

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.



Rochester
Public Schools

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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 1 Red
Second Graders	Transitioning to White
Third Graders	Transitioning to Black



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 st - 3 rd Grade; Fall
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 (Optional at any time for students reading below IRLA level 2G) 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

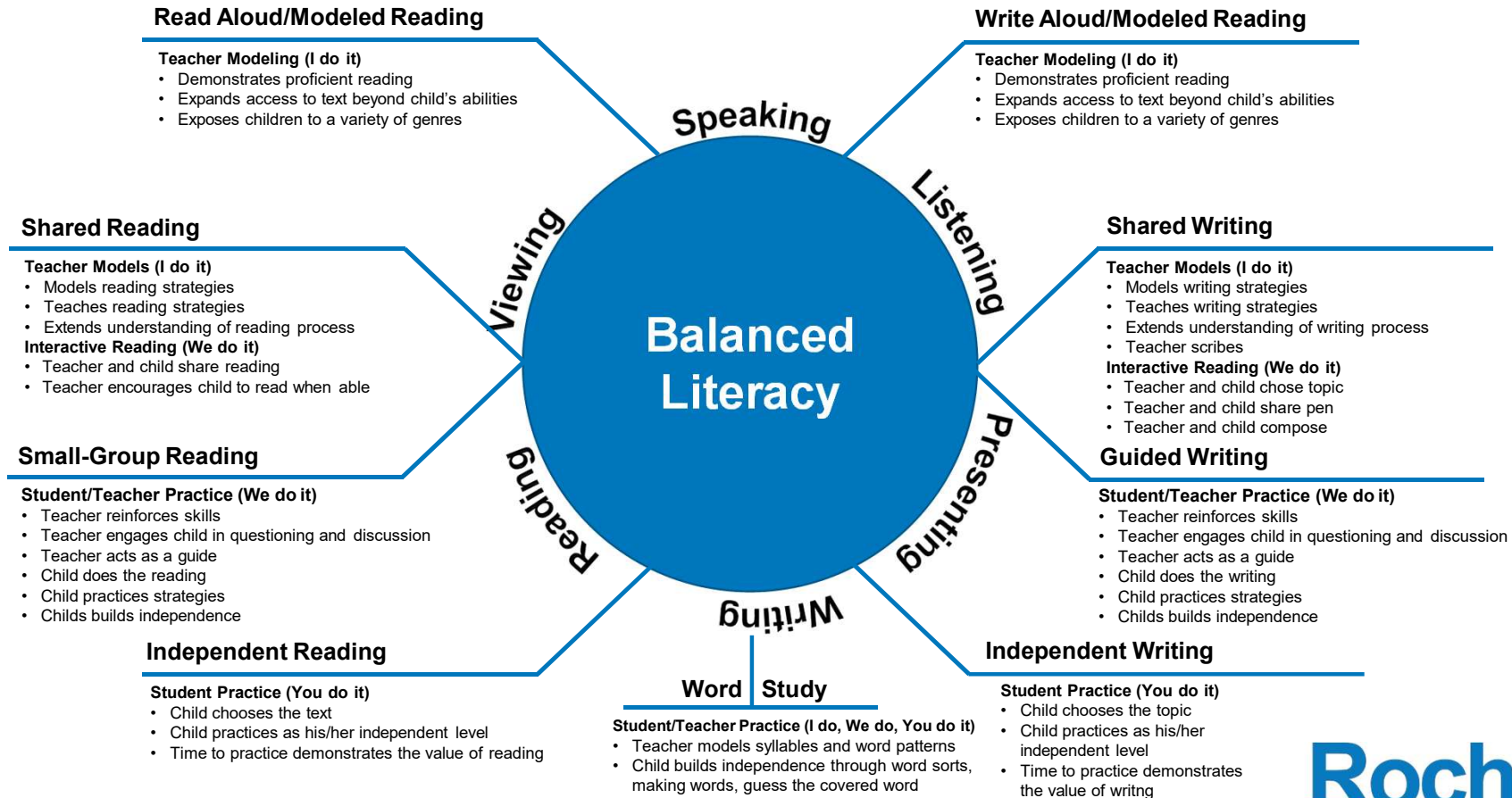
Involvement

- 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

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

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
Picture Naming	1-5	6-10	11-15	1-5	6-10	11-15	1-5	6-10	11-15
Rhyming	1-6	7-11	12-15	1-5	6-10	11-15	1-7	8-12	13-15
Alliteration	N/A	N/A	N/A	1-5	6-10	11-15	1-5	6-10	11-15
Sound ID	1-6	7-11	12-15	1-5	6-10	11-15	1-9	10-13	14-15
Which One Doesn't Belong?	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
Kindergarten			
NWEA MAP	26th-40th percentile		
FAST	Student qualifies for MRC intervention based on MRC entrance criteria.		
IRLA	At-Risk		
*Running Record	N/A	1(A)	2(B)
First Grade			
NWEA MAP	26th-40th percentile		
FAST	Student qualifies for MRC intervention based on MRC entrance criteria.		
IRLA	At-Risk		
*Running Record	1-4 (A-C)	3-10 (C-F)	3-12 (C-G)
Second Grade			
NWEA MAP	171-178	178-198	185-208
FAST	Student qualifies for MRC intervention based on MRC entrance criteria.		
IRLA	At-Risk		
*Running Record	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
Third Grade			
NWEA MAP	185-192	190-205	195-217
FAST	Student qualifies for MRC intervention based on MRC entrance criteria.		
IRLA	At-Risk		
*Running Record	N/A	1(A)	2(B)
Fourth Grade			
NWEA MAP	195-203	199-214	202-224
FAST	At-Risk		
*Running Record	22-24 (M-O)	23-26 (N-Q)	24-26 (O-P)
MCA from Third Grade	340-349		
Fifth Grade			
NWEA MAP	199-208	202-218	204-228
FAST	At-Risk		
*Running Record	25-27 (P-R)	26-28 (Q-S)	27-29 (R-T)
MCA from Fourth Grade	440-449		

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



Tier III Indicators

	Beginning of Year	Mid-Year	End of Year
Kindergarten			
NWEA MAP	25th percentile and below		
IRLA	Emergency		
*Running Record	N/A	N/A	1(A) or below
First Grade			
NWEA MAP	25th percentile and below		
FAST	At-Risk		
*Running Record	N/A	2(B) or below	2(B) or below
Second Grade			
NWEA MAP	170 or below	177 or below	184 or below
FAST	At-Risk		
*Running Record	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
Third Grade			
NWEA MAP	184 or below	189 or below	194 or below
IRLA		Emergency	
*Running Record	16(I) or below	18(J) or below	20(K) or below
Fourth Grade			
NWEA MAP	194 or below	198 or below	201 or below
FAST		Emergency	
*Running Record	21(L) or below	22(M) or below	23(N) or below
MCA from Third Grade	Below 340		
Fifth Grade			
NWEA MAP	198 or below	201 or below	203 or below
FAST		Emergency	
*Running Record	24 (O) or below	25 (P) or below	26 (Q) or below
MCA from Fourth Grade	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