

Rollingstone Community School



Local Literacy Plan 2022-2023

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Rollingstone Community School Local Literacy Plan

Introduction:

Rollingstone Community School (RCS) is committed to ensuring students in kindergarten through 3rd grade have access to an ELA setting that promotes reading proficiency. RCS's committed team of educators are dedicated to helping students achieve their full potential. Each student comes with different abilities and learning styles. At RCS we celebrate these differences and strive to use these differences to create an environment where all students can be successful.

Minnesota Statute 120B.12 requires that all students are provided with comprehensive scientifically based reading instruction as outlined in a local literacy plan. A local literacy plan must include processes to assess students' level of reading proficiency and progress, notify and involve parents, intervene with students who are not reading at or above grade level, and provide staff with appropriate professional development.

Literacy Objectives:

Rollingstone Community School's goal of the integrated English/Language Arts is to, *“develop literate, life-long learners who read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society effectively.”* At RCS, we are committed to ensuring children in kindergarten through 3rd grade are grade-level proficient in reading. We believe our core curriculum that is aligned to MN state standards and a tiered intervention system will help us achieve this goal.

Student outcomes and literacy objectives are the following:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills speaking, listening, and writing, which are necessary to succeed.
- All students will have a set of literacy skills and strategies that they can apply when working to make sense of all types of texts.
- All students will be assessed 3 times a year (Fall, Winter, and Spring) using consistently delivered, developmentally appropriate literacy tools with evidence of learning collected and recorded after each testing session for the purposes of demonstrating literacy strengths, weaknesses, and growth over time.
- All teachers will have a foundational knowledge of current literacy research and best practices that informs and guides their teaching daily.

Assessing Reading Proficiency

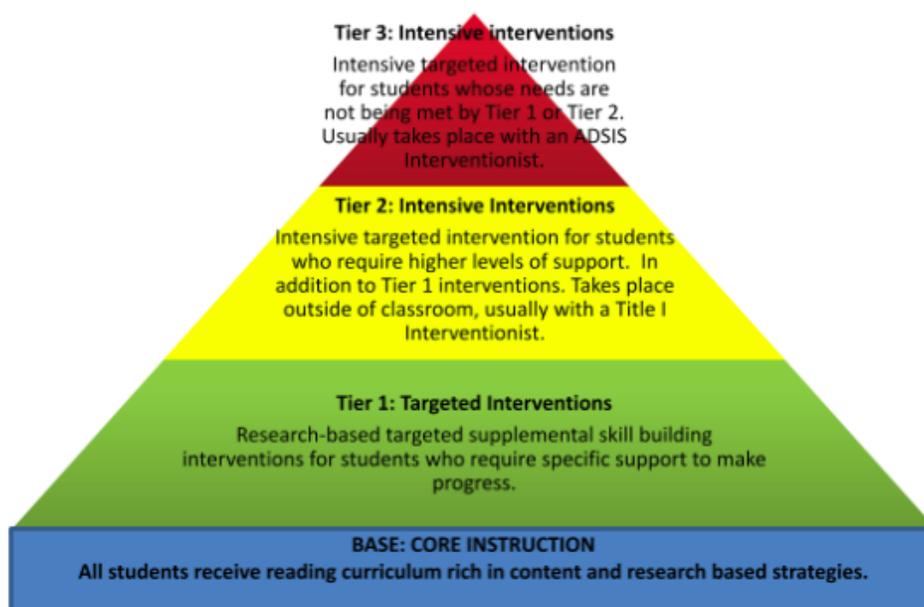
Rollingstone Community School will use a variety of assessments (formal and informal) to track student progress and reading proficiency. These assessment tools help us identify students who are struggling readers to create an individualized plan to meet the needs of our struggling readers.

RCS will use a universal reading screening tool (STAR Reading & STAR Early Literacy) three times a year to identify students who are not reading proficiently at grade level. Target scores have been identified per grade level for each test administration that outline expected grade-level performance.

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Fall	-STAR Early Literacy Assessment -Letter/Sound identification -Sight word Identification	-STAR Early Literacy -STAR Reading Assessment -Sight word Identification -Running Record	-STAR Early Literacy -STAR Reading Assessment -Running Record	-STAR Early Literacy Assessment -Running Record
Winter	-STAR Early Literacy Assessment -Letter/Sound identification -Sight word Identification	-STAR Early Literacy -STAR Reading Assessment -Sight word Identification -Running Record	-STAR Early Literacy -STAR Reading Assessment -Running Record	-STAR Early Literacy Assessment -Running Record -MCA Testing
Spring	-STAR Early Literacy Assessment -Sight word Identification -Running Record	-STAR Early Literacy -STAR Reading Assessment -Sight word Identification -Running Record	-STAR Early Literacy -STAR Reading Assessment -Running Record	-STAR Early Literacy Assessment -Running Record

Response to Intervention Framework

RCS will provide reading interventions to students in kindergarten through 3rd grade who have been identified as a struggling reader through the use of STAR Early Literacy and STAR Reading. These universal screening tools provide a baseline level to enter into an RTI system.



