



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: Minnewaska Area Schools 2149

Date of Last Revision: May 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.

By May 2025, Minnewaska Area Schools will have trained all K-3 teachers, all Sp. Ed. Instructors, interventionists, early childhood teachers and elementary administrators in structured literacy practices as measured by the passing of the required assessments.

By May 2025, Minnewaska Area Schools will have reviewed structured literacy materials and made curriculum decisions in alignment with approved MDE Read Act requirements to support literacy instruction at Minnewaska Area Schools as measured by the purchase of new reading curriculum.

By May 2025, Minnewaska Area Elementary School will re-implement FASTbridge assessments and use data to make instructional decisions as measured by regular data meetings and implementation of FAST assessments reported to MDE in May 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 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)

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: NWEA	<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 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 type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: MCA	<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 checked="" 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 checked="" 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 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.

Parents of students who are not performing at grade level based on district approved screening tools at the K-6th grade levels receive communication from both the classroom teacher and at times the intervention instructor. Communication will come in the form of a note for parents to understand where their child performed below grade level and an instructional plan for students to work meet grade level expectations.

Each fall all K-6 students will participate in parent teacher conferences where teachers and interventionists will have the opportunity to share this information directly with parents. Should parents not attend, information will be shared in alternative ways including but not limited to virtual conferences, phone calls and/or a letter home.

Strategies to support students not at grade level include, but are not limited to, whole class intervention, small group intervention, individual intervention, and/or after school or summer instructional programs supported by Targeted Services grants.

In addition to instructional practices at school, parents will receive instructional practice ideas on how they can help their child's reading at home.

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						
1 st						
2 nd						
3 rd						

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
4 th				
5 th				
6 th				
7 th				
8 th				
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 Instuction)
KG	Benchmark Workshop	Comprehensive	Whole Class: 90 Min. Differentiated: 30 Min.
1 st	Benchmark Workshop	Comprehensive	Whole Class: 90 Min. Differentiated: 30 Min.
2 nd	Benchmark Workshop	Comprehensive	Whole Class: 90 Min. Differentiated: 30 Min.
3 rd	Benchmark Workshop	Comprehensive	Whole Class: 90 Min. Differentiated: 30 Min.
4 th	Benchmark Workshop	Comprehensive	Whole Class: 60 Min. Differentiated: 60 Min.
5 th	Benchmark Advance	Comprehensive	Whole Class: 60 Min. Differentiated: 60 Min.

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	Benchmark Advance	Comprehensive	Whole Class: 60 Min. Differentiated: 60 Min.
7 th	Study Sync	Comprehensive	Whole Class: 45 Min.
8 th	Study Sync	Comprehensive	Whole Class: 45 Min.
9 th	Study Sync	Comprehensive	Whole Class: 45 Min.
10 th	Study Sync	Comprehensive	Whole Class: 45 Min.
11 th	Study Sync	Comprehensive	Whole Class: 45 Min.
12 th	Study Sync	Comprehensive	Whole Class: 45 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.

Minnewaska Area Schools has an established and evolving MTSS model at both their elementary and middle school sites. Teachers at both sites target MTSS intervention support to those who are performing below grade level and work to target instruction to meet identified learning gaps for students involved in intervention programming. MAS has not had a school participate in the professional learning cohort spoken of above, nor participated in the self-evaluation tools of the MNMTSS model spoken above.

Data reviewed with the Building and district Leadership Team provides a foundation for the Tier I classroom instructional practices. Should classrooms show a deficit of students performing below grade level expectations on specific skill areas at 40% or higher, Tier I practices will focus on ensuring the concept(s) are part of Tier I instruction.

Minnewaska Area Elementary (K-3) and Middle School (4-8) have a strong history of reviewing universal screening data to make instructional decisions. As grade levels, teams meet together with teachers, interventionists and administration to determine what support students receive as part of the MTSS model based on universal screening. Tier II instructional support is provided to students who are below 40th percentile and those who are not demonstrating academic gains toward grade level after 8-10 weeks of instruction will move into different interventions.

Students who are unable to move forward with positive instructional gains after progress is monitored for 2 different interventions, will be part of the Tier III system. Tier III instruction is a 1:1 intervention for the most significant learners prior to a special education referral.

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.

Minnewaska Area Schools embarked on structured literacy training in a LETRS Cohort with 6 staff members the fall of 2023. From this group, two colleagues are being trained as trainers in the LETRS model and will be our district trainers for LETRS I. All K-3 teachers, all district interventionists, all district Sp. Ed. Instructors and elementary administrators and Director of Teaching and Learning will begin training in fall of 2024 in LETRS I. All preschool teachers will be trained in LETRS PreK beginning early 2025.

We will continue to be diligent to determine what structured literacy practices we train our 4-6 teachers and high school teachers who teach reading with. They will launch into specific structured literacy professional development in the fall of 2025.

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				
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)				

Grades 4-5 (or 6) Classroom Educators (if applicable)				
K-12 Reading Interventionists				
K-12 Special Education Educators responsible for reading instruction				
Pre-K through grade 5 Curriculum Directors				
Pre-K through grade 5 Instructional Support Staff who provide reading support				

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.

Minnewaska Area Schools is committed to continually evolving in our practices and strategies used for instruction. We embody the belief that when we know better, we do better, which is why continually learning is a key for our success.

For the 2024-25 School Year the following experiences will support the continuous improvement plan.

- Group 2 will participate in LETRS I training and begin implementing it.
- All elementary [K-3] classrooms will have phonemic awareness and structured phonics curriculum.
- Training on phonemic awareness and structured phonics programming
- Grades 4-6 and ELA teachers will begin to understand what structured literacy is and how to support it in their classrooms.
- Continued conversations, planning experiences and data reviews with our Reading Team.
- Review approved literacy curriculums and discuss purchases and implementation of new materials.
- Review 7-12 Literacy curriculum and provide PD required to further support implementation.
- Reimplementation of FAST assessments for K-3 with scheduled data meetings to review.

Following the 24-25 school year

- Structured Literacy professional development launch for Group 3, 4-6th grade teachers and all teachers of reading
- LETRS II professional development for all Group 1 and 2
- Purchase approved literacy curriculum and create implementation plan
- Continued conversations, planning experiences and data reviews with our Reading Team.
- Professional Development and PLC discussions for 7-12 literacy teachers
- Regularly scheduled data meetings to review student growth and instructional requirements.

2025 and Beyond

- Continued structured literacy professional development for all teaching staff
- Implementation of MDE approved curriculums
- Continued data meetings
- Continued Reading Team meetings to review student needs