

## 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:** Richfield Public Schools, ISD 280

**Date of Last Revision:** 6/14/2024

### 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

The Richfield Public School District’s literacy plan underscores our commitment to providing literacy instruction that aligns with the academic vision outlined in our 2021-26 strategic plan, Richfield Realized. Students will receive a challenging, engaging, and relevant academic experience in Richfield Public Schools which will prepare them for college, career, and life. Key literacy achievement and growth goals for the 2024-25 school year include the following:

#### Achievement Goal

**The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%.**

Assessment	Grades Administered	Skills Measured	Baseline (Spring 2024)	Goal (Spring 2025)
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earlyReading-English	K-1	print concepts, phonemic awareness, phonics/word recognition, fluency	31%	36%
earlyReading-Spanish	K-1 (RDLS)	print concepts, phonemic awareness, phonics/word recognition, fluency	66%	71%
CBMReading-English	2-5	print concepts, phonics/word recognition, fluency	43%	48%
CBMReading-Spanish	2-5 (RDLS)	print concepts, phonics/word recognition, fluency	49%	54%
AUTOReading-English	4-8	encoding, decoding, word identification, vocabulary, morphology	53%	58%
aReading-English	2-8	broad reading achievement	41%	46%

## Growth Goal

**70% of students will demonstrate typical to aggressive growth from Fall 2024 to Spring 2025 as measured by FastBridge universal screening assessments.**

## 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</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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: FastBridge CBMreading</b>	<input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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</b> <b>aReading</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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)
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## 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?
<b>Name of Screener:</b> <b>FastBridge aReading</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 type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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 AUTOReading</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 type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input 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

*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.*

Communication with families is a critical component for student success, and teachers regularly share information about students' reading proficiency, needs, and progress in literacy through a variety of methods. Following universal screening periods, each family receives a personalized report for their child with the following information:

- A list of reading assessments their child took as part of universal screening, along with a short definition of the skills tested
- Their child's criterion referenced scores (benchmarks) showing how they performed relative to grade level expectations
- Their child's percentile ranks, showing how they performed relative to their peers
- A summary of their child's assessment history, showing their progress over time

Families receive formal notification when their child has qualified for interventions, enrichment or acceleration programming, and/or English language services. This information is shared in multiple ways, including electronically, by phone, letter, and/or email, and is translated into Spanish as needed. In all grades, report cards are sent home to families at the end of formal reporting periods. Parent-teacher conferences are also held twice per year, allowing teachers and families to discuss students' academic growth, including their current level of reading proficiency. During parent-teacher conferences, teachers share strategies and tips families can use at home to support their child's reading development.

- Reading Tips for Families: [English](#)
- Reading Tips for Families: [Spanish](#)

## 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	192 (English)	109 (English)	213 (English)	64 (English)	192 (English)	34 (English)
	93 (Spanish)	66 (Spanish)	98 (Spanish)	62 (Spanish)	93 (Spanish)	3 (Spanish)
1 <sup>st</sup>	172 (English)	69 (English)	200 (English)	66 (English)	172 (English)	66 (English)
	78 (Spanish)	33 (Spanish)	75 (Spanish)	53 (Spanish)	78 (Spanish)	19 (Spanish)
2 <sup>nd</sup>	167*	62	283	101	161 (English)	75 (English)
					94 (Spanish)	17 (Spanish)
3 <sup>rd</sup>	259	130	281	122	195 (English)	63 (English)
					71 (Spanish)	22 (Spanish)

\*2nd grade students at Richfield Dual Language School were not screened using aReading in the fall.

## 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 <sup>th</sup>	245	129	245 (English) 65 (Spanish)	71 (English) 23 (Spanish)
5 <sup>th</sup>	246	149	243 (English) 62 (Spanish)	59 (English) 28 (Spanish)
6 <sup>th</sup>	250	132	254	44
7 <sup>th</sup>	249	162	252	56
8 <sup>th</sup>	203	129	206	39
9 <sup>th</sup>	244	132	244	70
10 <sup>th</sup>	Not universally screened	—	—	—
11 <sup>th</sup>	Not universally screened	—	—	—
12 <sup>th</sup>	Not universally screened	—	—	—



