



# Rushford-Peterson Schools

*“Always our Best”*

I. General Information: <a href="http://www.r-pschools.com">http://www.r-pschools.com</a>	
DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION	
District Name and Number: Rushford-Peterson Schools District 239	Phone: 507-864-7785 Fax: 507-864-2085
Superintendent: Dr. Ben Bernard	Phone: 507-864-7785 ext. 1001
Site Address: P.O. Box 627 1000 Pine Meadows Lane Rushford, MN 55971	Email: <a href="mailto:benbernard@r-pschools.com">benbernard@r-pschools.com</a>
School Name and Number: Rushford-Peterson School District 239	Phone: 507-864-7785
Principal: Mrs. Angela Shepard, EC-5 Elementary Principal	Phone: 507-864-7785 ext. 1005
Site Address: P.O. Box 627 1000 Pine Meadows Lane Rushford, MN 55971	Email: <a href="mailto:angelashepard@r-pschools.com">angelashepard@r-pschools.com</a>

<b>District Literacy Leadership Team (DLLT) Members</b>	<b>Local Literacy Team Roles</b>
Ben Bernard	Superintendent
Angela Shepard	K-5 Principal
Lacey Drinkall	Title I Teacher
Margaret Marklowitz	K-2 Reading/Math Intervention
Meredith Johnson	3-5 Reading/Math Intervention
Shannon Kopperud	2nd Grade Teacher
Lena Bergo	MTSS Coordinator

## LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Rushford-Peterson Schools has authorized Ben Bernard, Superintendent, at a monthly meeting in June, 2024 to act as the Local Education Agency (LEA) representative in reviewing and billing the attached plan as provided under P.L. 107-110 for school years 2024-2025. 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.

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*(Signature of Superintendent/Director)*

June 17, 2024

*( Date)*

## Overview of the Rushford-Peterson Local Literacy Plan

The Rushford-Peterson School District Literacy Plan is comprehensive and addresses literacy from preschool through twelfth grade, while acknowledging the state's focus on reading proficiency for students in kindergarten through third grade. According to the Minnesota Department of Education, "To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts." Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured through integrated experiences and activities to develop rich content knowledge within and across grades. Through motivation and engagement, students also acquire the habits of reading independently, which is essential to their future success.

(Goal: 120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3: Subdivision 1. Literacy goal.

The legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction consistent with section [122A.06, subdivision 4.](#))

The Rushford-Peterson Literacy Plan looks at literacy curriculum, instruction, and assessment – three areas that need to be aligned in order to foster literacy development for all students. This plan also addresses leadership, professional development and communication with families. An action plan to specifically address the state goal is offered as well as a list of professional development resources that might prove beneficial for educators in the Rushford-Peterson school district. In addition, the Rushford-Peterson District has developed a Strategic Plan that addresses many of these same areas: <https://docs.google.com/document/d/1HddZDtuNv2T2wTJwarFUmv-TjpmEzpTcjkNhIFGBG0/edit>

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: "The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future."

**PRIORITY 1: Personalize learning for all students in pursuit of their academic excellence.**

**VISION (Level 4):** 85 -100% of all Kindergarten to Grade 3 students are proficient on the Spring Reading benchmark assessments. 75% or more of all Grade 3 to Grade 8 students meet or exceed grade level standards on the Reading MCA test. 80 - 100% of all students assessed, will score a 21 or above on the ACT test (composite score).

[RUSHFORD-PETERSON MCA / ACT TEST RESULTS](#)

Reference:

<http://education.state.mn.us/MDE/dse/prof/dev/>

This link provides access to the resources used by the Rushford-Peterson School District leadership team as they created the Rushford-Peterson School District Literacy Plan.

### Section 1: Leadership and Staff Development

The Rushford-Peterson School District understands the importance of a strong, well-trained District Literacy Leadership team (DLLT) comprised of administrators and teachers who communicate effectively and continuously with our stakeholders: other teachers, support staff, parents and community, about literacy issues in order to ensure reading proficiency for all students.

The District also understands the need for on-going, quality professional development in literacy to extend understanding and support implementation of current district initiatives in literacy. Time for staff to meet in flexible professional learning communities to study, discuss, and plan is considered a priority. Input from the staff is sought through the use of professional development evaluation forms, implementation checks, and minutes from each professional learning team meeting.

