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: **Hayfield Community Schools**

Date of Last Revision: **June 13, 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

Goal: Students develop reading strategies and skills to construct meaning and use reading as a tool for learning and communication.

Goal: To ensure all students are reading at or above grade level, students will make a minimum of one year's growth as measured by FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 2-5).

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) aReading (Grades 2-5)	☒ 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 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: **FastBridge: CBMReading**	☒ 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: **FastBridge: aReading**	☒ 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

The goal of Hayfield Schools is to improve learner outcomes through building strong family and community partnerships. A collaborative effort among educators, families, and the community is essential. The following are ways in which our school district facilitates collaboration with families and communities:

District Level:

- District-wide Parent/Teacher conferences once to twice a year to set goals and discuss students' progress
- The Brownsdale Public Library's Summer Reading Program provides opportunities for families and children to focus on literacy development and enjoyment beyond the school year

Building Level:

- Literacy Night provide pathways for families to support their child's literacy development
- Parents in Education (PIE) meetings foster collaboration between parents and teachers working to strengthen programs and services
- Student Reading Goal Form which is developed in the fall and monitored throughout the school year
- Title One communication using the Parent-Student-Teacher Compact
- I Love to Read month family activities

Communication with parents about student's learning progress happens on an ongoing basis throughout the year. Each spring, with the end of the year report card, parents of students not reading at or above grade level will receive a letter explaining their child's progress toward reading benchmarks and supplemental materials to encourage continued reading progress over the summer months. The Local Literacy Plan is uploaded to MDE, posted on the District Website, and made available each fall to key stakeholders.

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	48	40	50	43	50	5
1st	41	31	40	29	40	7
2nd	47	28	50	35		
3rd	54	25	56	25		

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

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
4th	41	20		
5th	34	8		
6th				
7th				
8th				
9th				
10th				
11th				
12th				

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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	Heggerty, UFLI, Fontas & Pinnell classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction
1st	Heggerty, UFLI, Fontas & Pinnell classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction
2nd	Heggerty, UFLI, Functional Phonics, Fontas & Pinnell Classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction
3rd	Functional Phonics, Fontas & Pinnell Classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction
4th	Functional Phonics, Fontas & Pinnell Classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction

5th	Functional Phonics, Fontas & Pinnell Classroom, teacher created resources	Foundational, Knowledge Building, and Supplemental	Whole Class, small groups, and differentiated instruction

Core ELA Instruction and Curricula Grades 6-12

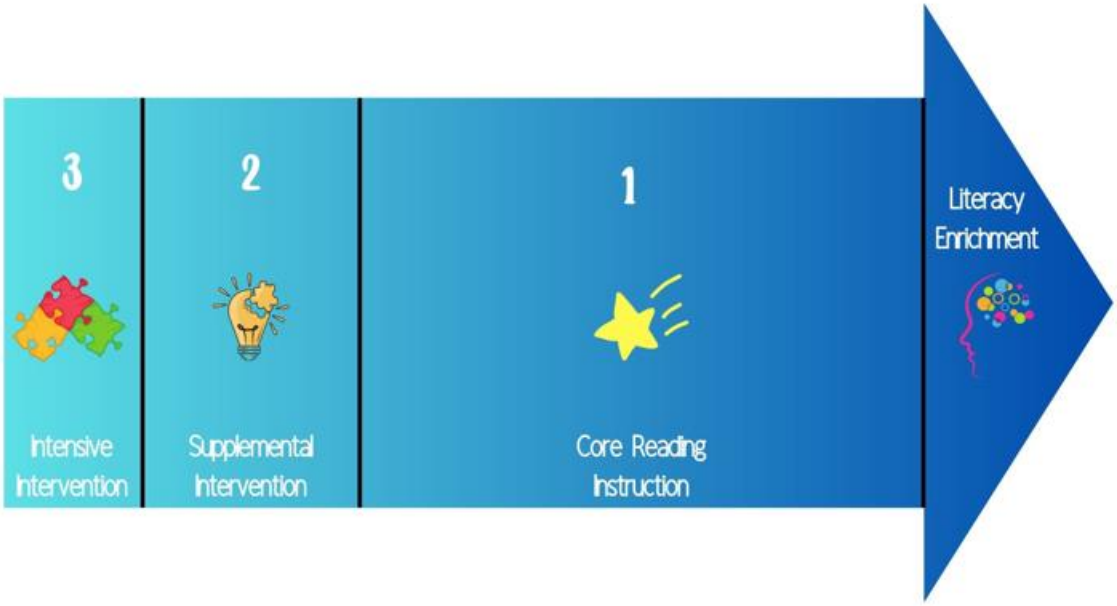
Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	42-minute class period 8 period day
7th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	42-minute class period 8 period day
8th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	42-minute class period 8 period day
9th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	42-minute class period 8 period day
10th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	42-minute class period 8 period day
11th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	

12th	Standards based instruction through teacher developed lessons and units	Comprehension Vocabulary Writing	

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.

