



4083 Ridgeway Community School
 35564 County Road 12
 Houston, MN 55943

LOCAL LITERACY PLAN 2023-2024

I. General Information and Instructions:

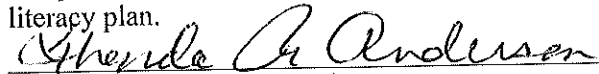
**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

District Name and Number: Ridgeway Community School 4083	Phone: 507-454-9566																		
Superintendent/Director: Jodi Dansingburg	Fax: 507-454-9567																		
Site Address: 35564 County Road 12	Email: jdansingburg@ridgewayschool.org																		
School Name and Number: Ridgeway Community School 010	Phone: 507-454-9566																		
Principal/Director: Jodi Dansingburg	Fax: 507-454-9567																		
Site Address: 35564 County Road 12	Email: office@ridgewayschool.org																		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><i>Local Literacy Team Members</i></td> <td style="width: 50%; text-align: center;"><i>Local Literacy Team Roles</i></td> </tr> <tr> <td>Rhonda Anderson</td> <td>Lead Teacher</td> </tr> <tr> <td>Jennifer Krings</td> <td>Lead Teacher/Assessment Coordinator</td> </tr> <tr> <td>Maureen Johnson</td> <td>Teacher</td> </tr> <tr> <td>Danielle Helms</td> <td>Teacher</td> </tr> <tr> <td>Sarah Meyer</td> <td>Teacher</td> </tr> <tr> <td>Brad Kanz</td> <td>Teacher</td> </tr> <tr> <td>Samantha Conway</td> <td>Special Education Teacher</td> </tr> <tr> <td>Anne Speltz</td> <td>Interventionist</td> </tr> </table>		<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>	Rhonda Anderson	Lead Teacher	Jennifer Krings	Lead Teacher/Assessment Coordinator	Maureen Johnson	Teacher	Danielle Helms	Teacher	Sarah Meyer	Teacher	Brad Kanz	Teacher	Samantha Conway	Special Education Teacher	Anne Speltz	Interventionist
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LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Ridgeway Community School (*District Name*) has authorized

Rhonda Anderson (*Name*) at a monthly meeting on June 22, 2023 (*date*) 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 2023-24. 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 LEA Representative*)

6-22-23
(*Date*)

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:

Five requirements to be included in the local literacy plan include:

1. How you will ensure reading proficiency for all students by the end of Grade 3.
2. The process to assess students' level of reading proficiency.
3. How you will notify and involve parents.
4. How and when you will intervene with students who are not reading at or above grade level.
5. How you will identify and meet staff development needs.

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

This can be accomplished as follows:

- Districts/School Sites K-3 must develop or revise a local literacy plan ~AND~
- Use the attached rubrics (appendix A) to guide your school local literacy planning

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LOCAL LITERACY PLAN 2023-2024

- I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

Kindergarten – All kindergarteners will receive instruction in letter recognition, phonemic awareness, sight word fluency, and vocabulary to begin an awareness of language development.

First Grade – Through sight word fluency, continued phonemic awareness, phonics, oral reading fluency, comprehension, and vocabulary development students will begin emerging as independent readers.

Second Grade – Through continued phonemic awareness and phonics and novel study, the students will develop oral reading fluency, comprehension, story element understanding, and vocabulary awareness to continue their path to become independent readers.

Third Grade – Through continued phonemic awareness and phonics and novel study, the students will continue to develop oral reading fluency, comprehension, story element understanding, and vocabulary awareness to become fully independent readers.

- II. Statement(s) of process 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.

Assessments:

Diagnostic Assessments

Teachers at RCS administer FastBridge assessments in September, January, and May to determine proficiency in oral reading fluency and early literacy skills. Students are also assessed using the NWEA MAP tests to determine proficiency in comprehension and early literacy skills during September, January, and May. All results are evaluated to determine those students at, above, and below the 50% in each grade. Students performing below the 25% are entered into the school's RISE program for intervention time. Students performing below the 40% are entered into the school's Title 1 program for additional assistance (if available) and/or are entered into the Reading Corps program. Parents are notified after each assessment period.

Progress Monitoring Assessments

Students receiving intervention services are progress monitored on a weekly basis using the FastBridge progress monitoring probes. Continued progress is evaluated every six-eight weeks.

- III. Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

After each assessment period, parents are notified of their students' results. Parents of those students under the 40% are invited to attend Partners In Education meetings to discuss how progress is going in the program and what they can do at home to help their children attain reading proficiency.

- IV. Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress.

All students are assessed in September, January, and May to determine reading proficiency. Students are assessed using FastBridge and NWEA MAP assessments. Students falling below the 40% will be placed in Tier 2 and/or Tier3 interventions.

Tier 1: Students in Tier 1 receive general instruction from their classroom teachers. *Six Minute Solutions* is used to enhance oral reading fluency. *Orton-Gillingham* strategies are used to develop phonemic awareness. *Words Their Way* is used to develop vocabulary and spelling skills.

Tier 2: Students in Tier 2 may receive smaller group instruction, have modified work, or use programs such as Read Well, Earobics, Pals, Sound Partners, Stepping Stones, Read Naturally, Rewards, Orton-Gillingham, Road to the Code, Phonics for Reading, Odysseyware, or ROAR strategies. Reading Corps interventions are also available for these students. The additional services may receive the instruction in small groups or one on one.

Tier 3: Students in Tier 3 are assessed additionally using a diagnostic assessment of reading to give a deeper understanding into the area(s) instruction is most needed. Programs used may be Read Well, Earobics, Pals, Sound Partners, Stepping Stones, Read Naturally, Rewards, Orton-Gillingham, Road to the Code, Phonics for Reading, Odysseyware, or ROAR strategies. Students receiving Tier 3 interventions may receive a more individualized approach to their instruction or a greater amount of additional instructional time.

All parents receive information regarding their students' progress in letter format after each assessment period and are invited to attend the Partners In Education meetings.

- V. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

Teachers at RCS are focusing on professional development in the areas of Differentiated Instruction, Orton-Gillingham strategies, Words Their Way, the Responsive Classroom approach, and the MN Academic Standards in English Language Arts standards. This will help us ensure that all students receive quality literacy instruction. This professional development will be both job embedded – occurring during our PLC meetings and during our scheduled “data review days” – and externally attained. The choices for professional development are based on the needs of the students after reviewing the assessment data obtained in September, January, and May.