



Spring Lake Park (ISD16) Local Literacy Plan: 2024-25 School Year

Revised June 2024

District Literacy Goals

As a district, we are collectively and individually committed to seeing our results dramatically increase by designing engaging learning experiences, so that each student meets or exceeds learning targets. Our literacy goals are:

- Each teacher has in depth knowledge of reading research and fluently and flexibly personalizes learning for students
- Students who are proficient in the area of reading will maintain or enhance proficiency
- Students below grade level proficiency in reading will make aggressive growth to or toward proficiency in reading

Parent Notification and Involvement

Families are involved in literacy in a variety of ways. Spring Lake Park Schools hold family engagement nights, conferences, and other school events. It is critical to involve students and families as partners in the assessment, learning and intervention process. This includes communicating with students and families frequently and in differentiated ways about where they are at, what the student can do and what are some specific next actions, as well as asking students and families for feedback about how well the information aligns to what they see and hear at home.

At the point where instructional staff have gathered and interpreted the data, a conversation with the family about the need for “more” and “different” instruction is recommended. In this conversation, the teacher should clearly identify the level at which the student is expected to perform and the current level of performance demonstrated by the student. The universal screening data and other gathered data is shared with families. This is also an opportune time to gather information from the student and family that may further validate the implementation of an intervention or provide additional knowledge that further informs problem-solving (MDE SLD Manual).

During the conversation with the student and family, our goal is not to compare a student to others, but to understand the student as an individual and their progress towards outcomes/learning progressions/competencies with the recognition students are “jagged” and have different areas of strength and areas for improvement. Trying to assign one number or percent to a student does not appropriately summarize their “jaggedness.” We aim to have assessments and interventions that offer hope and support to students, families, and teachers in identifying assets, not just deficits.

Data-Based Decision Making for Literacy Interventions

In order to identify the students who need “more” and/or “different” instruction, in addition to high quality core, we universally screen students in reading. The process of universal screening results in more equitable and appropriate identification of students. It is important to review multiple data points for each student at multiple points in time, rather than relying on one assessment tool for all students at one point in time. Reviewing multiple data points is also part of ensuring that there is more than one opportunity for entry into and exit from “more” and “different” instruction to adapt for potentially changing student needs.

After universally screening all students, there will be a list of students identified who may require additional support. The next step is to collect diagnostic data to define the problem and identify the appropriate intervention starting point. Diagnostic assessments identify key skills a student needs to be successful on the current or next learning goal and provide information to adapt the instructional practices and intervention program to better meet the student’s individual needs (MnMTSS Framework, 2022).

Targeted interventions are provided for students requiring more than high quality core to achieve the learning. Interventions are in addition to and in alignment with core practices, not in place of core practices. Teachers providing interventions must be experts, informed by knowledge of research and formative data, to meet the needs of the students and accelerate the learning. It is essential to consider the needs of each student when determining the amount of time, frequency, and level of support for targeted interventions. While there is no formula to make these choices, there are specific variables that must be considered to make the best choice that is grounded first and foremost in student need.

Progress monitoring must be administered frequently and be brief. By administering more frequent targeted skill progress monitoring measures, we can gather the ongoing learning and instruction feedback we need to make real-time adjustments to interventions to best support the student. Additionally, by administering less frequent general outcome progress monitoring measures, we can gather a more objective check on how the student is progressing and use it as a source of data to triangulate with our targeted skill progress monitoring measures.

An intervention should be faded when the student’s rate of improvement on intervention will likely result in the student reaching age or state-approved grade-level standards, when progress is likely to be maintained when instructional supports are removed, and/or when the level of performance in repeated assessments of achievement falls within the child’s age or state-approved grade-level standards.

Grades K-3 Reading Screeners

Starting in the 2024-25 school year, Spring Lake Park Schools screens K-3 students universally in reading and for dyslexia using mCLASS with DIBELS 8th Edition. As required by MDE, we will share this assessment data starting with the June 2025 Local Literacy Plan.

Name of the Assessment	Grades K-3	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
mCLASS with DIBELS 8 th Edition	Kindergarten	Phonological Awareness Phonics	Universal Screening Dyslexia Screening	First 6 weeks of School Winter Last 6 weeks of School
mCLASS with DIBELS 8 th Edition	Grade 1	Phonological Awareness Phonics Fluency (winter/spring)	Universal Screening Dyslexia Screening	First 6 weeks of School Winter Last 6 weeks of School
mCLASS with DIBELS 8 th Edition	Grade 2	Phonics Fluency Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School Winter Last 6 weeks of School
mCLASS with DIBELS 8 th Edition	Grade 3	Phonics Fluency Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School Winter Last 6 weeks of School

