Burnsville - Eagan - Savage

Local Literacy Plan

District ONE91
Systems Improvement & Student Achievement

June 2024

Minnesota State Statute 120B. 12 (2023)

- Minnesota's literacy goal is to have 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 individual reading goals.
- Each school district in Minnesota must adopt a local literacy plan to develop an action plan for each student to read at or above grade level at the end of every school year.
- Each school district's plan must address four specific areas: identification and reporting, parent notification and engagement, intervention and staff development.

ISD 191 Literacy Goal for the 2024-2025 School Year

ISD 191 strives to operate as a high-function Tier 1 instructional system and demonstrate the indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students meeting grade level benchmarks by an average of 6% each year for the next four years.

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Vision and Values

Each Student. Future Ready. Community Strong.

VISION STATEMENT

Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world.

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

STRATEGIC DIRECTIONS

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

CORE VALUES

Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.

In District 191, we believe in (stand for) ...

Caring Community — Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

Cultural Proficiency — Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

Future Readiness — Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

Inclusive Partnership — Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

Student Agency — Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

one91
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Universal Screeners & Assessments

District 191 uses a variety of assessments to determine its students' progress to grade level literacy proficiency. Paired with the required assessments by the Minnesota State Statute 120B.12, our district uses multiple assessments and academic screeners to determine which instructional strategies are needed to meet the needs of each student.

Grade K-3 Universal Screeners				
Assessment	**Target Audience**	**Reading Component**	**Assessment Type**	**Frequency of Data Collection**
FastBridge Early Reading	Kindergarten First Grade	Oral Language Phonological Awareness Phonics Fluency	Universal Screening Dyslexia Screening	Fall (First 6 Weeks of School) Winter Spring (Last 6 weeks of School)
CBM Reading	First Grade Second Grade Third Grade	Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	Fall (First 6 Weeks of School) Winter Spring (Last 6 weeks of School)

Additional Literacy Assessments				
Assessments	**Target Audience**	**Reading Component**	**Assessment Type**	**Frequency of Data Collection**
Teaching Strategies Gold (TS Gold)	PreK	Early Literacy Skills	Universal Screening	Fall Spring
FastBridge aReading	Grades 2, 3, 4, 5, 6, 7 8	Vocabulary Comprehension	Universal Screening	Fall (First 6 Weeks of School) Winter Spring (Last 6 weeks of School)
FastBridge CBM	Grades 1, 2, 3, 4, 5	Fluency Vocabulary Comprehension	Universal Screening	Fall (First 6 Weeks of School) Winter Spring (Last 6 weeks of School)
Cognitive Abilities Test (CogAT)	2, 4	Verbal Reasoning	Universal Screening	Fall - 4th Grade Winter - 2nd Grade
Minnesota Comprehensive Assessments (MCA) Minnesota Test of Academic Skills (MTAS)	3 - 8, 10, 11	Vocabulary Comprehension	Summative	Spring
ACCESS for ELLs WIDA Alternate ACCESS	K-12	Language Fluency Writing Speaking Listening	Summative	Winter
PreACT	9, 10	Vocabulary Comprehension	Summative	Spring
ACT	11	Vocabulary Comprehension	Summative	Spring
Minnesota Bilingual Seals Program	12	Writing Speaking Language Fluency	Summative	Spring

Communication and Family Engagement

- All guardians are informed of student progress in a variety of ways:
    - Parent/Family-Teacher Conferences: assessment results, MTSS services, progress in core curriculum are discussed with parents at conferences formally scheduled 2 times per year (language interpreters are provided)
    - Individual student report: statewide assessments (ACCESS 2.0, MCA), Fastbridge Student Summary are provided to all families during Parent/Family-Teacher Conferences.
    - Synergy Parent Portal: statewide and district assessment results are provided for all families to view including past years' performance.
- All guardians are provided access to at-home literacy strategies and resources at:
    - Parent/Family Conferences
    - Individual School Site Family Events
    - Year round access to district purchased online resources:
        - PebbleGo
        - MackinVA
        - MNEbook
- Engaging parents and families in meaningful advocacy and decision-making for their childrens' education is an important partnership. Parents are asked for their input and feedback in many different ways:
    - Site PTO and parent advisories
    - District SASIC (Student Achievement and Systems Improvement Advisory Committee)
    - American Indian Parent Advisory Committee
    - Title I Family Meetings
    - Multilingual Family Meetings and Picnics
    - Annual Surveys
- Communicating the district literacy program and instruction is provided to parents and families using multiple formats:
    - Site Open House and Information sessions
    - District Website
    - Site and District Newsletters
    - School Board Presentations
    - Teacher Communication using SeeSaw (K-3) and Schoology (4-5)

Student Summary Level and Dyslexia Screening Data

Grade	Number of Students Universally Screened in the Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in the Spring	Number of Students Universally at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
Kindergarten	530	226	565	279	565	2
First	513	224	519	261	519	8
Second	538	298	552	283	552	8
Third	527	278	531	272	531	15