Hayfield Community Schools is currently participating in the summer MnMTSS professional learning cohort through MDE. While the district is just getting started on the MnMTSS professional learning journey, the leaders have knowledge in this area from previous professional development over the years.



Hayfield Community Schools uses a Multi-Tiered Systems of Support (MTSS): Tier 1 focuses on Core Instruction; Tier 2 focuses on Supplemental Instruction; and Tier 3 focuses on Intensive Instruction. Our district also provides enrichment opportunities for students exceeding grade level expectations.

Tier 1: All K-5 students receive approximately 90 minutes of core reading instruction each day. Core Instruction focuses on the three strands of reading: 1) Reading; 2) Writing; and 3) Listening, Speaking, Viewing and Exchanging Ideas (LSVEI). Included in this time block is whole group, small group and individual instruction depending on the needs of the students. Core Instruction may include but is not limited to instruction using myView as a main resource. We will use the following resources to supplement as needed: Heggerty, UFLI, and Functional Phonics.

Tier 2: Students not meeting proficiency will receive an additional 20 minutes, five days per week of reading interventions (Intervention/Enrichment Time) within the classroom. Tier 2 intervention groups will be fluid and taught in response to student proficiency on grade level power standards. A variety of evidence-based interventions will be implemented to support the five strands of reading.

Tier 3: Students scoring below the 10th percentile on FastBridge Screening and not showing gains from Tier 1 and Tier 2 instruction will an receive an additional 25 minutes, five days per week of intensive reading interventions. Tier 3 intervention groups will have no more than four students. Various evidence-based interventions will be implemented.

Literacy Enrichment: Students exceeding the proficiency targets are provided with enrichment activities during both tier 2 and 3 grade level Intervention/Enrichment periods.

Hayfield Community School's balanced assessment system will be used to provide tiered instruction. In addition to common grade level assessments, the district will use benchmark testing to gather normed data.

Initial Screening

All students are assessed two times per school year using the Benchmark Assessment System (BAS) and three times a year using FastBridge. Hayfield Community Schools has established proficiency based on the FastBridge national norms, which reflect student population across the nation. The following page lists each Fastbridge assessment given by grade level and the proficiency scores throughout the assessment windows.

Diagnostic

Based off the FastBridge screening, diagnostic information will be collected by the reading strategist, principal, and classroom teachers to identify students needing targeted intervention. The reading strategist and principal will collaborate with classroom teachers to support Tier 2 and 3 interventions. Together, during bi-weekly PLC+ meetings they will analyze progress monitoring data for students receiving interventions to determine effectiveness of interventions. Students not making progress will be referred to our elementary Intervention Team.

Grade level learning expectations will be aligned with the Minnesota K-12 Academic Standards in English Language Arts (2020). Formative and summative assessments will be aligned to the standards and used to differentiate instruction for all students. To meet ELA standards, various resources will be used including but not limited to: Functional Phonics, UFLI Foundations, Heggerty, and myView.

The Intervention Team will use data-based decision making to analyze the intervention effectiveness and determine next actions (continue or change) for referred students at its monthly (or more often depending on student referrals) meetings.

Progress Monitoring and Assessments

Progress monitoring will take place for all students receiving Tier 2 and Tier 3 interventions. FastBridge and standard-based, common assessments will be used to monitor student progress for Tier 2 interventions. Likewise, students receiving Tier 3 interventions will be tracked using FastBridge progress monitoring.

Professional Development Plan

Hayfield Community Schools will provide all Phase 1 educators and support staff with CORE OL+LA professional development during the 2024-25 school year. We will utilize three 2-hour late start days to ensure attendance at the required live training sessions. Designated time will also be allotted throughout the year each month to allow all participants successful completion of the OL+LA professional development.

The district has purchased new curriculum and resources aligned to current best practices around structured literacy. All teachers will receive additional professional development around these new resources to ensure the programs are being taught with fidelity. A new building schedule has been created to allow the successful implementation of all three tiers on our MTSS system. Ongoing coaching of all structure literacy components by the principal and reading strategist will also help support our ELA block.

The district will continue to use FASTBridge data along with common grade level assessments around MN ELA standards to monitor and assure continuous improvement.

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	4	0	1	3
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	11	0	1	10
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	2	4
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	11	0	0	11

Phase 2: Educator Role	Total Numbe 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	3	0	0	3
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	2	0	0	2
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	2	2	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.

Hayfield Community Schools will continue to dive into the MTSS process to support the growth of all scholars. This will be done by:

- Continuing to build our collective efficacy around our MTSS process
- Engaging in phase 1 READ Act professional development with CORE OL/LA
- Weekly PLC team discussions around student data with an emphasis on student growth and mastery of essential standards.
- Continued professional development around evidence-based, best practices around structed literacy