



Local Literacy Plan 2024-2025

Minnesota legislation for READ Act requires all public school districts and charter schools to post its Local Literacy Plan on their district webpage. The Local Literacy Plan serves as a guide as each district works toward meeting the requirement of all students reading well in each grade. The information included here outlines the Local Literacy Plan for Big Lake Public Schools.

Big Lake Schools ISD 727

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 \(2023\)](#).

Big Lake Schools Literacy Goals

Big Lake Public Schools is committed to raising student achievement in all areas, by ensuring that all students can read well at the end of every grade level. This plan outlines the steps we will take to ensure reading success for all students, specifically by:

- Providing standards-aligned and evidence-based core instruction
- Assessing student reading proficiency levels
- Involving parents/guardians
- Identifying and supporting students who need additional instruction
- Providing job-embedded professional learning and instructional coaching

Belief Statements

- We believe that all children can learn.
- We believe that literacy is a basic human right.
- We believe that all teachers are literacy teachers.
- We believe that literacy skill instruction should begin at the foundational level.

- We believe that learning to read is not a natural process, but deciphering a code, and that it must be taught in an explicit, multisensory, sequential, connected, systematic process.
- We believe that literacy instruction should include a gradual release of responsibility.
- We believe that all children deserve an engaging and appropriately challenging learning environment.
- We believe that reading and writing are interdependent.
- We believe that learning is a social process.
- We believe that children who see themselves as readers and writers will become lifelong readers and writers.
- We believe that ongoing professional learning and development is fundamental to achieving student success.

Core Literacy Framework

At the core of literacy instruction in Big Lake Public Schools is a structured approach to both reading and writing. The Minnesota English Language Arts Standards, Structured Literacy, knowledge-building curriculum, and evidence-based practices are central to our literacy framework.

Component of Reading	Description
Phonemic Awareness	The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
Phonics	The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds).
Fluency	The ability to recognize words easily, read with greater speed, accuracy, and expression, and better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.
Vocabulary	Techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read to gain a better understanding of the material.
Comprehension	Techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read to gain a better understanding of the material.

Our beliefs about literacy instruction are also supported by our use of the Minnesota English Language Arts Standards and evidence-based practices for teaching writing, speaking, and listening skills.

Writing	Reading and Writing are reciprocal processes that build upon each other and foster literacy development. Reading affects writing, and writing affects reading. The study of a writer’s craft in quality examples of reading and writing provides models for students to imitate in their own writing. We write in response to reading; we read in response to writing. When students read extensively, they become better writers.
Speaking & Listening	The opportunity for students in literacy classrooms to listen, share, and be heard. We believe that an essential component of literacy instruction is spoken communication and that the most successful classrooms foster that communication between students and their teachers. Speaking and listening are used as vehicles for shared understanding of text.

Assessment Plan

Through our MTSS Framework, a universal and systematic screening process and progress monitoring occurs for all of our Kindergarten through Grade 5 students in the fall, winter, and spring. Throughout the year, teachers use assessment data from student work and local and state testing to inform instruction and identify students who may need additional services for either enrichment and/or intervention. Assessment data are used to support instruction and promote student learning. The following reflect expected proficiency levels for students in Kindergarten through Grade 10.

FastBridge earlyReading: Kindergarten and Grade 1 (reflects grade level criteria)		
Fall	Winter	Spring
At or above 40%ile	At or above 40%ile	At or above 40%ile

FastBridge aReading: Grades 2-10 (reflects grade level criteria)		
Fall	Winter	Spring
At or above 40%ile	At or above 40%ile	At or above 40%ile

Instructional and Intervention Resources

Liberty and Independence Elementary Schools work to ensure that all students are successful in Tier 1 instruction. Tier 1 instruction is designed for all students. Students participate in whole-group instruction on grade-level standards. For students who need additional instructional support Liberty and Independence provide support through scheduled intervention and enrichment time and our Title I and ADSIS programs. Literacy specialists at each grade level support students and teachers.

Research-Based Intervention Programs	Grade(s) Used In:	Interventions/Skills Covered:
UFLI (University of Florida Literacy Initiative)	Kindergarten - Grade 5	<u>Phonemic Awareness</u> - Phoneme Blending -Phoneme Segmenting <u>Phonics</u> - Letter/Sound Correspondence -Nonsense Words -Blending
Sunday - System 1	Kindergarten - Grade 5	<u>Phonics</u> -Letter/Sound Correspondence -Nonsense Words -Blending Words <u>Fluency</u>
Reading Corps.	Kindergarten - Grade 3	<u>Phonemic Awareness</u> -Phoneme Blending -Phoneme Segmenting <u>Phonics</u> -Letter/Sound Correspondence -Word Construction -Nonsense Words -Blending Words <u>Fluency</u> -Duet Reading -Newscaster Reading -Pencil Tap -Stop / Go <u>Comprehension</u> -Repeated Reading

PRESS	Grades 6-8	<u>Phonemic Awareness</u> -Phoneme Blending -Phoneme Segmenting <u>Phonics</u> -Letter/Sound Correspondence -Vowel Teams -Word Patterns <u>Fluency</u> -Repeated Reading -Partner Reading <u>Vocabulary</u> -Incremental Rehearsal <u>Comprehension</u> -Reciprocal Teaching
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Support for English Language Learners

Big Lake Schools provides English Language (EL) instruction for students who qualify for EL support services. Students who have a language other than English listed on their home language survey are assessed. English Language support services are offered for students who qualify. All EL students are assessed annually to determine progress and eligibility for continued participation in our EL program. EL teachers provide small group and individual instruction, as well as engage in co-teaching in select classrooms at Liberty and Independence.

