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I. General Information and Instructions:

Minnesota Local Literacy Plan 2020-21

**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

<p>Superintendent/Director: Wade Johnson</p>	<p>Fax: 218-867-2376</p>
<p>Site Address: 2040 Co. Rd 52, Rothsay, MN 56579</p>	<p>Email: wjohnson@rothsay.k12.mn.us</p>
<p>School Name and Number: Rothsay Public School #0850-01</p>	<p>Phone: 218-867-2116</p>
<p>Principal/Director: Emily Sternberg</p>	<p>Fax: 218-867-2376</p>
<p>Site Address: 2040 Co. Rd 52, Rothsay, MN 56579</p>	<p>Email: esternberg@rothsay.k12.mn.us</p>

Local Literacy Team Members

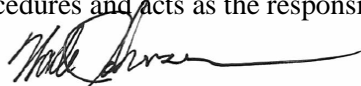
Local Literacy Team Roles

<p>Wade Johnson</p>	<p>Superintendent</p>
<p>Emily Sternberg</p>	<p>Principal/Title One Coordinator</p>
<p>Jessi Christ</p>	<p>Board Member/Parent</p>
<p>Jessica Metzger</p>	<p>Parent</p>
<p>Amanda Christensen</p>	<p>Grade 3 Teacher</p>
<p>Kristen Heidecker</p>	<p>Kindergarten Teacher</p>
<p>Kari Johnson</p>	<p>Special Education Teacher</p>
<p>Ingrid Johnson</p>	<p>Grade 1 Teacher</p>

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ Rothsay Public School _____ (*District Name*) has authorized


_____ Wade Johnson _____ (*Name*) at a monthly meeting to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2020-21. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.



 (*Signature of Superintendent/Director*)

 6/30/20

 (*Date*)

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All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the five elements prescribed under MS section 120B.12:

Requirements to be included in the local literacy plan:


Reporting:

- 1) Summary of reading assessment results
- 2) Summary of efforts to screen and identify students with dyslexia and convergency insufficiency disorder.
- 3) Copy of the Local Literacy Plan
 - Assessment of students' level of reading proficiency.
 - Interventions for students who are not reading at or above grade level.
 - Notification and parental/community involvement
 - Meet staff development needs in reading and writing instruction and practice

All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

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I. Purpose Statement

Rothsay school will ensure that all students meet reading proficiency at each grade level Kindergarten through Grade 3.

This plan focuses the district's literacy efforts in the following areas to ensure all students in grades K-3 are proficient in reading:

- Providing supports to ensure all students have access to a high quality preschool experience and a successful transition from PreK to K through a variety of prekindergarten experiences.
- Improving PreK through grade 3 teachers' capacity to meet the needs of all students.
- Expanding the use of student data, and ensuring that information is available to teachers and other stakeholders.
- Providing education, and support to parents to increase their capacity to support their children's literacy development at home.


Students are proficient when they are able to read grade level texts representative of the levels outlined in the text complexity bands of the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects accurately, fluently, and with comprehension and demonstrate mastery of state standards using the process and tools described below.

District and school wide leaders regularly analyze the services provided and make informed decisions to ensure reading proficiency for all students by the end of Grade 3. Professional Learning Communities (PLC) grade level teams meet monthly regarding common reading classroom assessment scores and student progress according to FAST Bridge progress monitoring. Our vision to support reading proficiency for all students Kindergarten-Grade 3 is supported through all day every day kindergarten and making our best effort to keep class sizes below 25 in grades K-3.

Rothsay Elementary School has adopted and fully implemented the rigorous reading curriculum resource of Houghton Mifflin/Harcourt (HM/H) Journeys program for all Kindergarten-Grade 6 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five big ideas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency.

Rothsay School is committed to instilling a love of reading in all students. All books in the elementary school library and classroom libraries in grades 2-6 are labeled for Accelerated Reader. All students in grades 2-6 take the Accelerated Reader STAR Assessment once per month (once per month in grades 7-8) to determine reading levels and progress.

Rothsay Elementary School administers benchmark assessments for reading fluency and comprehension of text using the FAST Bridge (Reading-Curriculum Based Measurement, Early Reading composite score assessments and the aReading assessment). All students are screened using these assessments three times per year, and students not reaching identified benchmarks will receive intervention in the classroom. Special Education

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students are monitored weekly; title one subgroup students monitored bi-monthly. Other students identified as at-risk are monitored monthly, using the fast FAST Bridge fluency assessments. The FAST Bridge tests of early literacy assessments are being administered in kindergarten and grade 1 to assess fluency and application of literacy skills though a composite score of 4 assessments.

