mn DEPARTMENT OF EDUCATION

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: Thief River Falls 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).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

WBWF Goal: By 2025, the percentage of FRP-eligible students entering kindergarten at Thief River Falls Public Schools assessed at being at low risk on the Fastbridge Early Reading assessment will increase from 22% in the winter of 2021-2022 to 40% in the winter of 2024-2025.

Other goals are not yet established.

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?
mCLASS with DIBELS 8th Edition	☐ 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)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ 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)
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: Fastbridge	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ 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:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ 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.

1. Phone call made to the caregiver.
2. Initial Assessment: Schools often conduct regular assessments to monitor students' reading progress. If a student's performance falls below the expected level, they may undergo further evaluation using tools like Fastbridge or MCA reading assessments. These assessments help identify specific areas of weakness and inform intervention strategies.
3. Notification: Schools notify parents or guardians through various means once a student is identified as needing reading support. This could include sending home a letter explaining the assessment results and the need for additional support, scheduling a meeting, or contacting parents via phone or email.
4. Parent-Teacher Conferences: During parent-teacher conferences, educators discuss the student's reading performance, including Fastbridge and MCA reading scores, with parents or guardians. They provide insights into the assessment results, what they signify about the student's reading abilities, and the interventions planned to support improvement.
5. Reading Intervention Services: Schools offer various reading intervention programs tailored to students' needs. These may include one-on-one tutoring, small group instruction, or specialized reading classes like READ180. Educators work closely with students to improve their reading skills, focusing on areas such as phonics, fluency, vocabulary, and comprehension.
6. Home Strategies: Parents and families play a crucial role in supporting their child's reading development. Educators provide them with strategies and resources to reinforce learning at home. These strategies may include:
   - Establishing a regular reading routine at home.
   - Encouraging independent reading and providing access to age-appropriate books.
   - Engaging in shared reading activities where parents read aloud to their child and discuss the story together.
   - Incorporating literacy into everyday activities, such as cooking, shopping, or playing games.
   - Using educational apps or online resources that reinforce reading skills.
   - Setting aside quiet time for reading without distractions.
7. Registration for Following Year Classes: Parent-teacher conferences also serve as an opportunity to discuss the student's academic trajectory and plan for the following year. Educators provide guidance on course selection, including any additional support or accommodations that may be necessary to ensure the student's success. Parents are encouraged to actively participate in the registration process and collaborate with the school to effectively address their child's needs.

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	118	50.8%	121	46%	121	0
1st	105	24.8%	103	36%	103	0
2nd	113	39.0%	112	49%	112	0
3rd	129	48.9%	126	46%	126	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
4th	122	46%	0	0
5th	124	55%	0	0
6th	156	47%	0	0
7th	146	49%	0	0
8th	106	47%	0	0
9th			0	0
10th			0	0
11th			0	0
12th			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 Instuction)
KG	Fountas & Pinnell UFLI	Guided Reading, Interactive Read- Alouds, Shared Readings, Writing Workshop and Word Study	Whole group 30-40 minutes Mini Lesson 15 minutes Guided Reading 25 minutes Word study phonics/ 20 minutes
1st	Fountas & Pinnell UFLI	Guided Reading, Interactive Read- Alouds, Shared Readings, Writing Workshop and Word Study	Whole group 30-40 minutes Mini Lesson 15 minutes Guided Reading 25 minutes Word study phonics/ 20 minutes
2nd	Fountas & Pinnell UFLI	Guided Reading, Interactive Read- Alouds, Shared Readings, Writing Workshop and Word Study	Whole group 30-40 minutes Mini Lesson 15 minutes Guided Reading 25 minutes Word study phonics/ 20 minutes
3rd	Fountas & Pinnell UFLI	Guided Reading, Interactive Read- Alouds, Shared Readings, Writing Workshop and Word Study	Whole group 30-40 minutes Mini Lesson 15 minutes Guided Reading 25 minutes Word study phonics/ 20 minutes
4th	Savvas/MyView	Phonics and Word recognition, Vocabulary, Fluency and Grammar	Whole Group 40 Minutes Phonics and word study 25 minutes Writing 30 minutes
5th	Savvas/MyView	Phonics and Word recognition, Vocabulary, Fluency and Grammar	Whole Group 40 Minutes Phonics and word study 25 minutes Writing 30 minutes

