



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: ISD22 Detroit Lakes Public School District

Date of Last Revision: May 15, 2024

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

Detroit Lakes Public Schools will increase overall reading proficiency as measured by MCA’s to be above 60% in 2024-25. We will continue to utilize STAR Assessment to measure overall proficiency in Reading throughout our district. We will increase our STAR proficiency growth from 52.6% to 60% in spring of 2024-25. These increases will be positively influenced by our READ Act training and implementation of systematic reading instructional strategies.

2023-24 - Grade level literacy will improve in third grade from 48.3% proficiency in 2023 to 50.3% in 2024 as measured by 2024 Reading MCAs

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
 - FOR 2024-25 we will use Fastbridge.
 - 2023-24 we used STAR Early Lit and Path to Reading Excellence in School Sites/ PRESS (from U of M)

- **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?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<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)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<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)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<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)

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 4-12)	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?
Name of Screener:	<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)
Name of Screener:	<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 receive formal notification at parent teacher conferences as well as with report cards. Teachers are also expected to regularly communicate with parents throughout the year regarding any other assessment information that is important to be discussed with parents. Principals send a summer newsletter that includes suggestions and strategies for reading with your child at home. These newsletters can easily be translated by the user.

Strategies that are shared with parents are:

- Read aloud with your child
- Read every day – make it a habit and routine
- Have fun with reading
- Encourage independent reading
- Model reading
- Discuss what you read
- Speak with your child using full sentences, and often.
- A variety of age appropriate books are sent home in book bags.
- Visit a library regularly – ask the librarian for suggestions
- Provide a variety of reading materials and a space for reading
- Celebrate progress

ML/EL Resources

- Check with your ML/EL Coordinator and teachers about what may be available locally for events, classes, groups
- [Empowering ELL Parents and Families at Home](#)
- Latino Family Literacy Project: [Parents Reading in Home Language – Why it Helps Kids](#)
- TheConversation.com: [5 ways immigrant parents support children’s home language learning](#)
- [Free Multilingual/Multicultural Books online](#) (list of various sites)
- [Reading Universe](#) (designed for teachers, but tons of free resources to guide teaching of foundational reading skills)
- Colorin Colorado includes video-based tips for multilingual families in multiple languages including Spanish and Somali. [Being Bilingual Is a Superpower: Multilingual Tips to Support Language and Literacy at Home](#)

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 3rd 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.

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						
1 st						
2 nd						
3 rd						

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia. 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.**

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 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

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)
KG	<ul style="list-style-type: none"> • Fountas and Pinnell • UFLI • Heggerty 	Comprehensive and Foundational and Supplemental	90-120 minutes with 45min for whole class instruction.
1 st	<ul style="list-style-type: none"> • Fountas and Pinnell • UFLI • Heggerty 	Comprehensive and Foundational and Supplemental	90-120 minutes with 45min for whole class instruction.
2 nd	<ul style="list-style-type: none"> • Fountas and Pinnell • UFLI • Heggerty 	Comprehensive and Foundational and Supplemental	90-120 minutes with 45min for whole class instruction.
3 rd	<ul style="list-style-type: none"> • Fountas and Pinnell 	Comprehensive and Supplemental	90 minutes with 45min for whole class instruction.
4 th	<ul style="list-style-type: none"> • Fountas and Pinnell • Novel Studies 	Comprehensive and Supplemental	90 minutes with 45min for whole class instruction.

5 th	<ul style="list-style-type: none">• Fountas and Pinnell• Novel Studies	Comprehensive and Supplemental	90 minutes with 45min for whole class 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 th	Novels / units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	60-90 minutes
7 th	Novel /units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	50 minutes

8 th	Novel/ units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	50 minutes
9 th	Novel /units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	Three 45 minute periods per week and one 90 minute period per week.
10 th	Novel /units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration 	Three 45 minute periods per week and one 90 minute period per week.

		of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking.	
11 th	Novel /units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	Three 45 minute periods per week and one 90 minute period per week.
12 th	Novel /units based on the standards and benchmarks.	<ul style="list-style-type: none"> • Vocabulary from benchmarks. Using research based strategies. • Strategies and lessons developed internally to teach text complexity, writing, integration of knowledge and ideas, craft and structure, key ideas and details, discussing and speaking. 	Three 45 minute periods per week and one 90 minute period per week.

Data-Based Decision Making for Literacy Interventions

We had a large team participate in professional learning for MTSS last year with CAREi of U of M. This aligns with MnMTSS.

Detroit Lakes District MTSS team completed the self-evaluation and we do have components to improve in specifically in the area of identify screeners for all grade levels for all areas. We also know that with Fountas and Pinnell we have to supplement areas and are doing that right now with the goal to purchase new curriculum after our teachers complete their READ Act training.

We are focusing our MTSS efforts on Tier I Effective Instruction practices with the goal of 80% proficiency for each learning target in each class. Utilizing PLCs teachers have school day hours to do this work. Knowing students as learners, including interests, motivations, concerns and goals in order to provide person centered and culturally responsive instruction The data used is classroom assessments, STAR Early Lit and STAR Reading and PRESS. If 80% of the class is not demonstration proficiency, then a classwide intervention is expected to be implemented to focus on the specific skills.

Professional Development Plan

The Detroit Lakes District's plan is to have all EC-5 teachers and administrator who teach or support reading instruction complete the MDE approved training through CORE. We will also include K-12 special ed teachers who teach or support the reading instruction. This will be completed by July 1, 2025. We have an internal trainer who will help maintain implementation throughout the year by being available to assist individuals but also offer additional time for the live sessions and additional collaboration as needed.

We will also be implementing the Fastbridge system which is MDE approved and will provide us with data for continuous improvement. We are waiting for guidance on what to use for grades 4-12 but currently we utilize STAR Reading data and will continue to do so until such time MDE provides the necessary guidance for grades 4-12. Teachers will be trained how to use Fastbridge and how to utilize the data. We will also have trainers in each building to support their colleagues.

Additionally, all staff will continue to update the curriculum pacing guides and ensure alignment of curriculum and instruction with the standards.

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.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	13	4	0	9
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	36	0	0	36
Grades 4-5 (or 6) Classroom Educators (if applicable)	19	0	0	19
K-12 Reading Interventionists	9	0	0	9
K-12 Special Education Educators responsible for reading instruction	32	1	1	30
Pre-K through grade 5 Curriculum Directors AND Employees who select literacy instructional materials for Grades K- 5	7	1	5	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	16	0	0	16
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	2 but listed above too.
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors (listed above)	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12 (some are listed above)	6	1	2	3

Action Planning for Continuous Improvement

Detroit Lakes Public Schools continuous improvement plan includes ensuring all teachers and administrator who teach reading or support reading instruction or material selection will have OL&LA training or other approved MDE READ Act training.

We will continue to ensure that our students are screened and starting in 2024, we will be using Fastbridge for our K-3 learners. We are waiting on MDE guidelines for what they require for grades 4-12. We will train our staff on how to utilize the system and the data. The system will provide alignment with appropriate interventions according to the assessments. Through ongoing usage, discussion and additional training as needed, we will strive to have ongoing improvement in this area.

UFLI will be implemented with fidelity in grades K-2.

Finally, as we are receiving the training regarding new strategies, teachers will use their PLC time to plan and implement the research based strategies. The next step following the training will be to examine the materials MDE has approved and work towards purchasing the new curriculum.