



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: [ISD 2683 Greenbush-Middle River](#)

Date of Last Revision: [June 2, 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 \(2023\)](#).

[Minnesota READ Act](#) is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. The Minnesota READ Act ensures a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Our goal is that each student is 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. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure all students are ready for the demands of post-secondary education and the workplace. Each grade level provides an important building block for subsequent years and it is important students who are struggling with reading are identified as early as possible so additional assistance and resources can be provided to ensure growth of at least one year each year. In order for this goal to be achieved it will require students, parents, teachers, and administration to all be part of the solution.

District or Charter School Literacy Goal

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

Excellence in Student Learning and Support

- The district will continue to increase opportunities for improved academic outcomes for all students by focusing on high-quality instruction, including progress monitoring and teacher collaboration.
- The district will provide staff development to address priority areas and increase the impact of teacher collaboration time.
- The district will monitor the effectiveness of programming at all levels and across curricular areas, and take informed steps to support students learning English and students in online programs.
- The district will improve its student literacy efforts through continued implementation of the district's updated literacy plan and the state's READ Act.
- The district will provide training for all teachers on best practices in reading instruction, evaluate core and supplemental literacy materials to ensure alignment with research-based practices, ensure all students are screened for barriers to literacy early, and monitor student growth.
- The k-3 teachers will use UFLI and Heggerty with fidelity

Literacy Curricula Selection

- The Minnesota Department of Education (MDE) and the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota have identified evidence-based, structured literacy curricula and supporting materials. Using that list, the district will explore updating our literacy curricula.

Professional Development

- The Minnesota READ Act provides funds for training in structured literacy for educators. MDE has partnered with three professional development vendors to ensure every child receives quality reading instruction based on evidence-based practices.
- 100% of the GMR K-3, Title 1 and Special Education staff will be OL&LA (CORE) trained for the 2024-2025 school year.

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)

DIBELS Data System (DDS) with DIBELS 8th Edition

DIBELS 8th Edition literacy assessment is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade.

DIBELS 8th Edition literacy assessment is more useful than ever before. For title 1 schools, special education programs, students identified with dyslexia, and anyone focused on improving literacy for all students, DIBELS 8th Edition assessment is the least invasive, and one of the most effective screening tools available. When you choose DIBELS 8th Edition literacy assessment, you are trusting scientific evidence, research-based practices, and decades of experience in teaching and learning.

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?
DIBELS Data System (DDS) with DIBELS 8th Edition	<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 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 (Sept.) <input checked="" type="checkbox"/> Winter (Jan.) <input checked="" type="checkbox"/> Last 6 weeks of School (May)
STAR Early Literacy Assessment with Renaissance	<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 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 (Sept.) <input checked="" type="checkbox"/> Winter (Jan.) <input checked="" type="checkbox"/> Last 6 weeks of School (May)
STAR Reading Assessment with Renaissance	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input 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 (Sept.) <input checked="" type="checkbox"/> Winter (Jan.) <input checked="" type="checkbox"/> Last 6 weeks of School (May)

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?
DIBELS Data System (DDS) with DIBELS 8th Edition	X Grade 4 X Grade 5 X Grade 6	X Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Sept.) X Winter (Jan.) X Last 6 weeks of School (May)
DIBELS Data System (DDS) with DIBELS 8th Edition	X Grade 7 X Grade 8	X Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Sept.) X Winter (Jan.) X Last 6 weeks of School (May)
STAR Reading Assessment with Renaissance	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Sept.) X Winter (Jan.) X Last 6 weeks of School (May)

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 between the school and parents is a key component of helping early elementary students become proficient readers that are learning to read and eventually reading to learn, creating lifelong readers. As soon as a teacher has a concern regarding progress a student is making in the area of reading, the parent is contacted by phone, email, or direct contact by the classroom teacher. Reading assessments and results are reviewed as well as the results of teacher observation and interaction with the student. When contacted, the teacher will provide strategies in which parents can support their child's development in and out of school. The individual strategies will be based on the areas in which a student is deficient and is also based on the grade level of the student. It is very important that parents participate in the education of their children at this very crucial stage of learning development.

