillingham methodologies. Teachers watch the habits of students engaged in reading, confer with students to identify strengths and needs while reading, and use a variety of assessments. The behaviors of the readers generate the next steps of the teacher with regards to reading instruction. In the event a student displays frequent letter reversals that are not developmentally appropriate, complains frequently of headaches, or demonstrates an inability to concentrate on print for a prolonged time, the teacher will refer the student to the child study team and visit with parents. We will discuss the behavior but we will not diagnose or suggest a diagnosis. We talk to parents with regards to how these behaviors are impacting the student's ability to read. We do not have a formal screener. We will begin in the 18-19 school year using a combination of WTW, IRLA and FAST to identify students who have errors consistent with Dyslexia.

*Meets requirement of 2016 legislation*

# Pre-K Indicators

Individual Growth and Development Indicators (IGDIs)									
	Fall			Winter			Spring		
	II/III	Cut	I	II/III	Cut	I	II/III	Cut	I
<b>Picture Naming</b>	1-5	6-10	11-15	1-5	6-10	11-15	1-5	6-10	11-15
<b>Rhyming</b>	1-6	7-11	12-15	1-5	6-10	11-15	1-7	8-12	13-15
<b>Alliteration</b>	N/A	N/A	N/A	1-5	6-10	11-15	1-5	6-10	11-15
<b>Sound ID</b>	1-6	7-11	12-15	1-5	6-10	11-15	1-9	10-13	14-15
<b>Which One Doesn't Belong?</b>	1-5	6-10	11-15	1-5	6-10	11-15	1-5	6-10	11-15

# Tier II Indicators

	Beginning of Year	Mid-Year	End of Year
<b>Kindergarten</b>			
<b>NWEA MAP</b>	26th-40th percentile		
<b>FAST</b>	Student qualifies for MRC intervention based on MRC entrance criteria.		
<b>IRLA</b>	At-Risk		
<b>*Running Record</b>	N/A	1(A)	2(B)
<b>First Grade</b>			
<b>NWEA MAP</b>	26th-40th percentile		
<b>FAST</b>	Student qualifies for MRC intervention based on MRC entrance criteria.		
<b>IRLA</b>	At-Risk		
<b>*Running Record</b>	1-4 (A-C)	3-10 (C-F)	3-12 (C-G)
<b>Second Grade</b>			
<b>NWEA MAP</b>	171-178	178-198	185-208
<b>FAST</b>	Student qualifies for MRC intervention based on MRC entrance criteria.		
<b>IRLA</b>	At-Risk		
<b>*Running Record</b>	5-16 (D-J)	11-18(G-J)	13-20 (H-K)

\*\*Student must qualify on multiple data points reading below grade level.

# Tier II Indicators (continued)

	Beginning of Year	Mid-Year	End of Year
<b>Third Grade</b>			
<b>NWEA MAP</b>	185-192	190-205	195-217
<b>FAST</b>	Student qualifies for MRC intervention based on MRC entrance criteria.		
<b>IRLA</b>	At-Risk		
<b>*Running Record</b>	N/A	1(A)	2(B)
<b>Fourth Grade</b>			
<b>NWEA MAP</b>	195-203	199-214	202-224
<b>FAST</b>	At-Risk		
<b>*Running Record</b>	22-24 (M-O)	23-26 (N-Q)	24-26 (O-P)
<b>MCA from Third Grade</b>	340-349		
<b>Fifth Grade</b>			
<b>NWEA MAP</b>	199-203	199-214	204-228
<b>FAST</b>	At-Risk		
<b>*Running Record</b>	25-27 (P-R)	26-28 (Q-S)	27-29 (R-T)
<b>MCA from Fourth Grade</b>	440-449		

\*\*Student must qualify on multiple data points reading below grade level.

# Tier III Indicators

	Beginning of Year	Mid-Year	End of Year
<b>Kindergarten</b>			
<b>NWEA MAP</b>	25th percentile and below		
<b>IRLA</b>	Emergency		
<b>*Running Record</b>	N/A	N/A	1(A) or below
<b>First Grade</b>			
<b>NWEA MAP</b>	25th percentile and below		
<b>FAST</b>	At-Risk		
<b>*Running Record</b>	N/A	2(B) or below	2(B) or below
<b>Second Grade</b>			
<b>NWEA MAP</b>	170 or below	177 or below	204-228
<b>FAST</b>	At-Risk		
<b>*Running Record</b>	4(C) or below	10(F) or below	12(G) or below

\*\*Student must qualify on multiple data points reading significantly below grade level.

# Tier III Indicators (continued)

	Beginning of Year	Mid-Year	End of Year
<b>Third Grade</b>			
<b>NWEA MAP</b>	184 or below	189 or below	194 or below
<b>IRLA</b>		Emergency	
<b>*Running Record</b>	16(I) or below	18(J) or below	20(K) or below
<b>Fourth Grade</b>			
<b>NWEA MAP</b>	194 or below	198 or below	201 or below
<b>FAST</b>		Emergency	
<b>*Running Record</b>	21(L) or below	22(M) or below	23(N) or below
<b>MCA from Third Grade</b>	Below 340		
<b>Fifth Grade</b>			
<b>NWEA MAP</b>	198 or below	201 or below	203 or below
<b>FAST</b>		Emergency	
<b>*Running Record</b>	25-27 (P-R)	26-28 (Q-S)	27-29 (R-T)
<b>MCA from Fourth Grade</b>	Below 440		

\*\*Student must qualify on multiple data points reading significantly below grade level.

# Professional Development

- **Independent Reading Level Assessment (IRLA)/Action 100 Training by American Reading Company**
  - Ongoing, job-embedded training for classroom teachers, reading specialists, EL teachers, and special educators Best Practices District Staff Development Day
- **Professional Learning Communities (PLCs)**
  - Ongoing, job-embedded professional development supported by the Data Driven Dialogue process
- **ELA Courses**
  - Sessions offered by Curriculum & Instruction team
- **Orton-Gillingham Training by The Reading Center**
  - Cohort available for interested teachers
- **Literacy Coaches and Instructional Coaches**
  - Support for teachers with Action 100/IRLA implementation, instructional strategies, and data analysis