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	My Perspective/Savvas	Comprehension, Vocab, Writing, Grammar	Whole group - Fifty-minute core classes five times per week
7th	My Perspective/Savvas	Comprehension, Vocab, Writing, Grammar	Whole group - Fifty-minute core classes five times per week
8th	My Perspective/Savvas	Comprehension, Vocab, Writing, Grammar	Whole group - Fifty-minute core classes five times per week
9th	My Perspective/Savvas	Comprehension, Vocab, Writing, Grammar	Block for Semester or Skinny for a Year
10th	My Perspective/Savvas	Comprehension, Vocab, Writing, Grammar	Block for Semester or Skinny for a Year
11th	Novel Based, Student Choice + Writing Courses Dual Enrollment (CCI, Multicultural Lit, Intro to Public Speaking)	Comprehension, Vocab, Writing, Grammar, Speaking + Listening Skills	Full Block for Quarter Dual Enrollment: Full Block, Semester, 3 days/week
12th	Novel Based, Student Choice + Writing Courses Dual Enrollment (CCI, Multicultural Lit, Intro to Public Speaking)	Comprehension, Vocab, Writing, Grammar, Speaking + Listening Skills	Full Block for Quarter Dual Enrollment: Full Block, Semester, 3 days/week

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?

Challenger is using the MNMTSS framework. Some team members attended Kim Gibbons, Solution Tree's, and online training. We are always trying to improve the components. We are currently addressing how we can communicate to the next year's teacher so the interventions can continue.

Franklin Middle School is in the process of putting together the MTSS framework. We've identified our MTSS team and our student assistance team (SAT) for the upcoming school year. We've also completed the self-assessment to determine what we have in place. One of the main components will be our weekly PLCs centered around student data for identified qualified students. This summer's professional development will continue to guide us through the four main components of MTSS.

Lincoln High School is also in the process of putting together the MnMTSS framework. We've identified our MTSS team and our student assistance team (SAT) for the upcoming school year. As a District, we've completed the self-assessment to determine what we have in place. This summer's professional development will continue to guide us through the 5 main components for MnMTSS.

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.

- High-Quality Instruction: All students receive high-quality instruction.
- Universal Screening: All students are regularly screened (fastbridge) to identify those at risk for poor learning outcomes or who may need more intensive support.
- Whole-School Support: Instructional strategies are supported at all levels at Challenger.
- Professional Development: Ongoing professional development is provided to ensure that our teachers are skilled in delivering the selected evidence-based practices.
- PLC: Our staff uses this model to help with 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.

1. Teacher identifies student concerns using fastbridge data and common formative assessments.
2. Teacher meets with the grade level team to collaborate ideas and look at data.
3. Teacher begins with accommodation/modification for 2-3 weeks.
4. Teacher informs parents if it isn't successful.
5. Teacher gets a green folder from the MTSS (SAT) team.
6. Teacher meets with support team to determine next steps - Intervention
7. Teacher starts Intervention and collects data along with progress monitoring.
8. MTSS (SAT) team reviews the data after 5-6 weeks to determine if it was successful.

9. If not successful, the team plans a different intervention.

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.

Our district will be participating in the CAREI ALL training in the 2024-2025 and 2025-2026 school years. Phase I teachers will start in August 2024. A monthly early out schedule has been scheduled to allow for this training.

Our district is reviewing our curriculum and interventions as we move through our professional development. We have a district process for curriculum review that includes reviewing data, researching curricular options, and piloting lessons. Our Strategic Plan process also includes a review of data and school-level goal setting.

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	7	0	0	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	17	0	0	7
Grades 4-5 (or 6) Classroom Educators (if applicable)	10	0	0	10
K-12 Reading Interventionists	6	0	0	6
K-12 Special Education Educators responsible for reading instruction	17	0	0	17
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	32	0	0	32

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	10	0	0	10
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	3	0	0	3
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	2	2	2

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.

The district will be reviewing its literacy curriculum in the 2024-2025 and 2025-2026 school year. We have a district process for curriculum review that includes reviewing data, researching curricular options, and piloting lessons. In 2023-2024 we piloted two programs: UFLI and Functional Morphology. We are currently reviewing data on these pilots and will make decision on their use this summer.