



## 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: Chatfield Public Schools – 0227

Date of Last Revision: June of 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

Our goal is to be at 80% proficient in reading in grades K-6. We are working to ensure our students are reading proficiently by 3<sup>rd</sup> grade through a strong core for all students and a strong intervention program for those who need more support.

Our vision to have students reading well by the end of third grade is supported by some of the following:

- Chatfield Elementary has formed professional learning communities to discuss student data and collaborate on effective methods of instruction and intervention.
- We have a very strong preschool program that supports our Kindergarten providing a strong foundation for literacy.

- We have a reading program that sets individualized goals for students and partners with parents, providing a strong home to school connection
- Chatfield Elementary staff will be trained in 2024-2025 in the Science of Reading (OL&LA).
- Our K-3 staff teaches a structured literacy program (UFLI) and has an aligned phonics scope and sequence.
- Our ADSIS program screens all K-6 students, triangulates data, and selects students at risk. Students are matched to interventions and progress monitored.
- Our Student Support team is in place to help provide support and resources for classroom teachers.

# 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>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>  <b>Reading a (K-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 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?
<b>Name of Screener:</b>  <b>Readinga</b>	<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 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)
<b>Name of Screener:</b>  <b>CBM Reading</b>	<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 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)

## 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.*

All students are screened at the beginning of the school year. If a student is below grade level in reading, they are given additional screeners and may qualify for our reading intervention program (ADSIS). A letter is sent home prior to the student entering the ADSIS program telling parents/families about this service. Parents/families are communicated with as needed throughout the school year, as well as during conferences two times a year. Structured literacy strategies are shared with families and reinforcement activities are sent home in student's daily folders.

If adequate progress is not being made during the intervention, the Student Support Team meets to make a plan for the child, and if needed a meeting is set up to discuss next steps for their child.

### Parent Involvement

Parents are an important part of our reading program, and our goal is to have them partner with us as home coaches. Classroom teachers send books home every night for their students to read. Teachers also send a power goal home for parents to practice with their child. Thirty minutes of reading is required every night for all students. Parents are asked to:

- Eliminate distractions by turning off the TV, cell phones, computers and games for 30 minutes every night
- Understand where their children are in reading and how to help support their child's progress
- Talk about nightly reading

## 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.

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	50	32	50	38	10	1
1 <sup>st</sup>	61	27	61	34	10	5
2 <sup>nd</sup>	66	20	67	30	11	3
3 <sup>rd</sup>	63	32	65	48	8	5

**NOTE:** For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

## 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.

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>	70	21	9	4
5 <sup>th</sup>	61	26	9	5
6 <sup>th</sup>	60	22	6	3
7 <sup>th</sup>	72	41	0	0
8 <sup>th</sup>	69	35	0	0
9 <sup>th</sup>	59	No data	0	0
10 <sup>th</sup>	75	30	0	0
11 <sup>th</sup>	80	No data	0	0
12 <sup>th</sup>	68	No data	0	0

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> Grade, above.



# 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	District written curriculum aligned with standards  UFLI	Foundational Skills, Knowledge Building, Comprehensive Skill  Foundational Skills	90	
1 <sup>st</sup>	District written curriculum aligned with standards  UFLI		Foundational Skills, Knowledge Building, Comprehensive Skill  Foundational Skills	90
2 <sup>nd</sup>	District written curriculum aligned with standards  UFLI	Foundational Skills, Knowledge Building, Comprehensive Skill  Foundational Skills	90	
3 <sup>rd</sup>	District written curriculum aligned with standards  UFLI	Foundational Skills, Knowledge Building, Comprehensive Skill  Foundational Skills	90	

4 <sup>th</sup>	District written curriculum aligned with standards	Foundational Skills, Knowledge Building, Comprehensive Skill	90
5 <sup>th</sup>	District written curriculum aligned with standards	Foundational Skills, Knowledge Building, Comprehensive Skill	90

## 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>	District written curriculum aligned with standards	Foundational Skills, Knowledge Building, Comprehensive Skill	90	
7 <sup>th</sup>	Study Sync, with supplemented resources to meet Minnesota English and Reading standards		Comprehensive and supplemental  Reading comprehension with independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures, persuasive elements and strategies; examining the validity of reasoning, relevance and sufficiency of evidence; drawing conclusions from a variety of authors and formats.	Daily 44-minute period

<p>8<sup>th</sup></p>	<p>Study Sync, with supplemented resources to meet Minnesota English and Reading standards</p>	<p>Comprehensive and supplemental</p> <p>Reading comprehension with independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures, persuasive elements and strategies; recognizing bias; examining the validity of reasoning, relevance and sufficiency of evidence; drawing conclusions from a variety of authors and formats.</p>	<p>Daily 44-minute period</p>
<p>9<sup>th</sup></p>	<p>District written curriculum aligned with standards</p>	<p>Comprehensive and supplemental</p> <p>Reading comprehension with independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures,</p>	<p>Daily 66-minute period</p>

		<p>persuasive elements and strategies; examining the validity of reasoning, relevance and sufficiency of evidence; drawing conclusions from a variety of authors and formats.</p>	
10 <sup>th</sup>	District written curriculum aligned with standards	<p>Comprehensive and supplemental</p> <p>Reading comprehension with independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures, persuasive elements and strategies; examining the validity of reasoning, relevance and sufficiency of evidence; drawing conclusions from a variety of authors and formats.</p>	Daily 66-minute period
11 <sup>th</sup>	District written curriculum aligned with standards	<p>Comprehensive and supplemental</p> <p>Reading comprehension with</p>	Daily 66-minute period