Base- Core Instruction: Students who are working at or above grade level standards and receiving research based strategies. These students receive daily instruction from their classroom teacher.

Tier 1- Target Interventions: Students who are identified as working below the 40th percentile will receive targeted intervention from their classroom teacher. This may include, but is not limited to, additional small group reading instruction, additional reading work being sent home, online supplemental support, etc.

Tier 2- Intensive Interventions: Students who are identified as 25th-30th percentile will receive tier 1 intervention in addition to an intensive intervention from a classroom para, volunteer, or Resource Teacher. This intervention would take place in the resource room (outside of the students classroom) and focus on the child's specific needs. Students in tier 2 will receive up to 30 minutes of direct small group or one-on-one instruction.

Tier 3- Intensive Interventions: Students who are identified as below the 25th percentile will receive an intensive intervention and will complete additional assessments to

identify additional needs. Hiawatha Valley Educational District would supplement these services as needed and may benefit from an Individualized Education Plan (IEP). Students receiving tier 3 intervention will receive at least 30 minutes of direct small group or one-on-one instruction.

Dyslexia

MN State Statute 125A.01, subd. 2 has defined dyslexia as the following:

"Dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria in order to qualify for special education services.

MDE states that there are 3 types of dyslexia identification:

1. Diagnosis of dyslexia provided by a clinical practitioner (medical diagnosis)
2. Characteristics of dyslexia identified through screening and additional diagnostic assessment process (local literacy plan assessments)
3. Student identification with a disability (special education comprehensive evaluation)

Rollingstone Community School will use STAR Early Literacy 3 times a year (Fall, Winter, and Spring) to assess students. STAR Early Literacy qualifies as an accepted screening tool to identify students with dyslexia. Students identified will be referred to the appropriate tier to receive additional support.

Our intake forms at the beginning of each year will allow a space for families to share family history in relation to dyslexia. If additional information is needed, a meeting with the child's parent/guardian may be requested. Questions may include, but not limited to: a child specific suspicion, evaluation or diagnosis of dyslexia and/or more detailed information on the family history regarding reading/dyslexia.

Individual classroom teachers will also have the responsibility to keep on-going spelling, reading, and writing records in addition to the standardized scores. This on-going data collection will be used as resources for parents and to identify the student's specific needs. Teachers will also log additional observations of students they suspect to have dyslexia. Classroom teachers will have access to resources to help identify students with dyslexia and have access to resources to support students with dyslexia.

Parent Notification and Involvement

Classroom teachers will have on-going communication with parents/guardians through verbal communication, weekly classroom newsletters/updates, and formal teacher conferences held twice a year with an option to request additional times to conference extra. During conferences, STAR Early Literacy, STAR Reading, and MCA data will be shared with parents/guardians. School-wide newsletters that are sent out monthly will highlight ideas to work on reading development skills.

If a child has been referred to receive tier 2 OR 3 intensive intervention as stated above, a letter from the child's teacher will be sent home. Parents/guardians will be invited to meet with the classroom teacher, building administrator, and resource/special education teacher to discuss the program and review the data. On-going progress monitoring will be shared with the parents both formally and informally through parent/guardian communication (email, phone conversations, face-to-face, and conferences). Students who are referred to receive a tier 3 intervention will have the opportunity to discuss the referral process for a special education evaluation.

Additional communication and partnership opportunities that RCS offers to parents/guardians are as follows:

- Weekly teacher emails/updates
- Classroom teacher websites
- Social media (Facebook and Instagram)
- Monthly school wide emails (Parent education section)
- February- "I love to read..." month guest readers
- 2 formal parent/teacher conferences
- On-going informal communication via email, phone, face-to-face
- Community volunteer readers
- Scholastic Book Fair
- Winona State student teacher-Literacy focus

Staff Development

Rollingstone Community School is dedicated to providing its teachers with on-going professional development in all curricula areas. During weekly staff meetings and professional development days, staff development is provided for the 5 effective reading components: phonemic awareness, phonics, fluency, vocabulary and comprehension. Professional development is focused on improving reading instruction school-wide.

RCS staff will collect and interpret data from universal screening tools and use the data to direct literacy instruction. From year to year, data will be collected and shared to set goals for the upcoming year. This data will be collected from STAR Reading and STAR Early Literacy.

RCS teachers will also receive at least 1 professional development day during the academic year that focuses on literacy development.