



## Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

### District or Charter School Information

District or Charter School Name and Number: Little Falls Community Schools (ISD 482)

Date of Last Revision: 6/12/24

### Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

### District or Charter School Literacy Goal

*Describe the district or charter school's literacy goals for the 2024-25 school year.*

Implement a consistent, aligned, and evidence-based professional development plan.

- Begin the process of LETRS training for our phase 1 staff members, including grades 4 and 5, complete volume 1 during the 2024-2025.
- Continued support for interventionists around PRESS and SPIRE for the 2024-2025 school year.

Implement a consistent, aligned, and evidence-based academic framework to improve student outcomes.

- Implement a MDE approved foundational curriculum to ensure student mastery of foundational skills in grades K-5.
- Implement FastBridge as our screener, utilizing the data to inform instruction and identify student at risk of not meeting grade level targets or with potential dyslexia characteristics.
- Continue to follow the MTSS framework, by identifying the needs through data meetings. Implement the literacy flow chart for tier 1, tier 2, and tier 3 based on data-based decision making from FastBridge, other classroom assessments, and observations.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- ☐ mCLASS with DIBELS 8<sup>th</sup> Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition
- ☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

## Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>Name of Screener:</b> <b>FastBridge</b> <i>Until further information released by MDE</i>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

*Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.*

Parents or guardians will be notified many different ways throughout the year about student progress, including if their child is not reading at or above grade level. Below is a list of ways that communication happens between the parent/guardian:

- Benchmark data at the fall conference, explaining student's current placement on national norms, and any concerns in relation related to reading that the test has flagged and/or that the teacher has seen in the classroom.
- Students identified through data meetings as needing additional support due to reading skills not meeting grade level expectations will receive a letter to take home explaining additional services that will be provided.
  - The student's goal will be noted by their interventionist.
- Monthly progress monitoring reports will be sent home with students receiving addition support in reading. This will be accompanied by a letter explaining the progress monitoring graph.
  - Each progress monitoring letter will have a QR code to scan, that will lead to a short video on ideas of how to support their student at home.
  - Interventionists will make notes as applicable about current things they are working on and what can be done at home to support that.
- Family Engagement Nights are hosted to support families in strategies to utilize with students at different levels.
- Report card will be sent home at the end of each semester.
- Winter Benchmark Reports will be shared out at the winter conference, focusing on student growth and grade level expectations.
- Spring Benchmark Reports will be sent home with report cards at the end of the year.

## Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

### Summary Data Kindergarten through 3<sup>rd</sup> Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Note: This information is currently related to our Aimsweb Screener.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	140	20	139	39	140	69
1 <sup>st</sup>	134	23	131	55	134	59
2 <sup>nd</sup>	188	28	185	86	188	61
3 <sup>rd</sup>	154	35	153	70	154	52

## Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 <sup>th</sup>	173	103	173	47
5 <sup>th</sup>	152	97	152	27
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

## Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
Kindergarten – 2 <sup>nd</sup> Grade	Functional Phonics (Pending)	Foundational Skills	45-60 Minutes Whole Class and Differentiated Instruction
	Reading Street	Comprehensive	40-60 Minutes Whole Class and Differentiated Instruction
	Piloting EL Education	Knowledge Building	60 Minutes Whole Class and Differentiated Instruction
3 <sup>rd</sup> Grade – 5 <sup>th</sup> Grade	Functional Phonics (Pending)	Foundational Skills	45-60 Minutes Whole Class and Differentiated Instruction
	Reading Street	Comprehensive	40-60 Minutes Whole Class and Differentiated Instruction
	Piloting EL Education	Knowledge Building	60 Minutes Whole Class and Differentiated Instruction

# Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 <sup>th</sup> Grade - 8 <sup>th</sup> Grade	Common Lit 360	Comprehensive	6 periods 59 Minutes Each
	Locally Built Resources Around the State Standards	Comprehensive	
9 <sup>th</sup> – 12 <sup>th</sup> Grade	Common Lit 360 (Supplement)	Comprehensive	7 periods 51 Minutes Each
	Locally Built Resources Around the State Standards	Comprehensive	

