



## 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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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:** Chisago Lakes School District, ISD #2144

**Date of Last Revision:** 6-11-24

### 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.*

- **K-2:** 85% students would meet the Functional Phonics completion goal line at their grade level with 80% proficiency.
- **3-5:** 75% of students in grades 3-5 will meet or exceed the individual growth target on aReading

# 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>	<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 type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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> <b>CBMreading and AutoReading</b> <b>aReading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" 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 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>FastBridge:</b> <b>CBMreading and AutoReading</b> <b>aReading</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" 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 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 type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b> <b>FastBridge:</b> <b>CBMreading and AutoReading</b> <b>aReading</b>	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 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 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.*

- After each benchmarking period, families are notified in writing (either printed or electronic communication) whether their child's reading proficiency is measured at-risk or on target according to screening assessments.
- For students who an intervention is recommended, the district sends a letter home to families in alignment with requirements from the ADSIS grant. The letter includes specific information regarding the name of the intervention, the amount of days/minutes of intervention, and the goal/purpose of the intervention. It includes the date and time the intervention will start and frequency of progress monitoring.
- Our district prides ourselves on the robust interventions provided in the area of literacy. This is a list of [interventions](#) we *may* provide based on the need of the child. The list is not exhaustive. Our district MTSS team is continuously examining interventions and approving new interventions or removing those deemed less effective.
- Suggestions for parents on how they can help their child at home are included in the intervention letter. It states: Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.
- Ongoing communication with the parents/families occur over the course of the intervention and include one-way (notes, student work sent home), two-way (conferences, phone calls), and/or technology (e-mail).

## 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	235	131	236	117	235	49
1 <sup>st</sup>	260	115	261	115	260	49
2 <sup>nd</sup>	248	105	250	121	248	17
3 <sup>rd</sup>	244	143	247	160	244	18

## 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.

<b>Grade</b>	<b>Total Number of Students Screened in Fall</b>	<b>Number of Students Identified as Not Reading at Grade Level</b>	<b>Number of Students Screened for Dyslexia</b>	<b>Number of Students Identified with Characteristics of Dyslexia</b>
4 <sup>th</sup>	243	158	243	19
5 <sup>th</sup>	233	168	233	12
6 <sup>th</sup>	238	190	238	17
7 <sup>th</sup>	234	163	234	16
8 <sup>th</sup>	261	176	261	3
9 <sup>th</sup>	53	12	53	10
10 <sup>th</sup>	42	9	42	7
11 <sup>th</sup>	30	11	30	8
12 <sup>th</sup>	18	5	18	0

## 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	CKLA Functional Phonics	Knowledge Building Foundational Skills	50 minutes 50 minutes
1 <sup>st</sup>	CKLA Functional Phonics	Knowledge Building Foundational Skills	50 minutes 50 minutes
2 <sup>nd</sup>	CKLA Functional Phonics	Knowledge Building Foundational Skills	50 minutes 50 minutes
3 <sup>rd</sup>	CKLA	Comprehensive	100 minutes
4 <sup>th</sup>	CKLA Functional Phonics + Morphology	Knowledge Building Foundational Skills	75 minutes 25 minutes
5 <sup>th</sup>	CKLA Functional Phonics + Morphology	Knowledge Building Foundational Skills	75 minutes 25 minutes



## 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>	Literature by HMH	Comprehensive	2 class periods = 100 minutes
7 <sup>th</sup>	Literature by HMH	Comprehensive	1 class period = 50 minutes
8 <sup>th</sup>	Common Lit 360	Comprehensive	1 class period = 50 minutes
9 <sup>th</sup>	Teacher Created	Comprehensive	1 block = 80 minutes for 1 semester
10 <sup>th</sup>	Teacher Created	Comprehensive	1 block = 80 minutes for 1 semester
11 <sup>th</sup>	Teacher Created	Comprehensive	1 block = 80 minutes for 1 semester
12 <sup>th</sup>	Teacher Created	Elective offerings	1 block = 80 minutes for 1 semester

## 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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

*Discuss if and how the district is implementing a multi-tiered system of support framework.*

*Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.*

Our district does implement the Minnesota Multi-Tiered System of Supports (MnMTSS).

Tier I - The District MTSS team ensures that all students in the Chisago Lakes School District first have access to quality core academic instruction in reading and math. The district also implements Positive Behavioral Interventions and Supports (PBIS) in all buildings so that students are provided with explicit instruction and support in the area of behavior. In addition, all buildings across the district have or are preparing to implement explicit universal SEL instruction. Screening systems in all three areas are in place to evaluate the effectiveness of the universal, core (tier 1) supports in reading, math, and behavior. Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams.