Core Reading Instruction and Curricula

Grades K - 5			
Grade	**Implemented Curricula**	**Description of Curricula Use**	**Instructional Delivery Model**
Kindergarten	Heggerty Bridge To Reading	Foundational Skills	30 Minutes Daily Whole group
	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building, Comprehension, Vocabulary and Writing	90 Minutes Daily Whole and Small Group
First	Heggerty Bridge To Reading	Foundational Skills	30 Minutes Daily Whole group
	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building ComprehensionVocabulary Writing	90 Minutes Daily Whole and Small Group
Second	Heggerty Bridge To Reading	Foundational Skills	30 Minutes Daily Whole group
	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building, Comprehension, Vocabulary and Writing	90 Minutes Daily Whole and Small Group
Third	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building, Comprehension, Vocabulary and Writing	100 Minutes Daily Whole and Small Group
Fourth	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building, Comprehension, Vocabulary and Writing	100 Minutes Daily Whole and Small Group
Fifth	Collaborative Classroom Making Meaning Being a Writer	Knowledge Building, Comprehension, Vocabulary and Writing	100 Minutes Daily Whole and Small Group

Grades 6 - 12			
Grade	**Implemented ELA Curricula**	**Description of Curricula Use**	**Instructional Delivery Model**
6th	Collaborative Classroom	Comprehension, Vocabulary Writing	84 Minutes Daily
7th	Local District Created	Comprehension, Vocabulary Writing	84 Minutes Daily
8th	Local District Created	Comprehension, Vocabulary Writing	84 Minutes Daily
9th	Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
	Honors 9: Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
10th	Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
	Honors 10: Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
11th	Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
	Advanced Placement ELA 11, Inver Hills 11, and College in the Schools 11	Comprehension, Vocabulary Writing	48 Minutes Daily
12th	Local District Created	Comprehension, Vocabulary Writing	48 Minutes Daily
	Advanced Placement ELA 12, Inver Hills 12, and College in the Schools 12	Comprehension, Vocabulary Writing	48 Minutes Daily

Data-Based Decision Making for Literacy Interventions



Minnesota Multi-Tiered System of Supports

ISD 191 is a proud member of the District Grant Coordinator group led by the Minnesota Department of Education (MDE). Using the Minnesota Multi-Tiered System of Supports (MnMTSS) framework since the 2022-2023 school year, District 191 is committed to ensure that each learner is future ready and community strong. Through the MnMTSS framework, the District MnMTSS team, in partnership with each school leadership team are committed to these four goals:

Goal 1: District and schools will continue annual administration of the SEMI-DLT and SEMI-SLT in all schools and use these data to inform action planning for continuous improvement.

Goal 2: *School Climate* - Educational leaders at all levels will practice, promote, and educate others on a no-fault framework as evidenced by the no-fault framework indicators of success rubric, and assessments will be used to measure students, staff, and parents or caregivers' perception of school climate.

Goal 3: *Systems Evaluation* - ISD 191 and all school sites will annually review the implementation of the MnMTSS framework, evaluate the overall health of the systems that support teachers and students (e.g., school climate, student voice), and ensure a comprehensive assessment plan at all grade levels to inform instructional decisions. These criteria will be in place by the end of June 2026, and outcomes will be measured by district and school SEMI results and a systems evaluation checklist.

Goal 4: *Educational Decision Making* - Across all tiers, clear, team-based problem-solving methods for analyzing data and making decisions will be defined and utilized effectively.

Tier 1 Targeted Evidence-Based Literacy Instruction

1. FastBridge Interventions offer tailored reading intervention activities that target phonemic awareness, phonics, fluency, vocabulary, and comprehension to help move struggling students closer to grade-level literacy targets. Interventions are designed for class-wide and/or small-group interventions. Each intervention is research-based and aligned with FastBridge assessments and state standards.
2. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) The *SIPPS* program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. Each *SIPPS* level corresponds to a specific stage of reading development: simple alphabetic, spelling pattern, and polysyllabic/morphemic. Daily *SIPPS* lessons and reading practice in appropriate texts help readers achieve automaticity and accuracy, which in turn allow them to focus on comprehension.
3. Heggerty Bridge the Gap is a systematic phonemic awareness intervention curriculum specifically created for students in second grade and above who struggle to decode and encode words. Students are placed in small groups or receive individualized instruction.
4. UFLI is an explicit and systematic phonics program that instructs students in the foundational reading skills necessary for proficient reading. Following a carefully developed scope and sequence, students are ensured to systematically acquire each skill needed and learn to apply each skill with automaticity.
5. S.P.I.R.E. is a research-proven reading intervention program for the lowest performing students. The curriculum is designed to methodically instruct students through phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency.
6. Leveled Literacy Intervention (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading comprehension and writing difficult and are not meeting grade level targets. LLI is designed to:
    - Advance the literacy learning of students not meeting grade-level expectations in reading comprehension
    - Deepen and expand comprehension with close reading

Tier 2 and 3 Targeted Evidence Based Reading Instruction

Targeted evidence-based reading instruction is prioritize to the students who are:

- Below the 40th percentile on FastBridge Early Reading
- below the 33rd percentile on FastBridge a-Reading test
- High risk or some risk on FastBridge assessment(s)
- Not proficient in MCA (in grades 3-5)

Students receiving target evidence-based reading instruction are::

- progress monitored bi- weekly (2 times per month) using FastBridge progress monitoring probes.
- Other data (classroom data, SIPPS data, intervention assessments, etc) is used when making decisions on evidence-based reading instruction decisions.