The goal of Rothsay Public School district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The standards are aligned with the district's curriculum and assessments 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 in addition to results of our progress toward reading proficiency for all.



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**ROTHSAY SCHOOL
K-3 LOCAL LITERACY PLAN
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II. USE OF DATA

Rothsay Elementary uses multiple data points from reading assessments designed for screening, diagnostics, and progress monitoring. Assessments are administered according to a prescribed schedule using appropriate norms to support decisions and instruction.

FAST Bridge is used as a screening/benchmark assessment. The target scores (30% National) for each grade level are listed in the following charts:

Kindergarten FAST Bridge Assessments

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [7]	Onset Sounds [15]	Letter Sounds [35]
Onset Sounds [9]	Letter Sounds [23]	Word Segmenting [28]
Letter Names [12]	Word Segmenting [22]	Nonsense Words [10]
Letter Sounds [2]	Nonsense Words [5]	Sight Words [12]
Early Reading Composite [32]	Early Reading Composite [49]	Early Reading Composite [62]
aReading [379] (Comprehension)	aReading [403] (Comprehension)	aReading [426] (Comprehension)

Grade 1 FAST Bridge Assessments

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [25]	Word Segmenting [29]	Word Segmenting [30]
Nonsense Words [7]	Nonsense Words [13]	Nonsense Words [17]
Sight Words [10]	Sight Words [41]	Sight Words [58]
Sentence Reading [10]	Reading-Curriculum Based Measure [30] (Reading Fluency)	Reading-Curriculum Based Measure [58] (Reading Fluency)
Early Reading Composite [30]	Early Reading Composite [48]	Early Reading Composite [60]
aReading [426] (Comprehension)	aReading [445] (Comprehension)	aReading [461] (Comprehension)



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Grade 2 FAST Bridge Assessments

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [42] (Reading Fluency)	Reading-Curriculum Based Measure [73] (Reading Fluency)	Reading-Curriculum Based Measure [91] (Reading Fluency)
aReading [459] (Comprehension)	aReading [476] (Comprehension)	aReading [481] (Comprehension)


Grade 3 FAST Bridge Assessments

Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading-Curriculum Based Measure [75] (Reading Fluency)	Reading-Curriculum Based Measure [101] (Reading Fluency)	Reading-Curriculum Based Measure [117] (Reading Fluency)
aReading [480] (Comprehension)	aReading [489] (Comprehension)	aReading [496] (Comprehension)

Rothsay Elementary School FASTBridge Assessment results and indication of student progress toward reading Proficiency (January 2020 FASTBridge)

FAST Bridge **Early Reading Composite score** is used as a screening/benchmark assessment for students in Kindergarten and 1st Grade. The number and percentage of students proficient is reflected in the chart below. *Due to COVID-19 and mandated school closure, data reported is from January 2020 benchmarking period. Because students experience continued growth January to May, the district projects a higher percentage of students to have achieved proficiency.*

FASTBridge Early Reading Composite Score - Winter 2020	Number of students proficient (above 30 th percentile - National Norms)	Number of Students Tested	Percent Proficient (above 30th percentile)
Kindergarten	15	28	53.5%
1st Grade	12	17	70.5%

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FAST Bridge **aReading** is used as a screening/benchmark assessment for students in grades 1, 2, and 3. The number and percentage of students proficient at each grade level reflected in the chart below. *Due to COVID-19 and mandated school closure, data reported is from January 2020 benchmarking period. Because students experience continued growth January to May, the district projects a higher percentage of students to have achieved proficiency.*

FASTBridge - aReading Score - Winter 2020	Number of students proficient (above 30 th percentile- National Norms)	Number of Students Tested	Percent of Students Proficient at Grade Level (above 30 th Percentile)
1 st Grade	10	17	58.8%
2 nd Grade	14	27	51.8%
3 rd Grade	11	20	55%

FAST Bridge **Reading-Curriculum Based Measure (R-CBM)** is used as a screening/benchmark assessment for students in Kindergarten, 1st, 2nd, and 3rd grades. The percentages of students at meeting grade-level proficiency norms for grades 1-3 through score Winter 2020 below. *Due to COVID-19 and mandated school closure, data reported is from January 2020 benchmarking period. Because students experience continued growth January to May, the district projects a higher percentage of students to have achieved proficiency.*