Family Engagement and Communication

Our district provides a variety of resources and opportunities for parents to help their children become better readers. Family literacy nights, breakfast literacy events, and parent education opportunities are scheduled throughout the year. Teachers use a variety of formats to communicate with parents. They include, but are not limited to, classroom newsletters, school newsletters, SeeSaw, emails, telephone conferences, and parent teacher conferences. After each universal screening period, letters for students not meeting grade level proficiency in reading are sent to families/guardians.

Professional Development

Teachers in Big Lake Schools engage in ongoing professional learning throughout the school year. Each teacher develops a professional growth plan. The professional growth plan allows teachers to work with an instructional coach throughout the year and participate in just-in-time professional learning to support their teaching. Teachers also participate in professional learning communities (PLCs). PLCs serve as an opportunity for teachers to engage in data analysis and collaborative planning, as well as professional learning to support their effectiveness and increase student learning. Teachers also participate in building-wide and district-wide professional learning throughout the school year.

Student Summary Level Screening Data 2023-2024

3. Benchmark screening: Please provide **numbers of students** in each category below.

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.

	Universally Screened in Fall	At or Above Benchmark in Fall	Universally Screened in Spring	At or Above Benchmark in Spring
KG	227	119	225	115
1st	222	71	227	86
2nd	250	117	258	148
3rd	229	131	231	134
4th	232	137	232	125
5th	216	118	224	119
6th	200	142	196	127
7th	201	136	196	139
8th	210	141	210	139
9th	208	143	195	124
10th	208	140	186	121
11th	6	2	2	1
12th	2	1	4	2

Student Summary Level Dyslexia Screening Data 2023-2024

4. Dyslexia screening: Please provide **numbers of students** in each category below.

For districts currently using one of the three approved screeners, if able, please include dyslexia screening data in this submission.

	Screened for Characteristics of Dyslexia	Identified with Characteristics of Dyslexia
KG	<input type="text" value="227"/>	<input type="text" value="34"/>
1st	<input type="text" value="222"/>	<input type="text" value="59"/>
2nd	<input type="text" value="250"/>	<input type="text" value="62"/>
3rd	<input type="text" value="229"/>	<input type="text" value="42"/>
4th	<input type="text" value="232"/>	<input type="text" value="48"/>
5th	<input type="text" value="216"/>	<input type="text" value="31"/>
6th	<input type="text" value="200"/>	<input type="text" value="16"/>
7th	<input type="text" value="201"/>	<input type="text" value="22"/>
8th	<input type="text" value="210"/>	<input type="text" value="22"/>
9th	<input type="text" value="208"/>	<input type="text" value="25"/>
10th	<input type="text" value="208"/>	<input type="text" value="24"/>
11th	<input type="text"/>	<input type="text"/>
12th	<input type="text"/>	<input type="text"/>

Core Reading Instruction and Curriculum Grades K-5:

Amplify CKLA

Core Reading Instruction and Curriculum Grades 6-12:

HMH Collections

Data-based Decision Making for Literacy Interventions:

Big Lake Schools implements the MnMTSS Framework for identifying, monitoring, and evaluating student learning. (See Assessment Plan above for criteria.)

Professional Development Plan for Structured Literacy:

Big Lake Schools will require qualifying teachers to train in LETRS (Language Essentials for Teachers of Reading & Spelling) or OL&LA (Online Language and Literacy Academy) based on their teaching assignment. Both LETRS and OL&LA are grounded in structured literacy and evidence based practices. Both also focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. OL&LA is a one-year program, while LETRS is a two-year program that is more appropriate for teachers teaching foundational literacy skills. By using both programs, we can customize our professional development to be both effective and efficient.

2024-2025 (Phase 1) Literacy Training Plans:

Teachers in Big Lake required to be trained in LETRS (year 1 of 2 year plan):

K-2 Classroom Teachers; K-5 SPED Reading Teachers; K-5 Reading Interventionists; Preschool Teachers, K-2 Peer Coach

Teachers in Big Lake required to be trained in OL&LA (1 year only):

3-5 Classroom Teachers; 6-8 ELA Teachers; 6-12 Reading Interventionists; 6-12 SPED Reading Teachers; EL Teachers, Peer Coaches

2025-2026 (Phase 2) Literacy Training Plans:

Teachers in Big Lake required to be trained in LETRS (year 2 of 2 year plan):

K-2 Classroom Teachers; K-5 SPED Reading Teachers; K-5 Reading Interventionists; Preschool Teachers, K-2 Peer Coach

Teachers in Big Lake required to be trained in OL&LA (1 year only):

9-12 Literacy Teachers, Grad Incentive Teachers; Admin, and others as required

***Plans are subject to change to align with MDE requirements. Number of teachers to be trained may change as hiring and needs change.**

28. MDE approved Professional Learning Programs *

Enter the total number of educators in the district or charter school required to be trained in phase 1. List the number that have completed literacy training that meets the Minnesota READ Act requirements, number with training in progress and number who still need training. If no educators fit that category, enter zero (0).

	Total in District or Charter School	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for reading instruction	8	1	0	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	53	11	10	32
4-5 (or 6) Classroom Educators (if applicable)	28	0	0	28
K-12 Reading Interventionists	15	5	2	8
K-12 Special Education Educators responsible for reading instruction	34	2	1	31
PreK-5 Curriculum Directors	4	1	0	3
PreK-5 Instructional Support Staff who provide reading support	5	0	0	5

Action Plan for Continuous Improvement:

Big Lake Schools will continue to implement evidence based instructional practices. We will continue our implementation of Amplify CKLA in grades PreK-5. We will be reviewing ELA curriculum in grades 6-8 in 2024-2025. We will continue to focus on Targeted Literacy Practices across the district as well as revisit our plan annually.