



## Local Literacy Plan: 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:** **Hibbing Public Schools ISD 701**

**Date of Last Revision:** **June 15, 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.*

**During the 24-25 school year, 105 staff members will be trained in Careiall, a structured literacy program. We will continue to train and utilize Fastbridge as a universal screener and work to develop an MTSS system that supports continuous improvement.**

**\*Goals listed below are for the 23-24 school year and will be revised by the District Leadership Team for the 24-25 school year in September of 2024 once the fall universal screener has been given.**

- 75% of students in grades K-2 will score above “some risk” = 40th percentile on earlyReading
- 75% of students in grades K-2 will score above “some risk” = 40th percentile on CBMreading
- 75% of students in grades K-2 will score above “some risk” = 40th percentile on aReading
- 58% of students in grade 3 will score at or above “some risk” = 40th percentile in CBMR-English
- 72% of students in grades 3-6 will score at or above “some risk” = 40th percentile in aReading
- 75% of students in grades 4-6 will score at or above “some risk” = 40th percentile in AUTOREading.
- The percentage of all students enrolled October 1 in grades 3-6 at Lincoln Elementary School who are proficient on all READING state accountability tests (MCA, MTAS) will increase from 57.2% in 2023 to 59% and/or above the state average in 2024.
- The percentage of all students enrolled October 1 in grades 7,8,and 10 at Hibbing High School who are proficient on all READING state accountability tests (MCA, MTAS) will increase from 44.5%% in 2023 to 50% and/or above the state average in 2024.
- 59% of students in grades 7-10 at Hibbing High School will score above “some risk” = 40th percentile on aReading
- 65% of students in grades 7-10 will score above “some risk” = 40th percentile on AUTOREading

# 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 checked="" 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 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>Name of Screener:</b> <b>Fastbridge aReading &amp; AutoReading Grades 4-12</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" 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 checked="" 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> <b>Fastbridge CBMReading Grades 4-12 = Students below grade level</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" 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 type="checkbox"/> Universal Screening <input checked="" 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.*

**Parents are notified when their child is not reading at or above grade level on the Fastbridge assessment by providing the Parent Report at conferences, sending the report home, and through the district's digital messaging system, Parent Square. Parents are provided opportunities to engage around literacy by attending school events such as Family Engagement Nights and Parent Teacher Conferences along with information on how to support literacy at home provided by teachers, title/intervention staff, and administration.**

## 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	153	0	160	0	160	0
1 <sup>st</sup>	142	0	148	0	148	0
2 <sup>nd</sup>	153	0	162	0	162	0
3 <sup>rd</sup>	158	0	163	0	163	0

### 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
4 <sup>th</sup>	146	0	146	0
5 <sup>th</sup>	160	0	160	0
6 <sup>th</sup>	157	0	157	0
7 <sup>th</sup>	174	0	174	0
8 <sup>th</sup>	161	0	161	0

9 <sup>th</sup>	168	0	168	0
10 <sup>th</sup>	147	0	147	0
11 <sup>th</sup>	0	0	0	0
12 <sup>th</sup>	0	0	0	0



## 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	Benchmark Advance	Comprehensive	90
1 <sup>st</sup>	Benchmark Advance	Comprehensive	90
2 <sup>nd</sup>	Benchmark Advance	Comprehensive	90
3 <sup>rd</sup>	Benchmark Advance	Comprehensive	90
4 <sup>th</sup>	Benchmark Advance	Comprehensive	90
5 <sup>th</sup>	Benchmark Advance	Comprehensive	90

## 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>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	90 minutes
7 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes
8 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes
9 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes
10 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes
11 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes
12 <sup>th</sup>	Locally Developed Novel Studies	Comprehension, Vocabulary, Writing	50 minutes

## 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?*

**Carei of the University of Minnesota completed an audit of the district's current MTSS practices and provided a comprehensive report which lead to established district goals for future MTSS work. The District Leadership Team is participating in on site MnMTSS framework trainings facilitated by the Director of Teaching & Learning.**

*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.*

**Fastbridge, MCA, formative, and summative data is analyzed to indicate areas for improvement in Tier 1 instruction.**

*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.*

**Fastbridge data is analyzed to identify which students will be referred to Tier 2 intervention in grades K-8.**

## 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.*

**During the 24-25 school year, 105 staff members will be trained in Careiall, a structured literacy program.**

*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.*

**The training will take place during multiple professional development days scheduled throughout the 24-25 school year. Attendance will be monitored along with completion of modules and check ins by the Director of Teaching & Learning. Program completion at 80% benchmark will be required.**

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	10	0	0	10
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	34	5	0	29
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	0	0	18
K-12 Reading Interventionists	8	0	0	8
K-12 Special Education Educators responsible for reading instruction	32	0	0	32
Pre-K through grade 5 Curriculum Directors	8	0	0	8
Pre-K through grade 5 Instructional Support Staff who provide reading support	83	0	0	83

<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	7	1	0	6
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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.*

**During the 24-25 school year, 105 staff members will be trained in Careiall, a structured literacy program. The training will take place during multiple professional development days scheduled throughout the 24-25 school year. Attendance will be monitored along with completion of modules and check ins by the Director of Teaching & Learning. Program completion at 80% benchmark will be required. We will also continue to train and utilize Fastbridge as a universal screener and work to develop an MTSS system that supports continuous improvement.**