FASTBridge - CBM – Reading Fluency - Winter 2020	Number of students proficient (testing above 30 th percentile – National Norms)	Number of students tested	Percent of students on Grade Level (above 30% tile - National Norms)
Kindergarten	14	26	53.8%
1 st Grade	12	17	76.5%
2 nd Grade	21	27	88.9%
3 rd Grade	13	20	65%



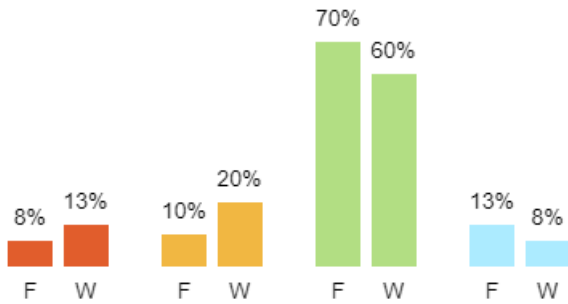
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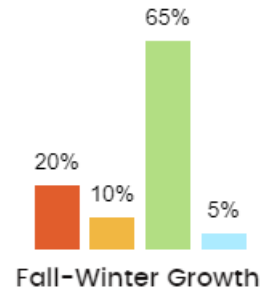
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FASTBridge Early Reading Group Growth Report -- Fall 2019-Winter 2020

Scores Of All Students In Group
 By Normative Categories: ?



Growth Of All Students In Group
 By Normative Categories: ?



Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
KG			62.5	64.0
ONE			78.6	66.0





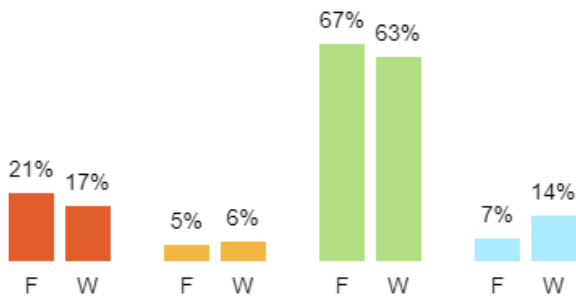
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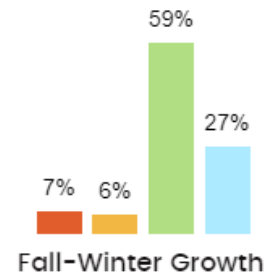
2020-21

FAST Reading Curriculum Based Measure R-CBM Group Growth Report –Fall 2019-Winter 2020

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Grade Level	Median Student More Data		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
ONE	18	54	84.9	97.0
TWO	69	103	138.1	131.0
THREE	112	129	149.7	151.0

■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above

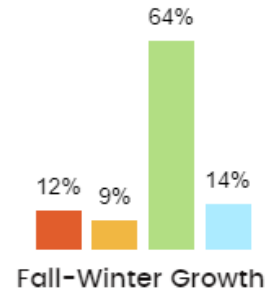
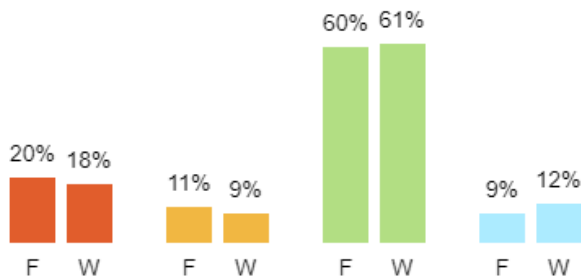


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FAST aReading Group Growth Report – Fall 2019-Winter 2020



Grade Level	Median Student More Data		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
KG	381	421	444.8	455.0
ONE	440	461	484.1	484.0
TWO	470	481	500.0	505.0
THREE	501	505	510.6	517.0








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STAR Reading Proficiency

All students in grades 2 -6 are assessed using the STAR Reading Enterprise assessments once per month. The results provide data for screening and help our staff make essential reading instructional strategies more effective for every student through personalized reading practice aligned to each student’s current level. STAR assessments measure a student’s comprehension and vocabulary skills. AR also assesses each student’s reading performance with three types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills. Students set AR goals, keep track of how many minutes they read each month and AR quiz percentages. The charts indicate the achievement of students in grades 2 and 3. This data is used to determine which students need further interventions and resources to improve reading performance.