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

**PRIORITY 3: Maximize the personal and professional potential of all staff.**

**VISION (Level 4):** The district will integrate the continuous improvement philosophy and process throughout the system through evidence of increased reference to the contents of the Strategic Plan throughout the district, and emphasizing the following goals: Achieve an 85 - 100 % satisfaction rate for all staff surveyed regarding their staff development opportunities; 75-100% of all tenured staff have, or are enrolled in a master's degree program; have 95-100% of staff members take part in professional development opportunities or summer curriculum writing; 100% of staff members complete an Individual Growth and Development Plan. Note: Leaders will more regularly incorporate District Goals in communicating plans and activities and enhance the role of PLCs to improve instructional skills, communication, data management etc.

Rushford-Peterson Action Plan for Literacy: Leadership

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Create a regular schedule of DLLT** meetings. Make this part of the District Advisory Committee schedule.	Identify the purpose of the team and need to meet. Check school calendar for meeting dates.	DLLT	Time to meet. Agenda for each meeting. Minutes kept and made available to stakeholders.	Schedule will be posted for monthly meetings, for the current school year, by August 31 of each year.	Agendas and minutes of DLLT meetings.
Identify what and how to communicate on literacy to all stakeholders.	Discussion at DLLT meetings. Data review. P-T Communications. Share at PLC meetings.	DLLT	Time. Access to data.	Plan to be posted by September 30, of each school year. On-going meetings for the current school year.	Agendas and minutes of DLLT and PLC meetings.

\*\* District Literacy Leadership Team

## Rushford-Peterson Action Plan for Literacy: Professional Development

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Identify and plan Literacy PD: Topics could include: Types of assessment Analyzing Data Formative /Summative Assessments 2010 MN Academic Standards for ELA Gradual Release of Responsibility Differentiated Instruction Balanced Literacy Program Reading Strategies Book Leveling	Survey staff  Look at data to determine student needs (For example, vocabulary)	DLLT Q COMP Site and Lead Teachers, Staff Development Committee, Classroom Teachers and Intervention teachers (includes SPED, ADSIS, & Title teachers)	Develop a survey  Resources on the focus topic	Ongoing	Summary of completed surveys/evaluations.  Staff Development (SD) evaluation forms as appropriate  LC Calendar - Add a focus topic and meeting evaluation. Complete PLC rubric 1 time per year.  Evaluations by Principal and Site/Lead Teachers
Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Develop a professional library accessible to staff.  Attend training offered by SSC & HVED	Determine place and types of materials.  Staff will choose from a variety of workshops.	DLLT  Staff	Funding, Donation of books, etc.  Staff Development Funds	Ongoing  Ongoing	Professional Library in place  Completed Staff Development Forms



## Section 2: Assessment

The R-P School District supports a comprehensive assessment system that aligns with curriculum, including the 2010 Minnesota Academic Standards for English/Language Arts, and instruction. This system includes the use of screening, diagnostic, summative, and formative assessments.

“Screening assessments are often quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Screening of all students at regular intervals, usually three times a year, helps to establish expected proficiency outcomes and informs program effectiveness.” The Rushford-Peterson District uses the MCA, FastBridge and TOPA (Test of Phonological Awareness) for screening assessment tools. MCAs are given yearly to all students in grades 3-11. FastBridge benchmark assessments are administered three times a year to all students in grades K-8. TOPA is administered to Kindergarten students twice a year in the Fall and Winter.

“The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention. The diagnostic assessment information should be used to strategically plan more targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations.” The Rushford-Peterson School District uses FastBridge Benchmark scores as a formative assessment for grades K-8. These assessments are given three times a year. The data for students who are identified as high risk for reading deficiencies, would be further analyzed for indicators of being at risk for dyslexia according to the following procedure: look for patterns, profile reading/writing difficulties, summarize diagnostic impressions and develop interventions with continual evaluations and modifications as needed.

The Rushford-Peterson Intervention (K-8) and Title I (K-4) classrooms use FastBridge Progress Monitoring Assessments (Early reading assessments, CBMreading fluency and/or comprehension). Progress monitoring assessments are administered weekly to determine the rate of a student’s progress toward grade level outcomes, to provide information on the effectiveness of intervention and to modify the intervention tools, if necessary.

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

**PRIORITY 1: Personalize learning for all students in pursuit of their academic excellence.**

**VISION (Level 4):** 85 -100% of all Kindergarten to Grade 3 students are proficient on the Spring Reading benchmark assessments. 75% or more of all Grade 3 to Grade 8 students meet or exceed grade level standards on the Reading MCA test. 80 - 100% of all students assessed, will score a 21 or above on the ACT test (composite score).

