



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: Foley Public Schools ISD 51

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.

The literacy goals of Foley Public Schools is to work toward all our students reading at or above grade level. Specifically, Foley Public Schools intends to focus on the following goals:

1. 63% of students in kindergarten will achieve in the low-risk or advanced proficiency levels as measured by the FAST Early Reading Composite score in spring 2025.
2. 67% of students in Grade 3 will achieve proficiency on the MCA-III Reading test by Spring 2025.
3. The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2022-2023 school year in grades 3-10 as measured by MCA reading scores will decrease from 14.6% to 12% in 2024-2025.
4. The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2023-2024 school year in grades 3-10 as measured by MCA reading scores will decrease from 14.6% in 2022-2023 to 12% 2024-2025.

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	<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)
DIBELS Data System (DDS) with DIBELS 8th Edition	<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)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<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 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?
Name of Screener: STAR	x Grade 4 x Grade 5 x Grade 6 x Grade 7 x Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	x Oral Language x Phonological Awareness x Phonics x Fluency x Vocabulary x Comprehension	x Universal Screening <input type="checkbox"/> Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input 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 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)

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.

We believe that parental involvement plays a vital role in a child's education. Foley Public Schools sends progress reports to our parents three times per year for students in grades PreK-12. The progress reports are generated from our local assessments (STAR and FAST Bridge). The reports that parents receive outlines the skills that students need to achieve grade level skills. Parents also receive their child's Minnesota Comprehensive Skills (MCA's) student progress report.

Not only do we use data points, but we also rely on data that teachers collect. Based on how students are performing in the classroom, teachers are also able to make recommendations with the support of our local assessments. Depending on the student and need, our team may recommend English Language Learner's support or Special Education services. We also offer small group instruction to support reading skills acquisition led by either a Reading Interventionist or Title teacher. We provided Targeted Services after school to help develop reading skills for students K-8.

We are proud of our high participation in parent-teacher conferences. This also provides an opportunity for parents to meet with teachers to review the strengths, areas of growth, and strategies for their child to be successful in school. During our K-8 conferences, data points are discussed with parents. An additional engagement opportunity for parents is our Title One Family Night.

Our District also is supported by AmeriCorp.

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	131	94	126	97	4	1
1 st	134	70	133	72	14	7
2 nd	124	75	125	79	15	5
3 rd	154	94	155	89	4	2

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 th	141	62		
5 th	155	65		
6 th	153	69		
7 th	158	71		
8 th	136	68		
9 th				
10 th				
11 th				
12 th				

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	Wonders by McGraw-Hill 2017 Edition Sunday System EK Heggerty Kindergarten 2022	Knowledge Building Foundational Skills Foundational Skills	Whole Class - 60 minutes Differentiated - 60 minutes
1 st	Wonders by McGraw-Hill 2017 Edition Sunday System E1 Heggerty Primary 2022	Knowledge Building Foundational Skills Foundational Skills	Whole Class - 70 minutes Differentiated - 60 minutes
2 nd	Wonders by McGraw-Hill 2017 Edition Sunday System E2	Knowledge Building Foundational Skills	Whole Class - 95 minutes Differentiated - 60 minutes
3 rd	Wonders by McGraw-Hill 2017 Edition Sunday System E3	Knowledge Building Foundational Skills	Whole Class - 70 minutes Differentiated - 70 minutes
4 th	Wonders by McGraw-Hill 2017 Edition	Knowledge Building	Whole class- 105 minutes
5 th	Wonders by McGraw-Hill 2017 Edition	Knowledge Building	Whole class- 74 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)
6 th	Wonders by McGraw-Hill 2017 Edition	Knowledge Building	Whole class- 99 minutes
7 th	Holt McDougal 2009 edition	Knowledge Building	Whole class- 71 minutes
8 th	Holt McDougal 2009 edition	Knowledge Building	Whole class- 71 minutes
9 th	Elements of Literature Third Course Holt	Comprehension,	Whole Class 65 min
10 th	Elements of Literature Fourth Course Holt	Comprehension	Whole Class 65 min
11 th	Holt Elements of Literature Fifth Course	Comprehension	Whole Class 65 min
12 th	Animal Farm, Tuesdays with Morrie	Comprehension	Whole Class 65 min

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.