Grade 2 STAR Reading Winter 2020 Results

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
 At/Above Benchmark	At/Above 230 SS	At/Above 40 PR	19	79%
Category Total			19	79%
Below Benchmark				
 On Watch	Below 230 SS	At/Below 39 PR	1	4%
 Intervention	Below 170 SS	At/Below 24 PR	2	8%
 Urgent Intervention	Below 97 SS	At/Below 9 PR	2	8%
Category Total			5	21%
Students Tested			24	
Students Not Tested			3	
Total Students			27	

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Grade 3 STAR Reading Winter 2020 Results


Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 360 SS	At/Above 40 PR	12	71%
Category Total			12	71%
Below Benchmark				
■ On Watch	Below 360 SS	At/Below 39 PR	0	0%
■ Intervention	Below 294 SS	At/Below 24 PR	2	12%
■ Urgent Intervention	Below 213 SS	At/Below 9 PR	3	18%
Category Total			5	29%
Students Tested			17	
Students Not Tested			5	
Total Students			22	

Sight Word (Dolch Word) Assessment Proficiency

Sight word assessment results for Kindergarten and first grade are collected at regular intervals throughout the school year, fall, winter and spring benchmark periods. The chart below shows proficiency results for Kindergarten and first grade. Kindergarten has 65 sight words, Grade 1 has 94 grade-level sight words. Assessment tool software ESGI is used to test students and monitor progress. The goal is to have all students reach mastery (80% correct) of grade-level sight words.

The number of Students Meeting proficiency on Grade Level Dolch Words is in the graph below for Winter 2020.

GRADE LEVEL	Number Proficient - Students at or above Grade-level Sight Words Score Winter 2020 (80% words correct)	Number Tested	Percent Proficient
Kindergarten	15	28	53.6%
1 st Grade	15	17	88%


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2019-20 Reading MCA Goals for Rothsay Public School – World Best Workforce Plan:

Reading

Plans, Goals, and Benchmarks for Instruction and Student Achievement

<p>Goal</p>	<ul style="list-style-type: none"> • 2019-20 Kindergarten through third grade goal in reading: To increase the number of students proficient (Percentile rank above 20%) on the Formative Assessment System for Teachers (FAST™) aReading assessment by 2%. 76% in 2018 to 78% in 2019. Winter 2020 data used for reporting. • 2019-20 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient to the state average for 2019 in all identified subgroups. 56% in 2018 to 58% in 2019. (55.7% proficient is the 2018 state average)
<p>Grade Level</p>	<p>Task</p>
<p>All Students Grades 3-6</p>	<p>Strategies</p> <ul style="list-style-type: none"> • All Staff – during workshop and early release days (9 per school year) will work in professional learning communities (PLCs) that focus on improving student achievement in reading. PLCs ensure that curriculum, instruction and assessments are aligned with state and local standards. • Common reading assessments in all grades are given. Assessment data and questions are analyzed during PLC meetings. • Special Education – boosting achievement through the understanding and application of standards based instruction and IEPs will be discussed at PLCs • Students in grades K-3 have access to Minnesota Reading Corps. This is for students who fall just below grade level expectations. • RTI (Response to Intervention) time – students in K-6 who qualify have access to RTI time that focuses on grade level skills that students need additional practice. Students are tiered into ability level groups based on classroom and benchmark assessments given. • Title I support - students in K-6 who qualify receive additional help in reading. Interventions based on need are delivered in small groups. • Comprehensive Special Education Programing for grades K-12. • Teachers will have access to MCA data, common classroom assessment data, and progress monitoring data and STAR assessment data.
	<p>Data</p> <ul style="list-style-type: none"> • Progress monitoring assessments • Diagnostic assessments • Common Classroom Assessments • Screening / Benchmarking assessments • Agendas and minutes from Professional Learning Community Teams so work completed in PLCs can be monitored • Teachers and administrators will collect, input and monitor data in the TIES data warehouse.

