



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: Delano Public Schools

Date of Last Revision: June 5, 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 \(2023\)](#).

Delano Public Schools Literacy Goal

It is the goal of the **Delano Public School District** to implement the developmental, accelerated, and preventative reading program requirements that will ensure that all students can read on grade level. Delano Schools will align reading and writing instruction to meet MN State Academic Standards.

The plan is designed so that every student will:

- Receive reading and writing instruction which reflects quality researched-based teaching practices and instructional materials grounded in the science of reading;
- Be assessed regularly to plan for instruction;
- Read fluently on grade level before entering;
- Receive appropriate intervention services as needed;
- Learn strategies to write for multiple purposes and read complex content area texts;
- Improve performance on MCA III Reading Test.

Universal and Dyslexia Screening

All students in grades K-10 and students in grades 11-12 receiving services through special education will be screened three times per year using the following screener:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3), FASTTrack Reading (Grades 4-12)

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)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input 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)
FastBridge: CBMReading (Grades 1-3)	<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 (Grades 2-3) <input checked="" type="checkbox"/> Winter (Grades 1-3) <input checked="" type="checkbox"/> Last 6 weeks of School

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	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: FAST:FastTrack Reading	<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(SPED ONLY) <input checked="" type="checkbox"/> Grade 12 (SPED ONLY)	<input 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)

Parent Notification and Involvement

Delano Public Schools understands the importance of communicating individual student progress to families. This communication occurs at the district, building and teacher level.

Parents are able to access information in regards to their child’s performance on the district Skyward parent portal. This includes current academic progress, state test results and screening results. Additionally, after each assessment period, results of the screeners are shared with parents via email or paper copy.

Additionally, classroom teachers are expected to communicate with parents/guardians regarding individual progress in their classrooms related to work completion, behavior and academic progress towards meeting the identified essential standards. This is accomplished through Fall and Winter Parent-Teacher Conferences, report cards and formal and Informal communication between parents and teachers the school year.

Resources and tools that support learning and communication:

Book Bags	Comprehension Activities	Game-Based Activities
Language Development Songs	Word Attack Strategies	High-Frequency Word Builders

Benchmark Reading	Tumblebooks	Class Websites
Reading Universe	Reading Eggs	BookFlix
IXL Reading	Classroom Newsletters	CommonLit

Families with a student identified as non-proficient through benchmarking assessments and classroom performance will receive more regular and specific information about their child’s achievement. Families of students that qualify for a Tier 2 or 3 intervention will be notified. A formal written notification will be sent to families prior to any Tier 3 intervention starting or ending. Parents will receive information about their child’s progress in the intervention in addition to any other information they receive at conference time and at the end of reporting periods.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

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	165	138	169	139	165	18
1 st	181	107	183	123	183	14
2 nd	187	113	191	138	191	18
3 rd	171	113	169	126	169	15

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	Total Number of Students Screened	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	184	177	35	177	7
5 th	195	190	26	190	9
6 th	180	171	26	171	8
7 th	193	188	29	188	11
8 th	212	198	35	198	8
9 th	182	157	35	157	13
10 th	222	179	40	179	14
11 th	192	12	11	12	9
12 th	177	9	8	11	8

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, Heggerty: Phonemic Awareness	Comprehensive Supplemental	90-120 minutes per day
1 st	Benchmark Advance, Kilpatrick, UFLI	Comprehensive Supplemental	90-120 minutes per day
2 nd	Benchmark Advance, UFLI	Comprehensive Supplemental	90-120 minutes per day
3 rd	Benchmark Advance, UFLI	Comprehensive Supplemental	90-120 minutes per day
4 th	Benchmark Advance	Comprehensive	90-120 minutes per day
5 th	Novel Units, CommonLit, Benchmark Word Study	Comprehension, Vocabulary, Writing	90-120 minutes per day

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 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	7 period day / 90 minutes daily
7 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily
8 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily
9 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily
10 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily
11 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily
12 th	Novel Units, CommonLit,	Comprehension, Vocabulary, Writing	6 period day / 40-60 minutes daily

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.