Tier II - Despite access to a guaranteed and viable core curriculum, there are students who demonstrate a need for additional support in order to make adequate progress academically and behaviorally. Through the MTSS structure, Chisago Lakes School District provides these students with access to supplemental supports in reading, math and behavior. Students in need of targeted (Tier 2) supports are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. The Title 1 school-wide program in place at Taylors Falls Elementary School provides supplemental support for students who qualify in the areas of reading and math. ADSIS supports and services directly align with these targeted supports in that they provide intensive intervention to students who demonstrate academic and behavioral needs in addition to the universal support provided. ADSIS supports compliment the MTSS framework within the targeted level of support (Tier 2) in that they are part of a continuum of services that aim to build skills in academics and behavior in a variety of ways with varying levels of intensity. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met

target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention.

Tier III - Students in need of intensive (Tier 3) support are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports at the Tier 3 level complement the other initiatives and structures within the Tier 2 level of support in that they are part of a continuum of services that aim to build skills in academics and behavior with increased intensity, including small group or individualized instruction. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention or referral for a special education evaluation.

Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams. Multiple data are analyzed and if necessary, additional diagnostic assessments may be administered. The team determine which evidence-based literacy intervention would best meet the student's needs. Depending on the intervention chosen, progress monitoring occurs either weekly or bi-weekly. Progress monitoring data is reviewed by the grade level team to discuss if instruction needs to be intensified or modified. The team also determines if a student should be exited from intervention. Specific exit criteria for academic and behavioral interventions is outlined in the District's ADSIS Application. In general, individual student progress is measured relative to a grade level target. Exit from intervention would be considered when there are 3-5 data points above the goal line

## 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.*

To address implementation of structured literacy, we have a district implementation team that meets monthly to review data and action plan. We are addressing the following areas:

**Training:** Our district has chosen LETRS as the training program. With the potential exception of new hires, we will complete training by June 6, 2025.

Our district team is reviewing training data through teacher surveys, completion rates, and training pre-and post-tests.

**Fidelity:** We are monitoring fidelity of implementation through OTISS observations for core instruction 3 times a year in grades K-5. Data is reviewed using [this template](#) for trends and areas of growth; action steps are determined.

We also ensure fidelity of tier 2 and 3 interventions using fidelity checklists specific to each intervention. These are completed at least annually by School Psychologists.

**Coaching:** The district has one .5 FTE as a K-5 literacy coach. It has been transformative for our district in aligning with evidence-based reading instruction in the elementary schools. The literacy coach formerly coached 72 individuals but also coached each grade level team as a group at each of our elementary buildings. Most of the coaching centered on accuracy of instructional delivery. The district would like to increase the FTE for coaching to additional support our teachers.

**Professional Development:** Three staff development days offered a variety of sessions centered on literacy for staff to select and continue their learning around the science of reading. In addition, at one elementary building, we piloted a professional development series centered on revisiting lessons from LETRS at staff development meetings. A topic was presented and re-examined and then teams discussed in their PLCs immediately following the presentation.

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	2	2	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	40	33	7	5
Grades 4-5 (or 6) Classroom Educators (if applicable)	20	18	2	2
K-12 Reading Interventionists	9	5	4	4
K-12 Special Education Educators responsible for reading instruction	19	11	8	5
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	20	0	0	20

<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	15	5	5	5
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	0
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	10	0	0	10
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

## 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.*

INDIVIDUALIZE FOR EACH DISTRICT; could include:

- Our district has a district implementation team that meets monthly and follows an agenda that addresses some identified drivers of implementation science (selection, training, coaching, fidelity) as well as reviewing select student data.
  - Our literacy goal will be written in the fall of 2024 but will center on student achievement.
- We have taken the District Capacity Assessment developed by NIRN for the past 2 years. Each year our district team reviews the results and determines action items. For the coming year, we've identified the following action items:
  - Clarify our coaching delivery service plan
  - Increase communication within the district and to our community around our literacy efforts
- Our administrative team in consultation with our district literacy implementation team and staff development team has the following next steps:
  - To expand our district literacy implementation team to include secondary teachers.
  - We are working to increase our pacing in our phonics curriculum by identifying specific starting points and goal points for each grade K-2. Teachers will be supported to reach these points through coaching/PLC discussions/designated time on professional learning days.
  - We are working to increase our pacing within lessons in order to provide students with increased practice opportunities and engagement. Our plan to address this includes individual coaching, training for new teachers, and recording and sharing models of well-paced instruction.
  - We are working to improve coaching by regularly reviewing coaching data at our district team meetings. We want to ensure that the amount of time designated for coaching at each grade level aligns with needs seen in student data and fidelity data (OTISS).
  - We are working to increase coaching support for teachers by identifying tasks currently assigned to coaches and prioritizing them, including ideal percentages spent on each task.
  - For our staff that has completed LETRS training, we are providing follow-up training sessions three times per year on topics identified through coaching or OTISS in addition to the staff development optional sessions.
  - In terms of curriculum, we are embedding explicit sentence level instruction in our knowledge block following the scope and sequence from The Writing Revolution.