



## 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: Mesabi East

Date of Last Revision: May 2023

### 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.*

*Using screeners to assess for Dyslexia. To get all of phase one teachers and support staff trained in evidence-based literacy practices. Students will increase grade performance as demonstrated in screener data and progress monitoring. The district intends to see a three percent increase in student outcomes based on FastBridge data.*

*The following year will include phase two of training, continued data review, screeners, and progress monitoring.*

# 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 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 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>FastBridge</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" 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 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 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>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" 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 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 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.*

Family and Community Partnerships Teachers will hold a meet and greet in September and conferences in September and February to discuss their child's performance in reading and the literacy plan. Parents of students needing interventions throughout the year will have more communication from the classroom and intervention specialist teachers by phone, e-mail, or face-to-face conferences. We will collaborate further with the PTO, Community Ed., Early Childhood Coalition and Title I to include PreK-3 Literacy Involvement activities.

# 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	55	45	60	22		
1 <sup>st</sup>	52	15	52	21		
2 <sup>nd</sup>	59	37	60	38		
3 <sup>rd</sup>	57	25	59	27		

**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	23	0	0
5 <sup>th</sup>	60	30	0	0
6 <sup>th</sup>	62	25	0	0
7 <sup>th</sup>	54	24	0	0
8 <sup>th</sup>	64	24	0	0
9 <sup>th</sup>	69	25	0	0
10 <sup>th</sup>	61	20	0	0
11 <sup>th</sup>	35	19	0	0
12 <sup>th</sup>	26	10	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	Collaborative Classroom	Comprehensive	Large group and reading center rotations
1 <sup>st</sup>	Collaborative Classroom	Comprehensive	Large group and reading center rotations
2 <sup>nd</sup>	Collaborative Classroom	Comprehensive	Large group and reading center rotations
3 <sup>rd</sup>	Collaborative Classroom	Comprehensive	Large group and reading center rotations
4 <sup>th</sup>	Collaborative Classroom	Comprehensive	Large group and reading center rotations
5 <sup>th</sup>	Collaborative Classroom	Comprehensive	Large group and reading center rotations



## 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>	Collaborative Classroom	Comprehensive	Large group and reading center rotations
7 <sup>th</sup>	Leveled Literacy, Novels	Comprehension, Writing, and Vocabulary	Whole group instruction with small group, seven period day with 50 minute classes.
8 <sup>th</sup>	Leveled Literacy, Novels	Comprehension, Writing, and Vocabulary	Whole group instruction with small group, seven period day with 50 minute classes.
9 <sup>th</sup>	Writing	Writing, Grammar	Whole group instruction with small group, seven period day with 50 minute classes.
10 <sup>th</sup>	American Literature/ Novels	Comprehension, Writing, and Vocabulary	Whole group instruction with small group, seven period day with 50 minute classes.
11 <sup>th</sup>	Creative Writing, World Literature, Mythology and Folklore, Science Fiction, College in the Schools Comp I and II	Comprehension, Writing, and Vocabulary	Whole group instruction with small group, seven period day with 50 minute classes.
12 <sup>th</sup>	Creative Writing, World Literature, Mythology and Folklore, Science Fiction, College in the Schools Comp I and II	Comprehension, Writing, and Vocabulary	Whole group instruction with small group, seven period day with 50 minute classes.

## 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.*

*Multi-tiered System of Support FASTBridge and Words Their Way are used as screening and progress monitoring tools for all students. The data collected includes phonics, phonemic awareness, word knowledge and skills, comprehension strategies and fluency. Students who do not meet grade level proficiency will be offered small group intensive reading instruction in Title One and Giant Success. While using the progress monitoring tools throughout the year students will exit their extra support program based on 3 data points at or above their progress monitoring goal line. These students will continue to be progress monitored for 4 weeks after exiting.*

*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.*

*Multi-tiered System of Support FASTBridge and Words Their Way are used as screening and progress monitoring tools for all students. The data collected includes phonics, phonemic awareness, word knowledge and skills, comprehension strategies and fluency. Students who do not meet grade level proficiency will be offered small group intensive reading instruction in Title One and Giant Success. While using the progress monitoring tools throughout the year students will exit their extra support program based on 3 data points at or above their progress monitoring goal line. These students will continue to be progress monitored for 4 weeks after exiting. The district utilizes Child Study weekly to discuss students of academic and behavior concern who are not making progress with Tier two interventions and instruction. Students are monitored and followed up on in a six week timeframe. If interventions are successful, they continue to receive those interventions. If not, they team meets to determine if the student will move forward with an evaluation.*



## 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.*

*Professional Development Staff needs ongoing training throughout the year on scientifically research based reading/instructional strategies and the Minnesota Reading Standards. They need training on how to scaffold their instruction in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Staff also will need further training on analyzing data, creating benchmark reading assessments, monitoring student learning, and adjusting their instruction. OL&LA training of phase one will begin in the fall and completed in May 2025. Staff will utilize PD days and PLC time to complete the professional development. The district will have staff attending a FastBridge training in the Fall. The trainers will train the staff on how to read, understand, and implement FastBRidge data, reports, and assessments.*

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			5
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	10			10
Grades 4-5 (or 6) Classroom Educators (if applicable)	8			8
K-12 Reading Interventionists	4			4
K-12 Special Education Educators responsible for reading instruction	7			7
Pre-K through grade 5 Curriculum Directors	1			1
Pre-K through grade 5 Instructional Support Staff who provide reading support	20			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	5			5
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0			0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0			0
Grades 6-12 Instructional support staff who provide reading support	10			10
Grades 6-12 Curriculum Directors	0			0
Employees who select literacy instructional materials for Grades 6-12	1			1

## 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.*

*Phase one educators will take place in OL&LA training to better understand evidence based literacy instruction and implementation. They will also be trained to utilize FastBridge assessments and reports to reform their instruction and meet the need of all students. Consistency and collaboration needs to be refined in the district's implementation of evidence-based literacy instruction. Staff development, professional development, trainings, PLC collaboration time, and clear and consistent expectations*

*Phase two PD will start in August 2025.*