Delano Public Schools recommitted to the MTSS process in February of 2022 joining the 6 month Compass cohort and conducting the SEMI-DLT. This process expanded into the 15 month COMPASS Cohort during the 2022-23 school year. The focus of our work included the development of a district MTSS manual, realignment of our Student Success Team processes and identification of non-negotiables in Tier 1 instruction. During the 2023-24 school year, the District MTSS team participated in the COMPAS Tier 2/3 Professional Development Cohort.

Throughout the process, the District MTSS team identified the following as areas of improvement:

- Effective TIER 1 classwide intervention areas
- Systematic review of student outcomes, including the acquisition/implementation of a data warehouse
- Multicultural practices
- Consistent SST processes and procedures

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.

UNIVERSAL SCREENING BY BUILDING, GRADE LEVEL and SCREENING PERIOD

Scoring: Student scores are reported based on their risk for not meeting the MN Academic standards in reading. The scores are reported using the following scale:

- High Risk
- Some Risk
- Low Risk
- Advanced or College Pathway

Additionally, the scores are reported by site, district and national percentiles. General education staff should use site percentiles when interpreting reports in order to compare students who have had access to the same core instruction, while special education staff should consider both district as well as national percentiles.

Reporting and Data Review:

Upon completion of each assessment period, District, Building, Grade Level and classroom teachers will review the data using multiple reports. When reporting percentiles, the reports are colored coded based on percentiles: Red < 20th percentile, Orange 20th to 30th percentile, Green 31st to 85th percentile and Blue ≥ 86th percentile.

Additionally, students who are at some risk for not meeting the standards have an exclamation mark (!) following their score, while students who are at high risk for not meeting the standards have a double exclamation mark (!! following their scores. Students falling in the advanced or College Pathway range have a star following their score.

When a student's score is questionable based on the pattern of responses or the time taken to complete the assessment, a red flag follows their score. Upon consultation with administration, this score may be deleted and the student may retake the assessment during the assessment window.

SCREENING AND PROBLEM IDENTIFICATION REPORTS

Detailed Group Report

The detailed group report is utilized by K - 1 staff who have administered the earlyReading and early Math Assessments. It provides both Composite and subtest scores. This allows the educator to understand the student's scores fully, as well as the skill deficits that need to be addressed for each student.

Group Screening Report

The group screening report displays data for individual students.

At the top of the report is a bar graph that displays the percentage of students within four different normative categories. The scores are color coded based on percentiles: Red < 20th percentile, Orange 20th to 30th percentile, Green 31st to 85th percentile and Blue \geq 86th percentile.

Some students are coded as being at some or high risk in the left two columns but have percentile ranks indicating average performance. The benchmark indicators are not always matched to the student's percentile ranking. This is due to percentile ranking varying according to the actual scores of the students in the comparison group. The benchmark indicators along with the percentile ranking are helpful in identifying those students who are most at risk, but also shows when different instruction is needed by the entire class or school.

Screening to Intervention Report

The screening to intervention report is used to determine if a whole class intervention is needed as well as to identify interventions for small groups. For students who are performing in the some risk or high risk range, a recommended intervention and progress monitoring measure that matches the skills the student needs to work on is shown.

Group Growth Report

This report provides information about student improvement over the school year. It provides both student's observed as well as expected rate of improvement and the percentile rate of that improvement. This information is important as it shows if groups of students are making adequate progress to meet end of year goals. This report should be reviewed following Winter and Spring Assessments.

Impact Report

This report provides information on whether or not students maintained their screening score levels or if they made less or more progress over time. This report should be reviewed following Winter and Spring Assessments.

ANALYSIS AND PLANNING REPORTS

Individual Skills Report

This report provides detailed information about each student's performance on a screening section. It is composed of two sections. The first section provides a summary of a student's score and risk level. The second section provides more detailed information about a student's performance. The information displayed varies based on the assessment, however, in relation to aReading and aMath, it provides information on mastered skills, developing skills as well as future skills to be taught.

Group Skills Report

This report is available for a select number of assessments. It shows which items on a subtest each student in a class got right or wrong. The report is used to help teachers identify which skills have been mastered by most students and which skills need to be taught or re-taught for the benefit of the entire class.