## 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	TCRWP Units of Study in Reading, Writing, & Phonics  Benchmark Advance/Adelante (pilot)  Heggerty Phonemic Awareness: Kindergarten	Comprehensive  Comprehensive  Supplemental: Foundational Skills	Whole Class Interactive Read-Aloud: 10-15 min. daily  Whole Class Phonemic Awareness, Phonics, & Word Study Instruction: 30 min. daily  Whole Class Vocabulary, Fluency, & Comprehension Instruction: 15-20 min. daily  Small Group/Individual Differentiated Instruction: 40-45 min. daily
1 <sup>st</sup>	TCRWP Units of Study in Reading, Writing, & Phonics  Benchmark Advance/Adelante (pilot)  Heggerty Phonemic Awareness: Primary	Comprehensive  Comprehensive  Supplemental: Foundational Skills	Whole Class Interactive Read-Aloud: 10-15 min. daily  Whole Class Phonemic Awareness, Phonics, & Word Study Instruction: 30 min. daily  Whole Class Vocabulary, Fluency, & Comprehension Instruction: 15-20 min. daily  Small Group/Individual Differentiated Instruction: 40-45 min. daily
2 <sup>nd</sup>	TCRWP Units of Study in Reading, Writing, & Phonics  Benchmark Advance/Adelante (pilot)	Comprehensive  Comprehensive	Whole Class Interactive Read-Aloud: 10-15 min. daily

			<p>Whole Class Phonemic Awareness, Phonics, &amp; Word Study Instruction: 20 min. daily</p> <p>Whole Class Vocabulary, Fluency, &amp; Comprehension Instruction: 15-20 min. daily</p> <p>Small Group/Individual Differentiated Instruction: 40-45 min. daily</p>
3 <sup>rd</sup>	<p>TCRWP Units of Study in Reading &amp; Writing</p> <p>Benchmark Advance/Adelante (pilot)</p>	<p>Comprehensive</p> <p>Comprehensive</p>	<p>Whole Class Interactive Read-Aloud: 10-15 min. daily</p> <p>Whole Class Phonics &amp; Word Study Instruction: 20 min. daily</p> <p>Whole Class Vocabulary, Fluency, &amp; Comprehension Instruction: 15-20 min. daily</p> <p>Small Group/Individual Differentiated Instruction: 40-45 min. daily</p>
4 <sup>th</sup>	<p>TCRWP Units of Study in Reading &amp; Writing</p> <p>Benchmark Advance/Adelante (pilot)</p>	<p>Comprehensive</p> <p>Comprehensive</p>	<p>Whole Class Interactive Read-Aloud: 10-15 min. daily</p> <p>Whole Class Phonics &amp; Word Study Instruction: 20 min. daily</p> <p>Whole Class Vocabulary, Fluency, &amp; Comprehension Instruction: 15-20 min. daily</p> <p>Small Group/Individual Differentiated Instruction: 40-45 min. daily</p>
5 <sup>th</sup>	<p>TCRWP Units of Study in Reading &amp; Writing</p> <p>Benchmark Advance/Adelante (pilot)</p>	<p>Comprehensive</p> <p>Comprehensive</p>	<p>Whole Class Interactive Read-Aloud: 10-15 min. daily</p> <p>Whole Class Phonics &amp; Word Study Instruction: 20 min. daily</p>

			<p>Whole Class Vocabulary, Fluency, &amp; Comprehension Instruction: 15-20 min. daily</p> <p>Small Group/Individual Differentiated Instruction: 40-45 min. daily</p>
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## 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>	Standards-aligned teacher-developed units of study	<p><b>Reading:</b> Development of comprehension strategies and critical analysis through the use of grade-level, multi-genre mentor texts.</p> <p><b>Writing:</b> Development of writing skills, fluency, and stamina through the use of writing prompts, mentor texts, exemplars, RAFTs, journaling, and write-likes, experimenting with creative expression, argument writing and narrative writing.</p> <p><b>Speaking, Listening, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks and accountable talk.</p>	Daily 44 minute class period
7 <sup>th</sup>	Standards-aligned teacher-developed units of study	<p><b>Reading:</b> Development of comprehension strategies and critical analysis through the use of grade-level, multi-genre mentor texts.</p> <p><b>Writing:</b> Development of writing skills, fluency, and stamina through the use of writing prompts, mentor texts, exemplars, RAFTs, journaling, and write-likes, experimenting with creative expression, argument writing and narrative writing.</p> <p><b>Speaking, Listening, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks and accountable talk.</p>	Daily 44 minute class period
8 <sup>th</sup>	Standards-aligned teacher-developed units of study	Reading: Development of comprehension strategies and critical analysis through the use of grade-level, multi-genre mentor texts.	Daily 44 minute class period