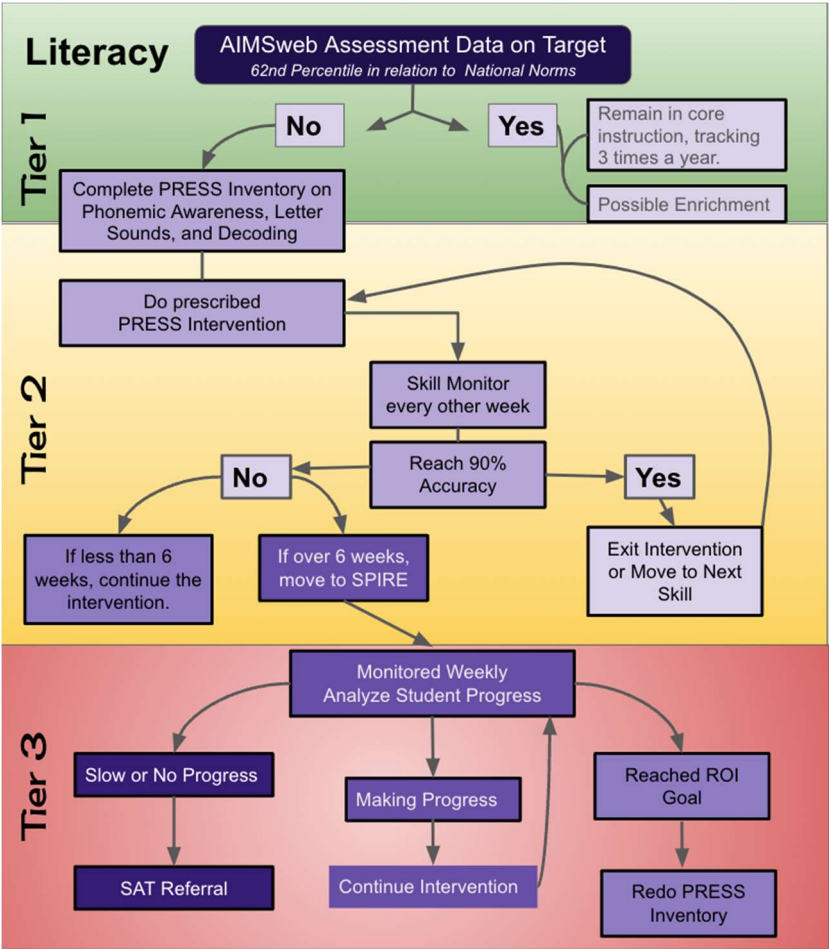


# Data-Based Decision Making for Literacy Interventions

Within our MTSS structure, Tier 1 continues to be an area of focus. Past data, as well as SEMI-DLT results, have continued to show an alarming percentage of students not meeting grade level targets in foundational skills. Through this data, we began piloting 3 foundational resources in the Fall of 2023. Following the MDE’s release of curriculum resources in January 2024, we narrowed our focus to the two foundational resources that we were piloting, that were also on the list of approved resources. In the Fall of 2024 we will begin implementing Functional Phonics to support this area of need. School year 24-25 we will begin piloting a knowledge base resource, and plan to implement in the 25-26 school year.

As we strive to build consistency and alignment with more explicit, systematic, and sequential resources, students will have had the exposure and teaching for mastery of the different skills and strategies needed to become effective readers and writers. There will, however, be students who will need additional instruction to get them to mastery, including students with dyslexia characteristics. Through screening and data meetings, teachers and interventionists will come together to discuss and identify students needing support in different areas.

Below is the literacy support flow chart for students not reaching grade level targets on benchmark assessments at the elementary level.



Students identified as below the grade level targets, on benchmark screeners, then have diagnostic inventories done to identify areas of needed support. Based on the diagnostic data, interventions through PRESS are designated for that student, and interventionists monitor progress weekly to determine if the intervention is working. If, after six to eight weeks of intervention, the progress monitoring graph is showing that the student is not making gains, the student is moved to a SPIRE intervention, Tier 3, with a more intense diagnostic given to guide placement within the intervention. Data meetings continue to happen every 6-8 weeks to monitor the progress of students and adjust when needed. Once an intervention is found to be successful for a student, we will continue the intervention until the students have met the grade level target.