Progress Monitoring Report

- The Progress Monitoring Report is the primary tool for recording and understanding a student's progress. This report includes graphs depicting a student's progress over time. It is available only for those assessments with progress monitoring forms.

If staff are using Progress Monitoring assessments outside of the Fastbridge System, it is expected that these reports will be uploaded to the student intervention file or student's history within SPEDforms at a minimum of every 6 weeks.

DATA REVIEW PROTOCOL

Upon completion of the screener, teachers as well as grade level teams will review the data to determine next steps in the process.

Classroom Teacher

1. Review Screening to Intervention Report to determine if a classwide intervention is needed.

If a classwide intervention is needed, review lesson plans for the intervention, determine start date, and schedule a fidelity check midway through the intervention with either your building administrator or MTSS coordinator. Upon completion of the intervention, complete assessment to determine class progress and next steps. The MTSS coordinator is available to assist with assessment when needed.

If a classroom intervention is not needed, continue with core instruction.

2. Utilizing the group screening report as well as the screening to intervention report to develop an Analysis to Action Plan by grouping students for small group intervention within your classroom based on need, or referral to Tier 2 or Tier 3 interventions.
 - Identify which student fall within the at-risk range, determine the category of the problem i.e. Phonemic Awareness, Phonics, Decoding, Fluency, Vocabulary for Comprehension.
 - Determine which Tier 1 intervention will be used to address the problem.
 - Determine how often and what tool will be used to Progress Monitor.

Grade Level Teams

Grade level teams will review data following each screening period to determine if there are potential gaps in the core Reading and Math curriculum based on the need for classwide interventions in specific areas. If a need is identified, they will work together with the Curriculum Director to identify additions/changes to the Core instruction.

Building Level Teams

Building level teams will review data by classroom as well as individual student data. For grade 4 and up, additional state testing data will also be incorporated into the review. Working with the building level interventionists, the team will review identified students who are at risk, ensure that they have been placed in either a classroom or Tier 2, or Tier 3 intervention group based on the need. This may require additional diagnostic assessments to determine specific needs to ensure that they are placed in the appropriate intervention group. A goal setting sheet will be completed for each student which will include the individual goal for the intervention being provided, progress monitoring measure and scheduled follow up date to review progress and effectiveness of intervention. Progress will be monitored on a weekly basis.

District Teams

The district team will review data by building and grade level. Data will be broken down as follows: All students, Free and Reduced Lunch, Minority students, ELL students and Special Education. This will include both FASTBridge Screening Results and MCA results for grades 3 - 8 and 10 and 11.

TIER 2 and TIER 3 Intervention

Tier II provides interventions for students who have been identified as at risk based on the results of the Universal Screening Data and/or Statewide Minnesota Comprehensive Assessments. Typically, these intervention are focused on foundations skills in Reading (i.e., phonological awareness, phonics, fluency and comprehension) and Math (i.e. number sense and computations), which are essential standards for early elementary, but in the intermediate and secondary schools, these interventions are designed to address missing

foundational/prerequisite skills needed to access grade level standards. These missing skills are no longer grade level essential standards. These interventions are provided to small groups with similar needs based on the results of the diagnostic assessments administered and dictates the instructional materials to be utilized. The intervention typically spans 10 to 15 weeks of 20 to 40 minute sessions, 4 or more times per week. Typically, they are provided by an interventionist, but could also be provided by classroom teachers or other trained professionals.

- Documented evidence of Tier 1 intervention for a period of 6 to 8 weeks and progress monitoring data as part of the intervention. (or a period of time determined by the SST).
- Parents are notified of identified concerns prior to referring to the Student Success Team by the classroom teacher.
- Completion of MTSS Referral Form [MTSS REFERRAL FORM](#)
- The SST or common team time will be used to support the transition between tiers.
- Diagnosis of area of concern and completion of the referral to the SST.
- Review of identified concerns, establishment of a measurable goal and determine the services needed to address the goal along with a plan for progress monitoring and review.
- Follow up communication with the parent to share the intervention plan.

