



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: Pillager Public Schools 0116

Date of Last Revision: 06/10/2024

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

Describe the district or charter school's literacy goals for the 2024-25 school year.

- Implement a universal screening process for all K-12 Grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures as required in 2024-2025.
- Train K-4 staff, Title 1, and special education staff on FastBridge: Early Learning Screening System.
- Provide Licensed Teachers with LETRS (Language Essentials for Teachers of Reading and Spelling) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles.
- Increase support and coordination through our Student Assistance Team (SAT) to facilitate seamless collaboration between teachers, parents, and external stakeholders, ensuring holistic support for students across all tiers of the MTSS.

- In spring of 2025, update literacy plan with goals to extend training opportunity to additional staff as required.

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)

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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ 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: FastBridge: CBM Reading aReading	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ 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.

As required in the Minnesota READ Act, parental notification will occur at least biannually after the administration of each universal screener. Parents of students who are not reading at or above grade level will be provided timely information that will include the following:

- The student's reading proficiency as measured by the district's selected screener, FastBridge.
- The reading-related services (that is, intervention) being provided to the student and the student's progress.
- Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

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						

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

See NOTE, under Summary Data Kindergarten through 3rd 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	Reading Wonders Benchmark Advanced (1 section)	Comprehensive Comprehensive	Whole group – 60 min Whole group – 60 min
	UFLI	Foundational	Whole group – 30 min
1 st	Reading Wonders Benchmark Advanced (1 section)	Comprehensive Comprehensive	Whole group – 60 min Whole group – 60 min
	UFLI	Foundational	Whole group – 30 min
2 nd	Reading Wonders Benchmark Advanced (1 section)	Comprehensive Comprehensive	Whole group – 60 min Whole group – 60 min
	UFLI	Foundational	Whole group – 30 min
3 rd	Reading Wonders Benchmark Advanced (1 section)	Comprehensive Comprehensive	Whole group – 90 min Whole group – 90 min
	UFLI	Foundational	Small group – as needed
4 th	Reading Wonders Benchmark Advanced (1 section)	Comprehensive Comprehensive	Whole group – 90 min Whole group – 90 min
	UFLI	Foundational	Small group – as needed

5 th	Reading Wonders Locally Developed	Comprehensive	Whole Group – 75 min
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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	Reading Wonders Locally Developed	Comprehensive	Whole Group – 75 min
7 th	Reading Wonders Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min
8 th	Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min
9 th	Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min
10 th	Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min
11 th	Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min
12 th	Pearson Literature Locally Developed	Comprehensive	Whole Group – 50 min

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.

The district will be following the MnMTSS framework. It will 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.

Staff will be attending COMPASS Summer Institute in June of 2024.

The district has undergone a sequential review process that ensures alignment to the standards. A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

We have begun an inventory of evidence-based academic and behavior interventions that match student needs to the most precise and likely interventions which are based on data-based decision making.

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.

Pillager Elementary and middle school staff have completed Units 1-4 of LETRS. Once we receive the materials for Units 5-8 from MDE, these staff members will begin Units 5-8. Staff are anxious to receive the materials but it seems there has been a delay in the distribution from MDE. Staff that did not participate in the completion of Units 1-4 will begin that learning as well if their license requires them to do so.

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	2	0	2	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	19	0	19	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	0	5	0
K-12 Reading Interventionists	3	0	3	0
K-12 Special Education Educators responsible for reading instruction	8	0	5	3
Pre-K through grade 5 Curriculum Directors	2	2	0	0
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	5	0	0	5
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	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	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.

To enhance the implementation of evidence-based literacy instruction, the district will undertake a comprehensive and structured approach. The next steps will focus on professional development, practical application, and curriculum analysis. Key components of this plan include the utilization of the University of Florida Literacy Initiative (UFLI), the Bridge to Practice framework, and Future Curriculum Analysis. Here is a detailed description of these steps:

Equip educators with the latest evidence-based strategies and tools for effective literacy instruction and establish ongoing support through coaching and mentoring by the district's literacy coordinator to ensure that teachers can effectively apply UFLI strategies in their classrooms.

Facilitate the practical application of new literacy instruction techniques learned during professional development by fostering a collaborative environment where teachers can share experiences, strategies, and resources. This could include regular meetings, peer observations, and team teaching opportunities.

Ensure that future curriculum materials and instructional resources align with evidence-based literacy practices with the establishment a committee of literacy experts, teachers, and administrators to review current and prospective curriculum materials.