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: Forest Lake Area Schools #831

Date of Last Revision: June 12th, 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.

The literacy goal of Forest Lake Area Schools is to ensure that all students receive high quality literacy instruction while having access to multi-tiered systems of support to meet individual student needs.

- **Goal 1:** By the end of the 2024-2025 school year, 100% of Read Act Phase I teachers will successfully complete Volume 1 of the LETRS training program ensuring they are equipped to deliver explicit, direct, systematic instruction in literacy.

- **Goal 2:** Educators will gain confidence in applying learning of explicit, direct, systematic

instruction into daily classroom instruction through evidence based curricular materials.

- **Goal 3:** Refine current MTSS process using intervention and assessment guidelines from MDE and the Read Act as well as through participation in COMPASS.

- **Goal 4:** We will increase the number of students at FLAS reading at or above grade level by 10% as according to proficiency on MCAs.

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?
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 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?
Name of Screener: **CBMR**	☑ Grade 4 ☐ Grade 5 ☐ Grade 6	☐ 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: **CBMR**	☑ Grade 5 ☑ Grade 6	☐ 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.

Scheduled Conferences:

Parents and families are informed of student progress at regularly scheduled parent/teacher conferences. During conferences, teachers share ways they are supporting students in reading and how the students may benefit from an enrichment or remediation intervention. Teachers also share strategies that families can use to reinforce reading at home.

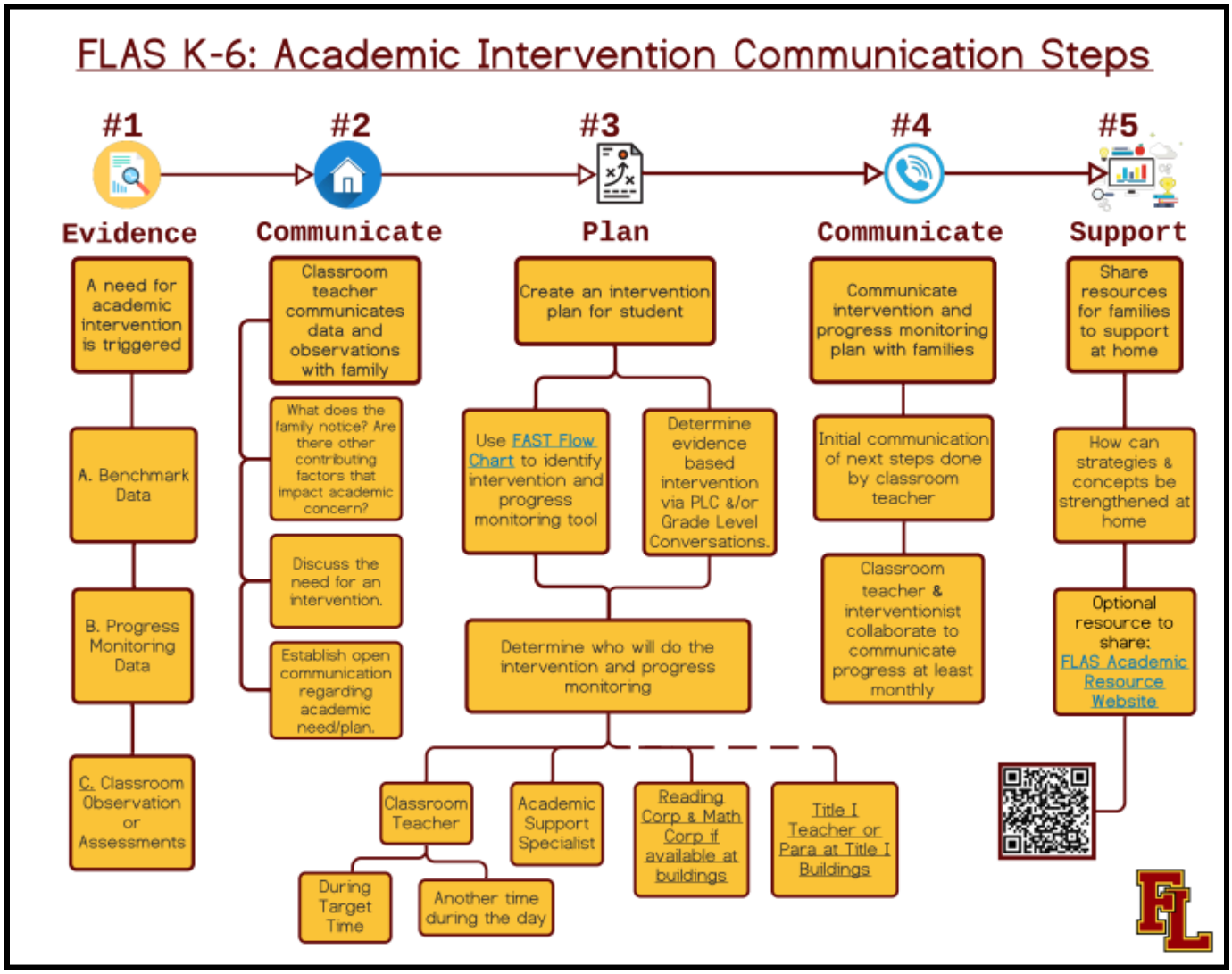
Core Curriculum:

Each unit in the core curriculum includes a family engagement page that is sent home with unit stories for additional reading at home. Units are designed around a three week knowledge building structure. Student materials are sent home at the conclusion of each knowledge building unit.

Universal Screening Data:

FastBridge, the district's assessment suite, is used three times a year to screen all students for “at-risk” reading indicators. After each screening period, results are shared in a parent report. In addition, students receiving additional intervention services through Title I programming or through Academic Support Specialists and Reading Corp have their progress monitored. Progress monitoring data that is shared with families on a monthly basis.

K-6 Academic Intervention Communication Plan:



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	344	211	352	220	352	66
1st	326	153	338	184	338	66
2nd	394	208	414	240	414	45
3rd	373	221	386	243	386	41

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.

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
4th	414	147	392	59
5th	418	172	204	31
6th	388	108	142	21
7th	NA	NA	NA	NA
8th	NA	NA	NA	NA
9th	NA	NA	NA	NA
10th	NA	NA	NA	NA
11th	NA	NA	NA	NA
12th	NA	NA	NA	NA

Core Reading Instruction and Curriculum Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curriculum 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	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
1st	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
2nd	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
3rd	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
4th	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
5th	Benchmark Advanced 2022	Comprehensive	120 minute literacy block

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)
6th	Benchmark Advanced 2022	Comprehensive	120 minute literacy block
7th	MN standards-based, locally created curriculum	Comprehensive	45 minute class period
8th	MN standards-based, locally created curriculum	Comprehensive	45 minute class period
9th	MN standards-based, locally created curriculum	Comprehensive	semester based 50 minute courses English 9A & English 9B
10th	MN standards-based, locally created curriculum	Comprehensive	semester based 50 minute courses English 9A & English 9B
11th	MN standards-based, locally created curriculum	Comprehensive	semester based 50 minute courses English 9A & English 9B
12th	Communications Course and an English Elective		semester based 50 minute courses

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?