FES is using the MnMTSS framework. The school's MTSS Committee members have attended several trainings in the last few years: MTSS Institute facilitated by Kim Gibbons in June 2021, Deep Dive into MTSS Essentials Course facilitated by the Center for Applied Research and Educational Improvement (CAREI) in spring 2022, and MnMTSS 6 session cohort facilitated by MDE (Compass Division) in fall 2022. As a building MTSS team, we did conduct the self-evaluation (SEMI-DLT). As a building MTSS team, we identified the following areas needing improvement: Family & Community Engagement and Multi-Layered Practices and Supports.

All grade levels have at least 120 minutes of reading instruction per day with a combination of whole-class and differentiated small-group instruction. Our current primary curricular resource for reading is the 2017 edition of Wonders by McGraw-Hill which the district began using in 2018. All classroom teachers at that time received training from the publisher. In 2019, FES began implementing the foundational skills programs of Sunday E and Heggerty. Over the last four years, we have phased in these two additional programs so that now all grades K-3 use Sunday E daily and grades K-1 also use Heggerty daily. The decision to implement these programs was made based on low FAST Early Reading subtest and composite scores, a relatively low overall percentage of students reading at proficiency as measured by the FAST aReading test, and low percentages of students achieving at either an Exceeds or Meets proficiency level as measured by the MCA III reading assessment. In 2022, we began progress monitoring all K-3 students monthly using an Early Reading subtest or a CBM fluency assessment. We use these results to monitor student growth and to assist in planning and implementing small-group instructional changes.

Students who continue to read below grade-level proficiency levels as demonstrated by universal screening results and monthly progress monitoring are considered for entrance into our school's Title 1 and/or Americorps programs. Students included in these programs are provided additional Tier 2 or Tier 3 support tailored to their specific skill deficits. To accurately determine each individual's needs and appropriate intervention programming, all selected students complete an individual teacher-administered diagnostic assessment (Phonological Awareness Screening Test or Words Their Way spelling inventory). Students receiving Title I or Americorps support are progress monitored bi-weekly if receiving Tier 2 interventions and weekly if receiving Tier 3 intervention support. To exit the service, students must demonstrate at least four consecutive progress monitoring data points at or above their individual goal/aim line and demonstrate a "closing of the gap" between their current proficiency and end-of-year grade level proficiency.

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.

We believe that providing professional development equips teachers with the latest research-based strategies and techniques for teaching reading.

Our District will employ a 1.0 FTE Literacy Lead to help support the implementation of structured literacy. The requirements for this position will be an educator who holds a Master's Degree in Reading Education, Curriculum, and Instruction or a K-12 Reading licensure. The qualified candidate will also be able to demonstrate a knowledge of effective reading instruction and the ability to make data-informed decisions.

Our District has selected the Consortium on Reaching Excellence in Education (CORE) also known as Online Language and Literacy Academy (OL&LA). Our Board of Education has adjusted our school calendar to be able to support job embedded professional development. Our goal is to train all necessary staff in one calendar school year.

We have adjusted our curriculum review cycle to be a model of continuous improvement. We have included a process for a formal study in the event we are noticing downward trends in our data. We will continue to progress monitor students, share data with staff, as well as lead data discussions on how to improve student outcomes.

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	6	2	0	4
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	25	4	0	21
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	0	0	18
K-12 Reading Interventionists	3	1	0	2
K-12 Special Education Educators responsible for reading instruction	14	0	0	14
Pre-K through grade 5 Curriculum Directors	0	0	0	0
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				
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)				
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support				
Grades 6-12 Curriculum Directors				
Employees who select literacy instructional materials for Grades 6-12				

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 implementation of evidence-based literacy instruction is an area of growth for our District. We have limited staff who have previously been trained in the Science of Reading. The following are steps the District is taking as we implement evidence-based literacy instruction:

- Hiring of a Literacy Lead for the 2024-2025 school year.
- Implementing a continuous model of improvement shifting from a traditional curriculum review cycle.
- Training all required staff in the 2024-2024 school year.
- Adjusting the 2024-2025 school calendar to support job-embedded professional development for staff to complete required training.
- Continued focus on local and state assessment data.
- Reviewing and if necessary adjusting our process for MTSS.
- Continued support for students who are not performing at grade level (i.e. Title, EL Support, SPED, small group instruction, and after school support).