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III. ACTION PLAN for CONTINUOUS IMPROVEMENT

Processes to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

All students in grades K-6 are individually benchmarked using FAST Bridge assessments three times per year (fall, winter and spring) to determine each student's achievement in relation to grade level standards. Expectations for instructional reading levels at benchmark periods have been established using the text complexity guidelines outlined in the MN Academic Standards in English Language Arts/Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Benchmark Reading assessments through FAST Bridge measure each student's accuracy, fluency, and comprehension. Teachers use these results to diagnose students' specific reading needs in the areas assessed, to identify students in need of intervention in one or more of these areas, and to plan appropriate differentiated core, intervention, and enrichment instruction. The results of this assessment are shared with families at conferences.


Rothsay School staff progress monitors the reading fluency of students using the FAST Bridge (Tests of Early Literacy - Composite, Reading-Curriculum Based Measurement and aReading). All students are benchmarked using these assessments three times per year, and students not reaching identified benchmarks will intervention based on the level of need. Special Education students and those who qualify for RTI services are monitored weekly in their area of need. Title One students are monitored bi-monthly, using the FAST Bridge fluency assessments. FAST Bridge tests of early reading composite score assessments are administered in kindergarten and grade 1 to assess reading fluency and application of skills for both benchmarking and progress monitoring.

All students in grades 2 -6 will continue to be assessed using the STAR Reading assessment a minimum of once per quarter. Most students are assessed monthly with STAR to track reading progress and set goals. The results from the STAR assessments provide data for screening and help our staff make essential reading practice more effective for every student through personalized reading practice to each student's current level. AR also assesses each student's reading with four types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills.

Common grade level classroom unit assessments are developed by PLC's. Unit classroom assessment scores are reported at PLC meetings and shared monthly.

Based on student data, additional diagnostic assessment is sometimes necessary. Students whose assessment data indicates at-risk for reading difficulty are assessed individually with the Qualitative Reading Inventory (QRI), Words their Way assessments and Running Records to determine appropriate intervention placement and instruction.


Rothsay Schools screens students for dyslexia 2 times per year (fall and winter benchmark period) beginning in kindergarten through grade 3. Dyslexia is a language-based disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Before referring a student for a comprehensive evaluation for special education, Rothsay tracks student progress with a benchmark / screening test and identifies whether the student is progressing at a "benchmark" level that predicts success in

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reading. Students falling in the 25th to 10th percentile nationally, student receive title one instruction in small groups or with a Reading Corps.tutor. If a student falls below the 10th percentile nationally, the school may immediately deliver intensive and individualized supplemental reading instruction (RTI – Response to Intervention Services) before determining whether the student needs a comprehensive evaluation that would lead to a designation of special education eligibility. Rothsay’s RTI approach provides students structured and systematic instruction to get back on track toward achieving at grade-level and determines if in fact a learning disability may exist. For many students, even those with dyslexia, putting the emphasis on preventive or early intervention provides the necessary support. This Multi-Tiered System of Support (MTSS) practices of teaching first, and then determining who needs diagnostic testing based on response to instruction, are encouraged by federal policies known as Response to Intervention (RTI).

The benchmark assessments though FAST Bridge assess the skills related to a dyslexia diagnosis. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and a student’s ability to rapidly name letters and numbers. A student’s ability to read lists of words in isolation, as well as words in context is assessed. If a profile emerges that is characteristic of readers with dyslexia, RTI interventions are determined and implemented.

Rothsay Public School screens a student’s visual acuity and assesses their visual motor skills to refer those in need to an eye care professional for further assessment. Students in living in the Rothsay district have their vision screened once between ages 3-5 though early childhood screening. Students in grades kindergarten through grade 3 and grade 5 are screened annually. "Convergence insufficiency (CI) is a common binocular vision disorder that is often associated with a variety of symptoms, including eyestrain, headaches, blurred vision, diplopia [double vision], sleepiness, difficulty concentrating, movement of print while reading, and loss of comprehension after short periods of reading or performing close activities." *Archives of Ophthalmology*. 2008;126(10):1336-1349. Convergence insufficiency is a vision disorder not identified by the typical school vision screens. If a child indicates headache or eye strain while reading for extended periods to a school employee, the information is shared with a parent(s) for possible further screening by an eye care professional. Rothsay Public School makes every effort to alert parents of a possible convergence insufficiency vision disorder if suspected though our screening process.

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IV. Evidence-based Interventions

Early intervention involves three levels of reading instruction support for students to meet individual needs.

Following K-6 benchmark assessments, Title One staff and teachers analyze the results and determine which students are at-risk and in need of additional interventions. All students are placed in a tier (explained below). As a result, strategies will be developed and implemented. Following both fall and winter FAST Bridge benchmark assessments, parents are informed of their child’s results if they do not meet benchmarks according to national norms. Progress monitoring is used to determine the effectiveness of the evidence based intervention selected.