By regularly assessing students' progress in reading, educators can identify which students need more help and which are likely to make good progress with quality core instruction alone.

For more information on the Minnesota Comprehensive Assessments (MCAs) used by all Minnesota school districts, go to the following link:

<http://education.state.mn.us/MDE/dse/test/>

### Rushford-Peterson Action Plan for Literacy: Assessment

<b>Actions</b>	<b>How will the activity be accomplished?</b>	<b>Who will be responsible for the activity?</b>	<b>Describe the necessary resources (time &amp; materials, i.e. substitutes)</b>	<b>What is the target date for completion?</b>	<b>What evidence will indicate completion?</b>
Understand the types of assessments used in the R-P district and their purpose.	Staff Development Inservices/ Professional Learning Community (PLC) time	District Literacy Leadership Team (DLLT)	Time designated for this purpose	Ongoing	Agenda & minutes District Assessment list (Read Well Report)
Understand, analyze, and use the data from assessments to inform instruction.	PLC time Data Review Days – scheduled 5x/year	DLLT Teachers PK-5	Time designated for data review Access to testing data	Ongoing	Educlimber Fastbridge MCA's Classroom Assessments
Understand formative and summative assessments and implement these assessments in the classroom.	PLC time	DLLT Teachers PK-5	Time designated for this discussion	Ongoing	Observations by administrators and PLC site leaders

### Section 3: Parent and Community Involvement

The Rushford-Peterson School District values parent and community involvement and is committed to keeping those stakeholders informed about literacy achievement and the on-going work done at the school to increase literacy achievement for all students. Community volunteers include Partners in Education (PIE), and business partnerships (The Creamery, Kwik Trip, Mystic Star Lodge No. 69). In addition, the public library supports literacy through the story hour for young children and a summer reading program.

[Click here for resources with information on ways families can support their children's education.](#)

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**PRIORITY 4: Promote and provide positive school and community culture that engages all stakeholders.**

**VISION (Level 4):** The district will integrate the continuous improvement philosophy and process throughout the system through evidence of increased reference to the contents of the Strategic Plan throughout the district, and emphasizing the following goals: Create at least 2 new community-school partnerships, attain greater than 75% parent participation in Open House and Parent-Teacher Conferences/Parental Contact events, achieve greater than 70% positive response rate on parent satisfaction surveys, achieve greater than 70% positive response rate on staff satisfaction survey, 95-100% of the incoming Kindergarten students will have attended Lille By preschool. NOTE: Define volunteer processes, utilize/explore service learning opportunities, explore communication tools, and promote and enhance partnership with P.I.E.

Rushford-Peterson Action Plan for Literacy: Parent and Community Involvement

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Inform parents and community about the literacy plan.	Publish the plan.	District Literacy Leadership Team (DLLT)		Ongoing	Website, news articles, newsletter
Inform parents and community about the literacy achievement of its students.	Completion of the Annual Progress Report.	Administrators and staff		Annually	World's Best Work Force Report posted on RP Website
Inform parents of the literacy progress of their students.	Report cards FastBridge Benchmark scores Parent-teacher Conferences	Classroom Teachers, Intervention, Title & SPED Teachers		Trimester grades are sent home and available on-line. FastBridge benchmark results are sent home after Fall & Spring testing.	Written communication of individual student progress in literacy
Provide activities that promote parent / community involvement and PK-5 student involvement.	Reading month activities (PK-5) Reading goals/toe-tag awards	PK Teachers Title, I, Intervention, and Special Education teachers Library Assistants, DLLT	Time Funding for books Paper copies prizes/toe-tags	Annually	Flyers, attendance sheets
Provide activities and share ideas that promote pre-literacy skills in the daycare /home setting	Professional development for daycare providers	Title, I and Intervention teachers PK Teachers and Community Education	Time Paper copies Door prizes Food	Yearly in May	Flyers, attendance sheets

## Section 4: Curriculum and Instruction, including Multi-Tiered Interventions

The Rushford-Peterson School District identifies the 2010 Minnesota Academic Standards as the intended literacy curriculum in the school district. The presence of a “guaranteed and viable curriculum” (**Marzano, 2003**) is a requisite to a complete literacy plan. Making sure that the intended curriculum is also the enacted curriculum is part of the action plan.

The Rushford-Peterson School District understands that the quality of instruction in the classroom is one of the most important determiners of successful student learning. The R-P School District in cooperation with the Minnesota Department of Education advocates a balanced literacy approach to instruction, assessment, and intervention. The Gradual Release of Responsibility is an instructional model that may help students become independent learners.