Students who make gains and are projected to meet grade level targets are exited from Tier 2 support and continue in Tier 1, with screens happening 3 times a year to track progress and ensuring the student is continuing to achieve on grade level.

Students who are not making gains within Tier 3, after fidelity checks of the intervention and ensuring that core instruction is following the district resource and expectations, will then move to the Student Assistance Team. Here a group of teachers, interventionists, and other support personnel will look over the data and teacher observations. If all of the components listed above have been done with fidelity and the observations among teachers is reflecting what the data is showing and all other areas of potential concern have been looked at (hearing, vision, etc.), the student will move to the Child Study Team, and potentially go through a Special Education Assessment.

While we have worked to create a Multi-Tiered Systems of Support model, with support from Regional Centers of Excellence, our district has not yet completed any professional learning cohorts through MDE. However, our district has completed the Self-Evaluation of MnMTSS for District Leadership Teams, reflecting on data and planning for next steps.

## Professional Development Plan

Little Falls Community Schools has been fortunate to have over 40 educators dive into Language Essentials for Teaching of Reading and Spelling (LETRS) over the last two years. Moving into the 2024 school year, the remainder of our elementary staff, as well as all SPED staff, and elementary principals will be taking LETRS. Educators will have the opportunity to do asynchronous and synchronous learning with their colleagues. School year 2024-2025 will focus on Volume 1, with Volume 2 the following school year.

The asynchronous learning will involve online modules and reading around these different areas:

- The challenge of learning to read
- Speech sounds of English
- Teaching beginning phonics, word recognition and spelling
- Advanced decoding, spelling, and word recognition.
- Oral language and vocabulary
- Understanding reading comprehension
- Text-driven comprehension instruction
- The reading-writing connection.

All staff members, those who have completed LETRS and those working through LETRS, will get the opportunity for synchronous learning with a LETRS facilitator diving deeper into each of these areas. PLCs will focus on Bridge to Practice activities, with discussion on learning and implementation.

In addition, the district's Literacy Coordinator is in the process of becoming a local LETRS Facilitator to support in implementation, fidelity, synchronous learning opportunities, as well as on boarding of new staff.

As a district, we will continually monitor our screening data and progress monitoring to gauge student impact and learning. In addition, implementation SOPs and LETRS highlights will be noted and observed by building administrators through walk throughs and observation.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	10	0	1	9
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	31	10	13	9
Grades 4-5 (or 6) Classroom Educators (if applicable)	15	0	5	10
K-12 Reading Interventionists	9	3	3	3
K-12 Special Education Educators responsible for reading instruction	37	0	6	31
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	1	1	0	0

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 6-12 Classroom Educators responsible for reading instruction (Grades 4-5 are included in Phase 1)	12	0	4 (if ASPIRE)	12
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	0	0	3
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	Listed above in Classroom Educators Responsible for Reading Instruction			

\*This is our current picture. Based on budget cuts, staffing changes, and current staff completing this spring, numbers will need to be updated.

## Action Planning for Continuous Improvement

Little Falls Community Schools is dedicated to implementing and improving foundational outcomes for students through the adoption of Functional Phonics next year, the 2024-2025 school year. This will allow for consistency, explicit, systematic, and cumulative instruction for all students. By ensuring that all student have a strong foundation, it will put them on the path to efficient reading, in regards to the word recognition.

Additionally, the district, K-5 will be piloting EL Education as a knowledge building resource to build students capacity in the language comprehension scope. Again, having a consistent resource with rigorous, evidence based practices will have a positive impact on students outcomes.

We will continue to strive for fidelity in our intervention system with PRESS and SPIRE, ensuring that the additional support is delivered the way it is intended, with the intended pace.

In 6<sup>th</sup> -8<sup>th</sup> grade, teachers will be implementing Common Lit 360 for the 2024-2025 school year. Teachers at the high school will be utilizing Common Lit 360 to supplement their current curriculum.

Lastly, as we pivot to FastBridge, we will be working toward proper delivery of assessments, as well as the resources that come along with the system. Data literacy will be a focus as we explore the new data and what it means for students and their current abilities and needs.