		<p>Writing: Development of writing skills, fluency, and stamina through the use of writing prompts, mentor texts, exemplars, RAFTs, journaling, and write-likes, experimenting with creative expression, argument writing and narrative writing.</p> <p>Speaking, Listening, Viewing, and Exchanging Ideas: Development of communication and collaboration skills through various speaking, listening and viewing tasks and accountable talk.</p>	
9 <sup>th</sup>	Standards-aligned teacher developed units of study	<p><b>Reading Comprehension:</b> Development of reading strategies through reading guides and questioning techniques; Use of at or above grade-level diverse literary and informational texts to enhance critical thinking and understanding.</p> <p><b>Vocabulary:</b> Customized vocabulary lists derived from the literature being studied in class; Contextual vocabulary strategies to improve word knowledge and application.</p> <p><b>Writing:</b> Development of the iterative writing process through the use of prompts and assignments that encourage analytical, narrative, and persuasive writing.</p> <p><b>Listening, Speaking, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks.</p> <p><i>Personalized feedback and rubrics developed by teachers to guide student improvement in each category .</i></p>	Daily 50 minute class period
10 <sup>th</sup>	Standards-aligned teacher developed units of study	<p><b>Reading Comprehension:</b> Development of reading strategies through reading guides and questioning techniques; Use of at or above grade-level diverse literary and informational texts to enhance critical thinking and understanding.</p>	Daily 50 minute class period

		<p><b>Vocabulary:</b> Customized vocabulary lists derived from the literature being studied in class; Contextual vocabulary strategies to improve word knowledge and application.</p> <p><b>Writing:</b> Development of the iterative writing process through the use of prompts and assignments that encourage analytical, narrative, and persuasive writing.</p> <p><b>Listening, Speaking, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks</p> <p><i>Personalized feedback and rubrics developed by teachers to guide student improvement in each category .</i></p>	
11 <sup>th</sup>	Standards-aligned teacher developed units of study	<p><b>Reading Comprehension:</b> Development of reading strategies through reading guides and questioning techniques; Use of at or above grade-level diverse literary and informational texts to enhance critical thinking and understanding.</p> <p><b>Vocabulary:</b> Customized vocabulary lists derived from the literature being studied in class; Contextual vocabulary strategies to improve word knowledge and application.</p> <p><b>Writing:</b> Development of the iterative writing process through the use of prompts and assignments that encourage analytical, narrative, and persuasive writing.</p> <p><b>Listening, Speaking, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks.</p> <p><i>Personalized feedback and rubrics developed by teachers to guide student improvement in each category .</i></p>	Daily 50 minute class period

<p>12<sup>th</sup></p>	<p>Standards-aligned teacher developed units of study</p>	<p><b>Reading Comprehension:</b> Development of reading strategies through reading guides and questioning techniques; Use of at or above grade-level diverse literary and informational texts to enhance critical thinking and understanding.</p> <p><b>Vocabulary:</b> Customized vocabulary lists derived from the literature being studied in class; Contextual vocabulary strategies to improve word knowledge and application.</p> <p><b>Writing:</b> Development of the iterative writing process through the use of prompts and assignments that encourage analytical, narrative, and persuasive writing.</p> <p><b>Listening, Speaking, Viewing, and Exchanging Ideas:</b> Development of communication and collaboration skills through various speaking, listening and viewing tasks.</p> <p><i>Personalized feedback and rubrics developed by teachers to guide student improvement in each category .</i></p>	<p>Daily 50 minute class period</p>
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## 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.*

### MTSS Framework

The Richfield Public School District uses a Multi-Tiered Systems of Support (MTSS) framework that is aligned to the MNMTSS framework to improve outcomes for all students. The framework includes interconnected teams, multilayered supports for students, and a system of assessment that supports data-based decision making. District and school teams have not participated in MDE professional learning cohorts, attended MnMTSS professional learning, or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT).