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Reference

[2010 Minnesota Academic Standards - English Language Arts K-12](#)

## Rushford-Peterson Action Plan for Literacy: Curriculum

<b>Actions</b>	<b>How will the activity be accomplished?</b>	<b>Who will be responsible for the activity?</b>	<b>Describe the necessary resources (time &amp; materials, i.e. substitutes)</b>	<b>What is the target date for completion?</b>	<b>What evidence will indicate completion?</b>
Understand the organization and expectations for the MN Academic Standards for ELA.	In PLCs, review the MN ELA Standards. Develop a common language for discussing literacy across grade levels and content areas PK-5.	Administrators & teachers PK-5.	Copy of the MN ELA Standards and Appendices A-B-C. PD time designated for this discussion.	On-going	Agenda and minutes: - PLC meetings - Staff Development meetings  World's Best Work Force Report
Align the MN ELA Standards (intended curriculum) and what is being taught (Enacted curriculum).	Review the MN ELA Standards and make connections to what is being taught.	Administrators and teachers PK-5.	Copy of the MN ELA Standards and Appendices A-B-C.	On-going	All teachers upon request will be able to provide MN ELA Standards alignment to lessons and/or assessments.

## Rushford-Peterson Action Plan for Literacy: Instruction

<b>Actions</b>	<b>How will the activity be accomplished?</b>	<b>Who will be responsible for the activity?</b>	<b>Describe the necessary resources (time &amp; materials, i.e. substitutes)</b>	<b>What is the target date for completion?</b>	<b>What evidence will indicate completion?</b>
Ensure a minimum of 90-120 minutes for core instruction in literacy.	Review schedules. Survey staff.	DLLT	Develop a survey.	June 1, of current school year	Master schedule for grades PK-5 with minimal interruptions during literacy.
Identify 30-60 minute blocks of time for supplemental and/or intensive interventions.	Review schedules. Teacher Survey Parent survey Student survey	Intervention & Title Staff	Develop the surveys.	June 1, of current school year	PK-5 schedule that includes intervention time in addition to core instruction.

Understand and implement the instructional model of Gradual Release of Responsibility (GRR) along with ideas for Differentiated Instruction (DI) strategies.	PD/PLC time to read and discuss. Identify the GRR components including grouping practices.	Administrators and teachers PK-5.	Articles/Journals, Books on GRR and DI  PD time designated for this.	Ongoing	Agenda and minutes: - PLC meetings - Staff Development meetings  Pre/Post Observation Forms
<b>Actions</b>	<b>How will the activity be accomplished?</b>	<b>Who will be responsible for the activity?</b>	<b>Describe the necessary resources (time &amp; materials, i.e. substitutes)</b>	<b>What is the target date for completion?</b>	<b>What evidence will indicate completion?</b>
Understand and implement the components of a balanced literacy program.	PD /PLC time to read and discuss.	Administrators and teachers PK-5.	Articles/Journals, Books PD time designated for this.	Ongoing	Agenda and minutes: - PLC meetings - Staff Development meetings
Identify the teaching resources currently used for core literacy instruction and identify additional needed resources for Title and Intervention instruction.	Review resources used for core, Title, and Intervention instruction. Data Review Days  Leveling PK-5 library resources	Administrators and teachers PK-5.  Title and Intervention Teachers	Time	Annually	Grade level lists of resources used.  Leveled resources available in library  ADSIS Annual Report
Identify the interventions currently in place for literacy instruction and identify additional needs. (Extended Day, and Extended Year,)	Review interventions used for core, supplemental, and intensive instruction.	Administrators and teachers PK-5.	Time	Ongoing	Grade level lists of interventions used.  Review entrance and exit criteria for intervention programs. CLP's

Identify and put in place interventions for students who are identified as at risk for dyslexia	Staff Development; Data Meetings, PLC time, PST Team, Grade level meetings	PK-5; Title and Intervention Teachers; Administrator	Time; Information/resources on research based strategies	Ongoing	Meeting agendas and minutes; Progress Monitoring and Benchmark Data Assessments
Identify activities / strategies that support reading development:  Mindfulness Movement helps learning	Share activities / strategies for classroom use:  S.M.A.R.T and Brain Gym, 3 <sup>rd</sup> Grade Balance Balls	Administrators and teachers PK-5.  P.E. Teacher / classroom teachers	Time  Time at staff meetings to share ideas	Annually  Ongoing	Grade level lists of interventions used. Review entrance and exit criteria for intervention programs. Staff Meeting agenda / Staff self-report use of ideas.