Grades 4-12 Reading Screeners

Spring Lake Park Schools use multiple screening tools for students in Grades 4-12 to determine reading foundational skill needs. After MDE completes the required screener review, we will adjust and will share this assessment data using the required screener for Grades 4-12 in the June 2025 Local Literacy Plan.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
Quick Phonics Screener	Grades 4-12	Phonics	Dyslexia Screening	As need is determined
Oral Reading Fluency	Grades 4-12	Fluency	Dyslexia Screening	As need is determined
NWEA Map Growth	Grades 4-10	Vocabulary Comprehension	Universal Screening	First 6 weeks of School Last 6 weeks of School (Grades 4 and 8 only)

Professional Development Plan

In the 2024-25 school year, Spring Lake Park Schools will have LETRS for Early Childhood professional learning for all Early Childhood teachers and EC Special Education teachers, teacher leaders, administrators, and EC Learning and Innovation Coordinators. All required educators will have completed this professional learning by June 30, 2025.

In the 2024-25 school year, we will have CORE OL&LA professional learning for all K-6 teachers, EL specialists, K-12 Academic Specialists, Special Education teachers, teacher leaders, administrators, and Learning and Innovation Coordinators. All required educators will have completed this professional learning by June 30, 2025.

We will support the implementation of structured literacy using our core curricular resources through ongoing coaching of individual teachers, as well as continued learning in professional learning communities and whole staff learning as needed. We will use our dashboard and school metrics to review student learning data and walkthrough look-for data to assure continuous improvement.

In the 2025-26 school year, we will follow the requirements of MDE to provide professional learning for the Phase 2 educators and any new to Spring Lake Park Phase 1 educators.

Core Reading Instruction and Curricula Grades K-6

In the 2019-20 school year, Spring Lake Park Schools completed resource reviews aligned to reading research for K-6 English Language Arts and K-6 Spanish Language Arts. Our core resources include learning grounded in the five components of reading and writing instruction.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
K-3	<ul style="list-style-type: none"> Wit and Wisdom (Great Minds) Foundations (Wilson Language) Woodcrest Spanish Immersion: Arriba La Lectura (HMH) 	<ul style="list-style-type: none"> Knowledge Building Foundational Skills Comprehensive 	2 hours whole class language arts and 30 min "What I Need" (WIN) time
Grades 4-6	<ul style="list-style-type: none"> Wit and Wisdom (Great Minds) Woodcrest and Westwood Spanish Immersion: Arriba La Lectura (HMH) 	<ul style="list-style-type: none"> Knowledge Building Comprehensive 	90 minutes whole class language arts and 30 min "What I Need" (WIN) time

Core ELA Instruction and Curricula Grades 7-12

Secondary teachers in Spring Lake Park Schools backward design units using the MDE English Language Arts standards and benchmarks. When designing units, we have a priority to provide student choice in the texts they read and utilize in their learning experiences.

Grade	Implemented ELA Curricula	Description of Curricula Use	Instructional Delivery Model
Grades 7-8	Locally developed units using MDE Language Arts standards/benchmarks	Meet MDE LA standards/benchmarks	45 minute periods
Grades 9-12	Locally developed units using MDE Language Arts standards/benchmarks	Meet MDE LA standards/benchmarks	55 minute periods

Action Planning for Continuous Improvement

In the 2023-24 implementation of evidence-based literacy instruction there are many identified successes. As a district we utilize a common dashboard with layers of student outcome and teacher implementation data. School leadership teams use those dashboard metrics to monitor and plan for next steps. In monitoring teacher implementation, we use common look-fors to gather and utilize data to plan for next steps. In monitoring student outcomes, we use a competency based platform to track student learning of learning progressions and competencies in addition to standardized assessments. We have a focus on unit design and curriculum mapping. We use a targeted learner map to record student interventions and progress. We have studied and designed to meet the needs of multilingual learners.

In planning for 2024-25 there are some refinements in the implementation of evidence-based literacy instruction. We will strengthen school leadership teams use of our dashboard and metrics to measure and provide coaching to strengthen instruction. Curriculum mapping will be a guide for ensuring learning progressions and competencies are learned and achieved. We will strengthen implementation of unit design to personalize the learning for learners and use the targeted learner map to ensure accelerated progress for those students who need additional support.

We will take next steps in 2024-25, as required by the MN READ Act, to improve implementation of evidence-based literacy instruction. We will begin using mCLASS with DIBELS 8th Edition as a universal screener in grades K-3. We will be learning the administration, interpreting, and use of the data gained through this assessment. We will have CORE OL&LA professional learning for all K-6 teachers, EL specialists, K-12 Academic Specialists, Special Education teachers, teacher leaders, administrators, and Learning and Innovation Coordinators.