Tier 1 Students – Universal Interventions *Primary level of support*

- Rothsay School has adopted and fully implemented the rigorous reading curriculum resource of Houghton Mifflin/Harcourt (HM/H) Journeys program for all Kindergarten-Grade 6 students. This comprehensive, scientifically-based reading instruction uses strategies focused on engaging students in the five areas of reading: phonemic awareness, phonics (letter/sound fluency), comprehension, vocabulary, and fluency. Following the new adoption, classroom assessments were aligned to the 2010 MN Reading and Language Arts grade level content standards <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>. Teachers adapt reading/ language arts / spelling curriculum materials or students above, at and below grade level. All students in kindergarten, grade one and grade three in addition to Title One students in grade two use Reading Eggs for additional reading support. Students in grades 1, 2, and 3 use IXL, and students in grades 2-8 use Accelerated Reader and the STAR reading assessment.
- 80-90% of students make adequate progress under Tier 1 universal instruction and intervention model. If a student’s screening assessments fall below the 30th percentile (national norm), this may indicate a need for Tier 2 interventions and support. Services also.

Tier 2 Students – Secondary Interventions *Secondary level of support*

- Students reading below grade level according to assessment data and who are not making sufficient progress toward grade level reading goals receive further support. This support can be provided by the classroom teacher, intervention specialist or support staff. This instruction takes place most often in the classroom during the reading block, but sometimes occurs in a resource room. The district has several research-based intervention programs which address identified needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- 5-15% of students require Tier 2 supports and interventions. Students needing Tier 2 interventions will receive instruction in high efficiency, rapid response manner with small group instruction using evidence-based instructional strategies. The students in Tier 2 will receive Title One services and or Reading Corps. Services. Tier 2 services are an intervention intended to remediate the student’s deficits and promote participation in Tier 1 with general education students. These students’ scores fall within 10-25% National Norms.
- Intervention Details: Title One *PRESS* Intervention--Grades K-3 150 minutes per week; Progress monitor 2X per month; 6 students per group max

Tier 3 Students – Tertiary Interventions *Tertiary level of support*

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- Students testing significantly below grade level (<10% National Norms) on benchmark and diagnostic assessments receive the most intensive support in reading. In addition to the core reading program, a systematic, scientifically research-based reading intervention is used for instruction. Intervention instruction may take place in the classroom or in the resource room during a time other than the reading block.
- 1-5% of students require Tier 3 supports and interventions. Students needing Tier 3 interventions will receive intensive individual or small group instruction using evidence-based instructional strategies. Tier 3 services are an intervention intended to remediate the student's deficits and promote participation in Tier 1 with general education students. Tier 3 students are followed closely by the RTI team and data and interventions are reviewed every 6 weeks. Students who do not respond to RTI services after 12 weeks, will be referred for possible special education evaluation.
- Parents are informed about student progress in interventions through Student Assistance Team (SAT) conferences with the classroom teachers and support staff.
- Intervention Details: 100 Minutes per week; Progress monitored RTI 1X per week; Progress monitoring 2X per month; 1-3 students per group; Intensive Intervention

The following evidence-based interventions programs are used with identified title one students, RTI (Response to Intervention) students and Reading Corps. Students based on the identified need:

- Kindergarten – PALS reading activities, PRESS, Guided Reading, Reading Corps interventions.
- Grade 1 – PALS reading activities, Reading Eggs, PRESS, Guided Reading, Read Naturally, and Reading Corps interventions.
- Grade 2 –PALS reading activities, Guided Reading, Soar to Success, Accelerated Reader, Orton Gillingham, Reading Corps interventions.
- Grade 3 – Guided Reading in small groups, PALS reading activities, Read Naturally, Accelerated Reader, Words their Way and Reading Corps interventions.