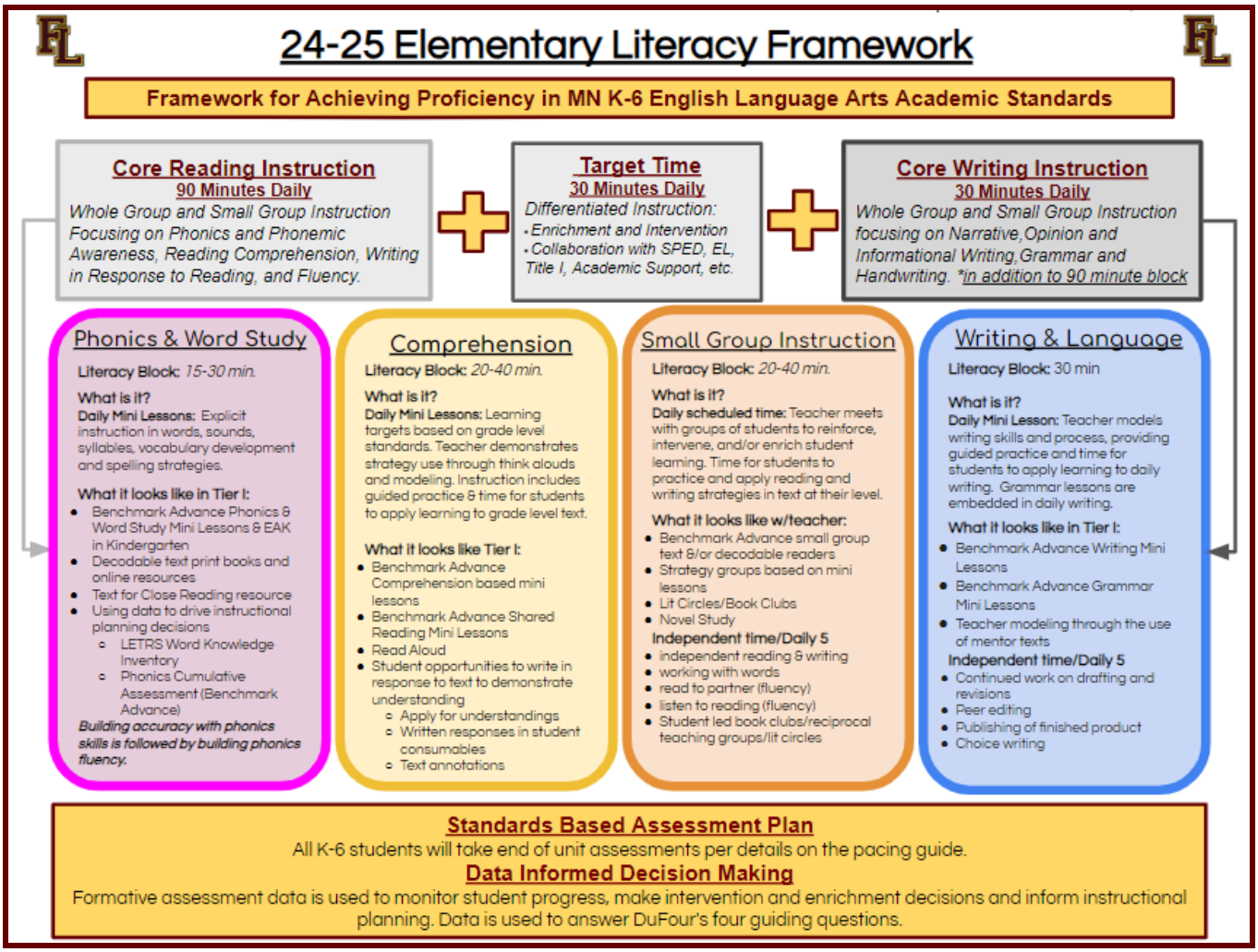
Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the 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.

Forest Lake Area Schools' literacy program is organized into three tiers of instruction in order to meet the needs of all students.

Tier I is designed for all students and addresses MN ELA Academic Standards. Instruction includes a core reading program based on scientifically research-based instruction, benchmark assessments of students to determine instructional needs, and ongoing professional development for teachers so that the students are guaranteed quality instruction aligned to state standards.

The Elementary Literacy Framework highlights key components of Tier I instruction.



Fall universal screening is conducted with students in kindergarten through 8th grade. Students are screened using the Fastbridge aReading computer adaptive test. K-1 students are further assessed with the earlyReading assessment from Fastbridge to pinpoint specific gaps and areas of need in determining Tier II instruction. In addition, 2-4th grade students are also screened using CBMR to measure words accurately read per minute. These assessments are combined in our FastBridge assessment suite to give students a total FastTrack Reading score, which aligns students with instructional recommendations for continued growth.

Additional universal screening is administered in the winter and spring. Results from these assessments are used to help determine students eligible for exiting Tier II service and to identify students who may be eligible to begin Tier II intervention services. The goal of Tier II services is to accelerate progress and close the achievement gap.