### Tier I Reading Instruction

The foundation for the MTSS is high-quality Tier 1 core instruction. District leaders facilitate a curriculum review process to ensure materials used for core language arts instruction are evaluated for alignment to the MN K-12 English Language Arts Standards and evidence-based literacy practices. Materials are also reviewed for their use of culturally and linguistically sustaining practices and for their representation of people of diverse races, ethnicities, genders, abilities and sexual orientation. Teachers receive initial training on the instructional materials upon adoption and/or hire and ongoing support through professional development and instructional coaching.

At the elementary level, the core program is based on a comprehensive literacy framework that includes instruction in word recognition and language comprehension skills. Specifically, the core curriculum provides instruction related to print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary,



reading comprehension, and oral and written communication. Tier 1 instruction is provided to students using a purposeful combination of whole group, small group, and individual teaching that allows for differentiated instruction. The core curriculum also features culturally responsive and engaging materials, resources, and learning experiences. A district-wide instructional calendar (scope and sequence) is used at each elementary site to ensure learning experiences are guaranteed and viable. Principals and instructional coaches visit classrooms regularly throughout the year, and formal learning walks are conducted by district and site leaders two times per year to ensure fidelity of implementation. Universal screening is conducted for students in grades K-5 three times per year using FastBridge reading assessments, and the results are shared with families. Following each universal screening period, teacher teams participate in data meetings led by principals and instructional coaches to determine the need for intervention at both a classwide and individual student level. Modifications to Tier 1 instruction and/or Tier 1 whole class interventions are implemented if fewer than 70% of students are on track in the reading skills assessed.

In middle and high school, core ELA classes utilize multiple text types, including novels, biographies, articles, speeches, poems, videos, artwork, and short stories. The units in these courses require students to consider relationships between many texts and engage in rigorous analysis of their content, structures and, ultimately, their meaning and impact on society. A district-wide instructional calendar (scope and sequence) is used at each secondary site to ensure learning experiences are guaranteed and viable. Principals and instructional coaches visit classrooms regularly throughout the year, and formal learning walks are conducted by district and site leaders two times per year to ensure fidelity of implementation. Universal screening is conducted for students in grades 6-8 three times per year using FastBridge reading assessments, and the results are shared with families. Following each universal screening period, teacher teams participate in data meetings led by administrators and the instructional coach to determine the need for intervention at both a classwide and individual student level. Universal screening is conducted for students in grade 9 two times a year. During the first year of implementation of FastBridge universal screening, staff looked at data and had conversations about how to implement strategies and support in the future.

## **Tier 2 and 3 Interventions**

Students identified as not meeting grade level benchmarks in reading on universal screening assessments participate in targeted Tier 2 and 3 interventions that occur in addition to core instruction.

### **Interventions Within the School Day**

At the elementary level, both general education classroom teachers and specialized reading interventionists provide small group or individualized evidence-based interventions targeting phonological awareness, phonics, fluency, vocabulary, and/or comprehension depending on students' needs. Specialized reading interventionists and special education staff are trained in providing multisensory interventions for students with characteristics of dyslexia using Sonday System materials. The time, frequency, and intensity of the intervention varies according to the identified needs of each student and can be altered based on periodic reviews of data from bimonthly progress monitoring assessments. Students are exited from interventions if they demonstrate accelerated/greater than average growth across multiple data points or reach grade level benchmarks.

Intervention at the secondary level occurs through the scheduling of additional courses that teach foundational literacy skills and critical vocabulary and text structures to build success in all content areas classes. These

courses are taught by licensed reading teachers at the middle school and high school levels. Additionally, seminar courses at the high school level in all content areas provide additional scaffolding and support in the area of disciplinary literacy. Advanced Language Arts courses are available for identified middle school students in need of enrichment. Additional electives, including college credit-bearing courses, are offered for advanced learners at the high school level.

### **Out of School/Extended Day Interventions**

Opportunities exist in RPS for students to learn outside of the school day and the school year. The District has after school, targeted-service programs that are designed to complement regular classroom instruction. Summer school is another opportunity for students to extend their learning with highly qualified staff and community experts. Transportation is available for this additional instructional time.

## **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.*

### **Structured Literacy Training**

During the 2024-25 school year, Phase 1 staff responsible for reading instruction, including K-5 classroom teachers, K-5 EL teachers, K-5 instructional coaches, K-12 special education teachers, and K-12 reading interventionists will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) to increase their knowledge and implementation of structured literacy practices. These staff will complete asynchronous and synchronous training in Volume 1 (Units 1-4) by July 2025; Volume 2 training will be completed by July 2026. PreK educators will complete LETRS for Early Childhood by July 2025.