The following evidence-based interventions programs are used with identified special education students in our school:

- Reading A-Z
- Reading Milestones
- Reading Eggs
- Reading Theory
- Readworks.org
- Reading Simplified Academy
- Guided Reading

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V. Parent and Community Engagement

The school provides the following activities/events to invite parental and community involvement:


- a. Open House in the fall.
- b. Title I Parent Annual Meeting in the fall and spring.
- c. Parent-teacher conferences two times a year.
- d. Newsletters sent home weekly (classrooms), a monthly calendar sent home from the main office, the school district's website is kept up-to date.
- e. Monthly district newsletter often including information for parents to support literacy at home.
- f. Brochures and information from the National Institute for Literacy are made available at the Fall Open House, parent-teacher conferences, Title I Annual Parent meetings / information nights, and upon request.
- g. Parent and community members are actively involved in reading with students and assisting teachers with the Accelerated Reader Program

Report cards and STAR assessment reports are sent to parents 4 times per year.

Student Assistance Team (SAT) meetings involve parents of students demonstrating lack of progress in reading benchmarks and assessments. The SAT analyzes the current data, decides which interventions to implement, and begins a period of progress-monitoring for that student. Students identified by the SAT as Tier III, not identified as special education, will receive two 6-week periods of intervention instruction. The students will be monitored weekly for progress, for assessment for potential referral to special education, and to assist classroom teachers' implementation of strategies to help the student. Results of progress monitoring for these students are provided to parents at the end of the 6-week intervention period.

Students receiving special education and title one services are monitored bi-monthly, for fluency monthly. Results of progress monitoring for these students are provided to parents once per quarter.

In addition, Rothsay Public Schools has developed an initiative to increase collaboration between kindergarten, preschool and child care providers in the Rothsay area. A committee including teachers, child care providers, and community members have attended the 2019 three-series Regional PreK-3 Leadership Workshops put on by the MN Dept of Education. Rothsay School's goal is to develop and implement effective and comprehensive PreK-3 system that ensure: 1) All Rothsay children are ready for school; 2) Rothsay has an aligned PreK-12 Continuous Improvement Model inclusive of early care and education programming; 3) All 3rd graders are reading at grade level. The Rothsay district-community system and plans for improvement will continue to develop through the work of the PreK-3 Leadership team. The district will continue assess and improve communication with parents and opportunities for parent and community involvement.

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VI. Professional Development

The focus of professional development for Rothsay School elementary staff is linked to improving student achievement. Data is used to improve student literacy and work toward closing the achievement gap. To improve instruction in targeted areas, teachers and specialists collaborate across grades, subjects and disciplines to promote development of competent use of literacy practices and instructional strategies for all students.

Job embedded professional development is designed to support high quality instruction necessary to meeting high achievement goals. Rothsay Public School has implemented professional learning communities, PreK-12. The professional learning communities collect formative and summative classroom assessment data and utilize current research to devise strategies for improving the school’s achievement. The PLC grade or subject alike teams meet weekly for 1.25 hours each month. The school board has set aside PLC work time monthly during workshop days and early release times.

Rothsay Public School PLC Characteristics

- A PLC’s primary focus is on improving student achievement.
- A PLC helps the district set and meet its student achievement goals.
- A PLC utilizes current and actionable achievement data (data closest to the point of instruction - classroom assessment scores).
- A PLC utilizes consensus building in order to make decisions.
- A PLC uses a collaborative approach to problem solving – “We not I.”
- A PLC uses a systems approach to problem solving.
- A PLC sets goals to not only sustain gains made but to continuously work toward student improvement.


Professional Learning Communities (PLC’s) are ongoing and focus on improving reading instruction for all students. The PLC’s meet monthly by grade levels in the elementary school. All professional learning communities focus on best practice instruction and improving MCA test scores.

Rothsay PreK-6 PLC’s focus:

- Increasing reading fluency, comprehension and finding student’s reading levels
- Analyzing classroom student data and using STAR and FAST Bridge data to drive instruction
- Developing common classroom assessments and collecting classroom assessment data
- Identifying a continuous improvement plan focusing on student achievement
- Curriculum alignment and assessment based on the standards

Curriculum Days will occur 2-4 times a year: grade level teams meet to discuss assessment and curriculum issues. During these curriculum days we will focus on data driven instruction and how we can best use our STAR and FAST Bridge data and classroom assessments to meet the needs of our students.

Rothsay School current practices and data collection demonstrate success leading to improved results for students not yet proficient. We believe that because there is collective ownership for student learning

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through our PLC culture, that all involved in our school will continue to grow and meet proficiency in reading by grade 3.

Thoughtful planning, assessment and data analysis, as well as focused instruction and professional development will provide all the students of Rothsay Public School the opportunity to read well by third grade. Parent and community involvement is vital in helping us to achieve this goal.