		<p>independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures, persuasive elements and strategies; examining the validity of reasoning, relevance and sufficiency of evidence; drawing conclusions from a variety of authors and formats.</p>	
12 <sup>th</sup>	District written curriculum aligned with standards	<p>Comprehensive and supplemental</p> <p>Reading comprehension with independent reading, and self-monitoring; recognizing perspectives; use of summarization, inference, and citation; identification of central themes, narrative structures, persuasive elements and strategies; examining the validity of reasoning, relevance and sufficiency of</p>	Daily 66-minute period

		evidence; drawing conclusions from a variety of authors and formats.	
--	--	--	--

## Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

*Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?*

*Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.*

### Tier I

Chatfield Elementary uses a School-Wide MTSS accountability framework to transform our school culture using student metrics to drive all of our instructional decisions. Every grade level has Professional Learning Communities who have been trained and effectively use action research to improve student achievement through curriculum, instruction, environment and learner analysis, goal setting and improvement. A PLC leadership team has grade level members who represent all the PLC's and the K-6 staff. This PLC leadership team sets the direction for the school's MTSS. Subsets of this PLC leadership team tackle specific student achievement and behavior areas. The process of action research involves identifying grade or school level goals with baseline, formative and summative assessments to evaluate performance. The results of these assessments provide guidance for our core instruction and Tier 1 support.

In reading, Tier 1 universal support interventions are implemented during core instruction. Tier 1 instruction is aligned to the MN state standards. Classroom teachers teach whole group lessons as well as differentiate to student's needs.

All students are screened at the beginning of the year. Students below grade level will be further screened to see if they qualify for Tier II intervention.



Chatfield Secondary also uses an MTSS model for identification of student needs, coordination of interventions, and development of programming. The MTSS team also serves as our child study group. The team has engaged in professional development through our special education cooperative, Hiawatha Valley.

Individual teachers and PLCs provide recommendations for Tier 1 interventions to be offered across classrooms. Documentation of interventions at Tier I are available to the MTSS team based upon teacher records.

#### Tier II

In reading, students who need additional support are benchmarked 3 times a year. Students below the 20<sup>th</sup> percentile typically qualify for ADSIS reading. Students receive interventions at their Tier II instructional needs level with the amount based on their diagnostic need. This instruction is 100% aligned with the core instruction goals using individualized instruction strategies, curriculum and interventions specifically targeted to their needs and strengths. If students do not qualify for ADSIS but do need additional support, above the 20<sup>th</sup> percentile, they also may qualify to see the Title paraprofessional or enter AmeriCorps.

At Chatfield Secondary, the team will be administering Fastbridge assessments beginning in the fall of 2024. This testing will provide data for more intensive interventions.

Last year a Tier II intervention for the development of non-fiction reading skills was introduced and saw impressive impacts on students that received the intervention.

#### Tier III

In reading, students who qualify for ADSIS Tier II and are below the 10<sup>th</sup> percentile receive a Tier III support time. These students get 1-on-1 time of focused instruction using an additional reading intervention such as Orton-Gillingham or ROAR.

At Chatfield Secondary, students with significant reading challenges are eligible for additional reading services. Some students also receive reading services through their Individual Education Plans.

## Professional Development Plan

*Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.*

*Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.*

In the 2024-2025 school year, our Chatfield Elementary staff and K-12 special education teachers will be trained in OL&LA. The district will use Professional Development days as well as our late start PLC Wednesday times to train teachers. We will begin in August 2024 and will be completed by May 2025. The district has allocated time

for PLC teams to work together through this training and the live sessions are scheduled for our teacher workshop days.

Our two reading interventionists are being trained in LETRS. One has completed the training, and one will be trained in 2024-2025.

English Teachers at Chatfield Secondary will engage in OL&LA training as part of Phase Two of the READ Act professional development.

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	5	0	0	5
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	13	0	0	13
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	0	0	9
K-12 Reading Interventionists	4	1	0	3
K-12 Special Education Educators responsible for reading instruction	9	0	0	9
Pre-K through grade 5 Curriculum Directors	1	0	0	1

Pre-K through grade 5 Instructional Support Staff who provide reading support	18	0	0	18
---	----	---	---	----

<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 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	1	0	0	1
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	4	0	0	4

## Action Planning for Continuous Improvement

*Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.*

Chatfield Elementary's next step is to train staff in the science of reading and best practices in reading instruction through the OL&LA training. Our PLC time will be devoted to this training, beginning in August and will be completed by May 2025. During this training, we will meet in teams and discuss how we can improve practices in the pillars of reading.

K-3 has created a phonics subcommittee. They are aligning our current phonics scope and sequence to UFLI. They will build and develop lessons in structured literacy, through reading and writing skills. Our 4-6 reading teachers have reviewed the new MN reading standards, specifically comprehension and vocabulary, and are curriculum writing this summer to align standards to instructional practices.

Chatfield Secondary teachers responsible for reading or English curricular programs and special educators with reading-support responsibilities will engage in Phase One or Two OL&LA training over the next two years. Other teachers, not identified in the READ Act, will receive additional training in designing interventions, including reading efforts.