Phase 2 staff responsible for reading instruction, including secondary classroom teachers and EL teachers, will begin structured literacy training during the 2025-26 school year with anticipated completion by July 2027.

### **Implementation and Continuous Improvement**

Throughout the year, principals, instructional coaches, and district staff collect and analyze data from observations and learning walks to evaluate the extent to which evidence-based practices in literacy are consistently implemented in classrooms. This data informs ongoing professional development. In addition to participating in professional development on designated days built into the school calendar, teachers can participate in learning academies on literacy-related topics held throughout the year.

Staff also participate in Professional Learning Communities (PLCs). PLCs focus on providing high-quality standards-aligned instruction and analyzing common assessments to evaluate the effectiveness of instruction.

PLCs set SMART goals to drive their work and meet weekly to analyze student work and assessment results and develop plans to improve reading and writing instruction that are responsive to that data.

Teachers are also supported by instructional coaches and participate in coaching cycles throughout the year. During coaching cycles, teachers set both student achievement goals and professional growth goals and develop action plans to meet their goals in collaboration with their coach. Coaches support teacher action plans by modeling lessons, co-planning, co-teaching, facilitating peer observations, and providing other individualized support to help teachers grow in their knowledge and skills related to evidence-based literacy instruction.

The instructional coach and the reading teachers at the middle and high school plan on focusing on vocabulary and comprehension strategies for all classrooms and teachers throughout the building based on effective content area literacy evidence based practices and the recommendation from the universal screening tools so students get more practice and exposure to literacy skills throughout their day and students in Tier 2 and 3 get more practice using the strategies explicitly taught in their reading course.

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	15	10	1	4
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	62	16	8	38
Grades 4-5 (or 6) Classroom Educators (if applicable)	23	5	3	15
K-12 Reading Interventionists	9	6	1	2

K-12 Special Education Educators responsible for reading instruction	36	4	1	31
PreK through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support*	13	4	2	7
Employees who select literacy instructional materials for Grades PreK-5	5	1	0	4

\*Teachers on Special Assignment (e.g., Instructional Coaches, Peer Reviewers, Special Education Leads)

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**	14	0	0	14
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)***	10	0	0	10
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	0	5
Grades 6-12 Instructional support staff who provide reading support****	4	0	0	4
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

\*\*Grades 6-12 Classroom Educator; 4th and 5th grade teachers have been included in Phase 1 training

\*\*\*Grades 6-12 Licensed EL Teachers; K-5 EL staff who provide reading instruction have been included in Phase 1 training

\*\*\*\*Teachers on Special Assignment (e.g., Instructional Coaches, Peer Reviewers, Special Education Leads)

## 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.*

Student achievement and classroom practice data indicate a need to prioritize the following improvements in literacy instruction:

- Ensure culturally responsive instruction that connects literacy learning to students' family, cultural, and community experiences and histories is consistently used in all classrooms.
- Ensure standards-aligned learning targets are consistently used in all classrooms to make learning expectations clear to students.
- Increase the use of explicit instruction in letter-sound relationships and morphology and opportunities to participate in activities that build automaticity in decoding skills.
- Increase the use of explicit instruction in general academic and content area vocabulary across all grade levels.
- Ensure that students are actively engaged in activities that promote comprehension and knowledge-building during interactive read-alouds and whole group instruction.
- Ensure a focus on disciplinary reading in English Language Arts, Mathematics, Science, Social Studies, and other content areas is part of all courses at the secondary level.
- Increase the use of strategies that promote peer interaction and discourse across all grade levels, especially for emergent bilingual learners.

All teachers responsible for reading instruction will participate in training provided by LETRS local certified facilitators. During the 2024-25 school year, preK-5 teachers will also participate in at least one coaching cycle to increase their use of evidence-based practices in literacy instruction. During the coaching cycle, instructional coaches will support teachers in developing an action plan to increase implementation of effective practices that build students' phonemic awareness, decoding and word recognition, fluency, vocabulary, and comprehension skills. Action plans will include the development of student learning goals aligned to standards-based learning targets, co-planning, and co-teaching lessons.