



Local Literacy Plan for Prior Lake-Savage Area Schools: 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: Prior Lake - Savage Area Schools

Date of Last Revision: June 13, 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.

PLSAS World’s Best Workforce (WBWF) Reading Goals (3rd Grade Reading)

- Last year’s WBWF goal: The percentage of students scoring in the meets or exceeds category on the MCA Reading assessment will increase from 61% in 2022 to 65% in 2023.
- Goal not met - 59% of students met or exceeded in MCA
- This year’s goal: The percentage of students scoring in the meets or exceeds category on the MCA Reading assessment will increase from 59% in 2023 to 61% in 2024.
- Note: preliminary embargoed MCA data shows that we did meet this goal for 2024. The goal would continue to be increased over time.

PLSAS 2024-25 Reading Goals - Implementation

- Fully implement screening at the high school level. Fall screening at the high school level was piloted this year, and we started work on using that data and implementing Tier 1 scaffolding practices in classrooms to help all students.
- Get through module 4 in OL&LA for all Phase I teachers/staff, plus grades 4 and 5 and EL teachers.
- Fully vet our current literacy curricular resources, identify gaps, and develop a plan for implementation/adoption of new or revised resources to align with the requirements of the Read Act.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

X 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?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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 FASTTrack Reading	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) <input type="checkbox"/> Winter [yes for 6-8, no for 9-12] <input type="checkbox"/> Last 6 weeks of School (Spring) [yes for 6-8, no for 9-12]

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.

Information about a student’s reading progress is shared at parent teacher conferences. When a student is identified for a reading intervention, the following steps for parent communication occur:

- *Step 1-* Classroom teacher will communicate the intervention process with parents/guardians. Options: (1) Phone call/or email; (2) Parent teacher conference (if timely); (3) Individual meeting
- *Step 2-* Send home the following forms after Step 1: (1)Parent Permission Letter; (2) MTSS Brochure
- *Step 3-* Parent permission letter is returned. For students whose letter is not returned, the classroom teacher will call home to obtain verbal permission and indicate the date of the verbal permission is granted.
- *Step 4-* If permission is given, the student will begin intervention services the day after the letter is received back at school. If permission is not given, the student will not receive intervention services.

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	452	336	464	246	452	116
1 st	496	290	499	335	496	206
2 nd	582	360	594	395	582	222
3 rd	559	421	570	426	559	138

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	629	153	608	153
5 th	649	178	635	178
6 th	673	123	649	123
7 th	668	160	622	160
8 th	663	148	612	148
9 th	747	190	692	190
10 th	787	184	651	184
11 th	852	234	605	234
12 th	718	148	426	148

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	Instructional Delivery Model
KG	Foundations Level K	Foundational Skills	30 minutes whole group
	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
1 st	Foundations Level 1	Foundational Skills	30 minutes whole group
	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
2 nd	Foundations Level 2	Foundational Skills	30 minutes whole group
	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
3 rd	Foundations Level 3	Foundational Skills	30 minutes whole group
	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
4 th	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
	Words Their Way	Foundational Skills	20 minutes whole group
5 th	Units of Study for Teaching Reading	Knowledge Building	20 minutes whole group 40 minutes differentiated instruction
	Words Their Way	Foundational Skills	20 minutes whole group

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use	Instructional Delivery Model
6 th	Heinemann Units of Study for Teaching Reading	Comprehension	Class period length
	Heinemann Units of Study in Argument, Information, and Narrative Writing	Writing	
	Patterns of Power: 6-8	Grammar	
	Sadlier Vocabulary Workshop- Achieve Level A	Vocabulary	
7 th	Heinemann Units of Study for Teaching Reading	Comprehension	Class period length
	Heinemann Units of Study in Argument, Information, and Narrative Writing	Writing	
	Patterns of Power: 6-8	Grammar	
	Sadlier Vocabulary Workshop- Achieve Level B	Vocabulary	
8 th	Heinemann Units of Study for Teaching Reading	Comprehension	Class period length
	Heinemann Units of Study in Argument, Information, and Narrative Writing	Writing	
	Patterns of Power: 6-8 Sadlier	Grammar	
	Vocabulary Workshop- Achieve Level C	Vocabulary	
9 th	StudySync	Comprehension/ Writing/Grammar	Class period length
	Vocabulary Workshop- Achieve Level D	Vocabulary	
10 th	StudySync	Comprehension/ Writing/Grammar	Class period length
	Vocabulary Workshop- Achieve Level E	Vocabulary	
11 th	StudySync	Comprehension/ Writing/Grammar	Class period length
	Vocabulary Workshop- Achieve Level F	Vocabulary	
12 th	StudySync	Comprehension/ Writing/Grammar	Class period length
	Vocabulary Workshop- Achieve Level G	Vocabulary	

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?

Yes, the district has implemented an MTSS framework. We were not part of the professional learning cohort, but have worked with CAREI to conduct an MTSS audit. Our main identified area for improvement is to strengthen universal Tier 1 instruction for academic, behavior, and social-emotional learning to benefit all students. We need to further bolster systematic explicit instruction and better utilize flexible grouping within universal instruction for reading at the elementary level. We need to identify a common differentiation framework and provide job-embedded training and support around this framework.

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.