This transition happens formally at our FAST windows with the review of data by the SST in consultation with Grade Level Team members and interventionists.

Tier III is the most intensive level of intervention and is individualized to target the student's specific identified needs. A student receiving intervention at this level will receive an intensified version of the Tier 2 intervention, which may include an additional intervention or a replacement intervention, additional time in the current intervention, or a more individualized setting of the current intervention. In addition, more intensive problem solving will be conducted; this may include a diagnostic assessment in the identified area of concern or observations followed by an analysis of the identified behavior(s) of concern to identify the function and adjust the behavior intervention accordingly.

Tier III instruction is provided in addition to core instruction and supplementary instruction. A student receiving intervention at this level, will receive their secondary services which may include 20 to 30 minutes of intervention targeted to their specific skill deficit, but then an additional 15 to 20 minutes of more intense instruction to the specific skill being taught.

Assessments of students' progress at this level will be more intensive. When progress monitoring data indicates that the student's rate of progress is unlikely to achieve the learning goal established, the teacher in conjunction with the Student Success Team will engage in problem solving and make adjustments/modifications to the student's intervention program. Due to the complexity of modifying instruction based on student response, it is critical that the interventions are delivered by staff trained in the identified area of need. This is supported by Doug Reeve's (2009b) research that indicates that one of the school's most effective learning strategies is to have highly trained staff work with their most at-risk learning.

Professional Development Plan

Delano Public Schools will provide training for Phase 1 Teachers through the LETRS professional development approved course. Using our in-district trained LETRS facilitator, educators will engage with the LETRS program throughout the 2024-25 and 2025-26 school years. The anticipated date of completion for all Phase 1 educators is June 1, 2026.

Educators not participating in LETRS training will experience professional development in

- Data literacy
- Content area literacy
- MTSS implementation
- Effective Tier 1 Instruction

Additionally all interventionists will participate in the Compass Tier 2-3 training.

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 district will provide training in LETRS for all Phase 1 Teachers during the 2024-2026 School years. With the guidance of our LETRS trained facilitator/District Literacy coordinator, teachers will experience coaching in effective structured literacy. The district's literacy coordinator will conduct fidelity checks with K-5 classroom teachers, Interventionists and SPED teachers participating in the LETRS Training.

Observational data on the use of effective Tier 1 Instructional practice in structured literacy will be collected by the Literacy Coordinator during fidelity checks. This data will be used alongside student performance data to determine the effectiveness of Tier 1 instruction across all grade levels in Grades K-3 for the 2024-25 school year.

Additionally, the Literacy Coordinator will follow progress monitoring for students not reading at grade level and problem/solve with and coach teachers on best practices for effective literacy instruction and intervention.

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	8	0	0	8
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	31	13	0	18
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	5	3	0	2
K-12 Special Education Educators responsible for reading instruction	22	4	0	18
Pre-K through grade 5 Curriculum Directors	4	0	0	4
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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	25	0	0	25
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	1	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	1	1	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.

Data review/literacy training for staff

All staff will be trained in using data to identify student areas of need. This will include using progress monitoring to ensure student growth. Staff will be trained in data literacy protocols to deeply analyze universal screening results, progress monitoring results and intervention effectiveness to ensure individual student needs are met to achieve reading proficiency.

Fidelity Checks of structured literacy instructional strategies as well as intervention curriculum and progress monitoring.

Formal and systematic fidelity checks on use of structured literacy practices for both Tier 1 and Intervention instruction will occur at minimum two times per year by the district literacy specialist or the building administrator. Additionally, interventionists will submit intervention and progress monitoring data prior to building SST meetings along to include frequency/duration of intervention and student growth data.

Improve universal screening in grades 9-10 to ensure reliable data

The high school will restructure the delivery of universal screening measures to ensure all grade 9 & 10 students participate in a universal screening twice per year. This data will be utilized to identify students to receive specific interventions to address gaps in reading and writing skills.

Content area literacy training in grades 7-12 through late start

Continued professional development is necessary to ensure all content area teachers are incorporating effective reading and writing instruction within their instructional routines.