Tier II services concentrate on students who need additional targeted reading instruction. Tier II programming provides students with an additional 20–30 minutes of instruction that reinforces skills and strategies taught by the classroom teacher and is aligned to areas

identified as gaps in screening and diagnostic assessments. Schools use the structure of Target Time to ensure Tier II instruction is in addition to core grade level instruction. Bi-weekly progress monitoring with FAST assessment tools is incorporated to track student growth.

Tier III focuses on students who are identified through the Building Intervention Team as having plateaued or demonstrating decreasing growth. Each building intervention team follows a district-level process for identifying student needs, matching needs to evidence-based interventions, supporting educators in tracking and monitoring student growth and aligning proper support based on student progress. Tier III programming addresses the specific reading needs of a student.

FastBridge family reports are communicated to families after each benchmarking period. In addition, assessment outcomes are communicated to families through conferences and frequent communications from classroom teachers. Students identified for intervention are communicated with by the classroom teacher, and progress is shared at least monthly by the interventionist. Families are also provided information on how to additionally support student progress at home.

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.

Forest Lake Area schools have selected Language Essentials for Teaching Reading and Spelling (LETRS) for training educators on structured literacy. Training for all Phase I educators will begin in August of 2024. Educators will complete Volume 1 during the 2024–2025 school year and Volume 2 during the 2025–2026 school year. There are 44 Phase I educators who have already completed Volume 1 and will train in Volume 2 during the 24–25 school year. In addition, there are 20+ educators who are already fully LETRS trained and will participate in extension training in which they align current curricular materials with LETRS strategies and work toward further developing the implementation of structured literacy practices.

Implementation support will be offered through instructional coaching and embedded in PLCs. Instructional coaches provide job-embedded PD by co-planning, co-teaching, observing, and demonstrating instructional strategies and practices. Staff use the PLC format to clarify instruction aligned to state standards, create formative assessment tools to assess student progress, examine student data, and plan intervention instruction for struggling learners. Time is set aside on school calendars to allow for this professional collaboration systematically during the teacher workday. Individual school schedules reflect the importance of this work. PLCs consult across grade levels to examine standard alignment and plan for student instruction. Instructional coaching is embedded in these collaborative efforts to ensure the fidelity of a structured literacy program.

Implementation data will include evidence collected by educators through bridge-to-practice activities in LETRS. We will also begin collecting perception data to show a baseline of where educators are currently in their daily use of explicit, direct, and systematic instruction. This data will be used to design professional development and implementation support as well as more targeted opportunities for instructional coaching.

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	30	0	0	30
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	76	9	26	44
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	12	10	1	1
K-12 Special Education Educators responsible for reading instruction	62	5	20	37
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	85	0	0	85
Employees who select literacy instructional materials for Grades PreK-5	13	0	0	13

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	68	2	9	57
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	4	0	4	0
Grades 6-12 Instructional support staff who provide reading support	32	0	0	32
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

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.

Goal 1: By the end of the 2024-2025 school year, 100% of Read Act Phase I teachers will successfully complete Volume 1 of the LETRS training program ensuring they are equipped to deliver evidence-based instructional practices.

Action Step: Deliver LETRS PD to all Phase I educators through Lexia and the Read Act. Collect Bridge to Practice evidence and support educators through online modules.

Goal 2: Educators will be confident in applying learning of explicit, direct, systematic instruction into daily classroom instruction through guaranteed and viable curriculum materials.

Action Step K-6: In the fall, educators will complete a perception survey indicating their confidence in providing and knowledge of explicit, direct, instruction in the following areas of structured literacy: oral language, phonological awareness, phonics & word study. Data will be used to support building instructional leadership teams, professional development, and instructional coaching.

Action Step 7-12: Continue to expand on work in disciplinary and content area literacy. Provide literacy instructional coaching. Continue work in the ELA Secondary Instructional Review process.

Goal 3: Refine current MTSS process using intervention and assessment guidelines from MDE and the Read Act as well as through participation in COMPASS.

Action Step: Create a district level MTSS team that will attend the COMPASS Summer Institute and begin refining MTSS systems K-12.

Goal 4: We will increase the number of students at FLAS reading at or above grade level by 10% as according to proficiency on MCAs.