Criteria 1, Districts and schools select evidence-based instructional materials: We do not have this component in place district-wide as it relates to literacy instruction. Our Foundations instructional materials are the closest we have in place currently for evidence-based instructional materials in literacy.

Criteria 2, Educators engage in evidence-based instructional practices: Similar to above, we do not have that in place as a district as it relates to literacy.

Criteria 3, Tier 1 Targets: As indicated in our MTSS response above, we need to strengthen our Tier 1 instruction and reduce our referrals for Tier 2 and Tier 3. We are higher than the 20% for students who need additional support, thus not hitting the 80% target for Tier 1 instruction.

Criteria 4, Tier 1 Horizontal and Vertical Alignment: We use PLC learning teams to strengthen horizontal alignment within school. We are limited in our ability to bring grade level teams together across the district. That is something that we are working on improving. We are also aware of the need to bolster our vertical alignment, and have made concrete steps in doing so in the area of math, but have not yet addressed the area of literacy. We will begin this work in the 2024-2025 school year. The foundational component of the alignment needs to be the evidence-based instructional materials, which we do not currently have in place.

Criteria 5, High Quality Tier 1 Instruction and Programming: This year, we implemented fidelity processes for our math curriculum implementation, and intend to replicate these processes when we have our evidence-based instructional materials in place for the area of reading. We used the Q Comp teacher goals this year to align with implementation of our math curriculum in elementary, and found that this alignment helped teachers prioritize implementation fidelity.

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 2

Criteria 1, Evidence-Based Tier 2 Instructional Materials Are Provided to Students Who Need Supplemental Support: For Tier 2, we use the interventions identified through Fastbridge assessments and PRESS intervention materials and strategies. In Tier 2, the interventions tend to be in small groups facilitated by either a Reading Corps member, Reading Interventionist, or a classroom teacher. These materials are evidence-based.

Criteria 2, Evidence-Based Tier 2 Instructional Practices Are Likely to Be Effective for Most Students: Over the

summer, our reading interventionists will be completing the 'train-the-trainer' OL&LA professional development. Our Tier 2 strategies are evidence based, consistently progress monitored, and are effective for most students. However, after the interventionists go through the training, we will take another more systematic look at our intervention model and make any necessary changes.

Criteria 3, Tier 2 Supports Are Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations:

In general, our Tier 2 supports are not aligned with Tier 1 because we do not have evidence-based literacy instruction in reading.

Criteria 4, Fidelity: High Quality Tier 2 Intervention for Those Receiving It: Our reading interventionists and Reading Corps members consistently monitor intervention through progress monitoring.

TIER 3

Criteria 1, Evidence-Based Tier 3 Instructional Materials Are Provided to Students Who Need Intensive Support:

For Tier 3, we use the interventions identified through Fastbridge assessments and PRESS intervention materials and strategies. In Tier 2, the interventions are one-on-one and facilitated by either a Reading Corps member, Reading Interventionist, or a classroom teacher.

Criteria 2, Evidence-Based Tier 3 Instructional Practices Intensify and Individualize Supports for Students Who Require Customized Programming:

Over the summer, our reading interventionists will be completing the 'train-the-trainer' OL&LA professional development. Our Tier 2 strategies are evidence based, consistently progress monitored, and are effective for most students. However, after the interventionists go through the training, we will take another more systematic look at our intervention model and make any necessary changes.

Criteria 3, Tier 3 Interventions are Aligned to Student Specific Needs and To Making Students Successful with Grade Level Standards: In general, our Tier 2 supports are not aligned with Tier 1 because we do not have evidence-based literacy instruction in reading.

Criteria 4, Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity: Our reading interventionists and Reading Corps members consistently monitor intervention through progress monitoring. Tier 3 is also supported through the schools' Problem Solving Teams (PST).

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.

PLSAS will be using OL&LA to train our teachers on structured literacy. Our training plan begins in October 2024 and we will give teachers time to work on the modules during district professional development and early release days. We have district OCL trainers in order to provide flexibility with training. Our plan has intentional time built in for teachers to apply the knowledge from the modules into the resources used in their classroom. For example, we will spend time on two early release days for learning more about sound walls and blending routines so teachers have time to incorporate them into their instruction. Teachers will also spend time discussing topics from the modules during their learning teams. Teachers will complete modules 1-4 in the 2024-25 school year and will complete modules 5-9 during the 2025-26 school year. We will collect screening data three times a year with FastBridge to monitor student progress.

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	23	0	0	23
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	115	4	0	111
Grades 4-5 (or 6) Classroom Educators (if applicable)	52	1	0	51
K-12 Reading Interventionists	8	0	8	8
K-12 Special Education Educators responsible for reading instruction	72	1	0	71
Pre-K through grade 5 Curriculum Directors	8	1	0	7
Pre-K through grade 5 Instructional Support Staff who provide reading support	79	0	0	79

Phase 2: Educator Role	Total Number in District	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	86	1	51	86
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	3	0	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	0	2
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	2	0
Employees who select literacy instructional materials for Grades 6-12	2	2	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.

1. Professional development in the science of reading.
2. Comprehensive audit of our current systems and instructional materials.
3. Fully adopt curricular materials aligned to the science of reading.
4. Monitor fidelity of implementation of the curricular materials.
5. Closely monitor student formative data as measured by Fastbridge to identify students who need additional support in all three tiers.