For a student to exit a Targeted Evidence-based Reading intervention:

- There should be 3 consecutive data points ABOVE the student's **grade level goal**
- Additional data may be used but it needs to measure grade level proficiency.

Multilingual Language Learners

Students learning English participate in all core literacy instruction and are included in universal screening. Students are provided with Tier 1, 2, and 3 interventions in accordance with the screening assessment results. For some students English language development is a primary goal and students are likely to be served with literacy intervention in addition to the English language development instruction from the EL teacher. Information on English Learner Program and Services

Students served with IEPs

Students served with IEPs (individualized education plans) participate in all core literacy instruction and are included in universal screening as determined by the IEP. Students are provided with Tier 1, 2, and 3 interventions in accordance with the screening assessment results. Information on Special Education Programming and Services

Advanced Learners

Advanced Learning instruction focuses on helping our students to be future ready by embedding into our instruction the 4Cs of 21st Century Learning: Communication, Collaboration, Critical Thinking, and Creativity. Literacy skills are supported through research projects which focus on inquiry and creating solutions to real-world problems.

Diagnostic Resources

Diagnostic Tools	Grade(s)
TS Gold Observation Tool	PreK
FASTBridge Phonemic Awareness & Concepts of Print	K, 1
FASTBridge Phonics & Fluency	1, 2, 3, 4, 5
FASTBridgeVocabulary & Comprehension	1,2, 3, 4, 5
Cognitive Abilities Test (CogAT)	2, 4
ACCESS for ELLs WIDA Alternate ACCESS	K-12

Professional Development Plan

CAREIALL Training Phase 1				
Who	Total number in District	Educators Who Have Completed Training	Educators with Training in Process	Educators Who Need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators	27	21	0	6
K-3 Classroom Teachers (including ESL instructors responsible of reading instruction)	111	4	1	106
Grades 4-5 Classroom Teachers	55	2	0	53
K-12 Reading Interventionists	20	6	0	14
K-12 Special Education Educators responsible of reading instruction	91	2	0	89
Pre-K through Grade 5 Curriculum Directors	2	0	0	2
Pre-K through Instructional Support Staff who provide reading support	5	0	0	5

Professional Development Plan and Timeline for Structured Literacy

2023-2024

- Preschool teachers and preschool special education/ECSE teachers completed LETRS for Early Childhood (Jan 24-May 24)
- K-2 classroom, special education and multilingual teachers: Heggerty Bridge to Reading implementation training and monthly coaching

2024-2025

- K-5 Classroom teachers, K-5 multilingual teachers, K-12 special education teachers, K-12 reading intervention teachers, elementary administrators, curriculum director and curriculum coordinator: CAREIALL (Aug 2024-June 2025)
- Grade 3 classroom, multilingual and special education teachers: Heggerty Bridge to Reading implementation and monthly coaching
- Grades 4-5 classroom, multilingual and special education teachers: Functional Phonics and Morphology implementation and monthly coaching
- K-2 classroom teachers - monthly fidelity of implementation coaching

Literacy focus for Collaborative Teams (PLCs) w/ monthly coaching

- Data Days are part of Professional Development 2-3 times per year. FastBridge data is used in the Plan, Do, Study, Act process. Teams review screening data, progress monitoring data and student intervention progress. Flexible small groups are purposefully planned during data meetings.
- The PLC process is also a key component of professional development. Teachers use the Grade Level Guarantees in literacy to identify and review formative and summative assessments.

Continuous Improvement Coaches provide instructional support to all staff through data collection, facilitating reflection, engaging in problem solving discussion and collegial conversations. This process directly impacts student learning.

Professional Development for Fidelity and Sustainability

- FastBridge assessment administration and data interpretations
- FastBridge literacy interventions
- Heggerty Bridge to Reading (Phonemic Awareness and Phonics) Grades K-2

Action Plan for Continuous Improvement

ISD 191 Evidence-Based Literacy Instruction Needing Refinement

- Implementation of an evidence-based phonics and morphology curricula with the upper elementary grades.
- Examine and refine our K-5 fluency, comprehension and writing curricula and instructional practices.
- Provide robust professional development for all PreK-5 grade educators centered around best practices of evidence-based literacy instruction.

ISD 191 Action Steps to Improve Evidence-Based Literacy Instruction

- During the 2024-2025 school year, ISD 191 is expanding the evidence-based foundational literacy curriculum, *Heggerty Bridge to Reading*, to third grade.
- During the 2024-2025 school year, ISD 191 is implementing the evidence-based foundational literacy curriculum *Functional Phonics and Morphology* to all fourth and fifth grade classrooms.
- The Elementary Literacy Steering Committee will continue to revise the fluency, comprehension and writing curricula to embedded best practices in evidence-based literacy instruction.
- All elementary educators will be participating in the year long CAREIALL Training.