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 September	Number of Students Universally at or Above Benchmark September	Number of Students Universally Screened in January	Number of Students at or Above Benchmark January	Number of Students Universally Screened in May	Number of Students at or Above Benchmark May	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	15	7	14	9	14	11	15	3
1 st	20	11	19	12	20	14	20	2
2 nd	10	5	10	6	10	6	10	2
3 rd	22	9	23	9	23	8	22	12

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 (May)	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	18	8	18	3
5 th	20	8	20	2
6 th	16	6	16	2
7 th	0	0	0	0
8 th	0	0	0	0
9 th	0	0	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	0

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
KG	UFLI Heggerty Core Knowledge Lang. Arts IXL	Foundational Foundational Comprehensive/ Knowledge Building Supplemental	Whole (40 minutes daily) Whole (10 minutes daily) Whole (40 minutes daily) Differentiated
1 st	UFLI Heggerty Core Knowledge Lang. Arts IXL	Foundational Foundational Comprehensive/ Knowledge Building Supplemental	Whole (40 minutes daily) Whole (10 minutes daily) Whole (40 minutes daily) Differentiated
2 nd	UFLI Heggerty Core Knowledge Lang. Arts IXL	Foundational Foundational Comprehensive/ Knowledge Building Supplemental	Whole (30-40 min. daily) Whole (10 minutes daily) Whole (40 minutes daily) Differentiated
3 rd	UFLI Heggerty Journeys Words Their Way IXL	Foundational Foundational Comprehensive Foundational Supplemental	Differentiated (small group as needed-30 min.) Differentiated (small group as needed-14 min.) Whole (60 minutes daily) Whole (20 minutes daily) Differentiated

4 th	<p>UFLI</p> <p>Flow Fluency</p> <p>Journeys</p> <p>Words Their Way</p> <p>IXL</p>	<p>Foundational</p> <p>Supplemental</p> <p>Comprehensive</p> <p>Foundational</p> <p>Supplemental</p>	<p>Differentiated (small group as needed)</p> <p>Differentiated (small group as needed)</p> <p>Whole (90 minutes daily)</p> <p>Whole (25 minutes daily)</p> <p>Differentiated</p>
5 th	<p>UFLI</p> <p>Flow Fluency</p> <p>Core Knowledge Lang. Arts</p> <p>Words Their Way</p> <p>Poetry Study</p> <p>IXL</p>	<p>Foundational</p> <p>Supplemental</p> <p>Comprehensive/ Knowledge Building</p> <p>Foundational</p> <p>Comprehensive</p> <p>Supplemental</p>	<p>Differentiated (small group as needed)</p> <p>Differentiated (small group as needed)</p> <p>Differentiated</p> <p>Whole (25 minutes daily)</p> <p>Whole (30 min. 2x/week)</p> <p>Differentiated</p>

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	Flow Fluency Journeys IXL	Supplemental Comprehensive Supplemental	Differentiated Whole (90 minutes daily) Differentiated
7 th	McDougal Littell Literature MyOn IXL	Comprehensive Supplemental/ Knowledge Building Supplemental	Whole (90 minutes daily) Whole Differentiated
8 th	McDougal Littell Literature MyOn IXL	Comprehensive Supplemental/ Knowledge Building Supplemental	Whole (90 minutes daily) Whole Differentiated
9 th	McDougal Littell Literature IXL	Comprehensive Supplemental	Whole (90 minutes daily) Differentiated
10 th	McDougal Littell Literature IXL	Comprehensive Supplemental	Whole (90 minutes daily) Differentiated
11 th	McDougal Littell Literature IXL	Comprehensive Supplemental	Whole (90 minutes daily) Differentiated

12 th	McDougal Littell Literature IXL	Comprehensive Comprehensive	Whole (90 minutes daily) Differentiated
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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.

Our District does not use the MnMTSS framework, but does have some components that are used. We have not participated in the MDE professional learning cohorts. We have not attended MnMTSS professional learning and we have not conducted the Self-Evaluation of MnTSS for District Leadership Teams.

Tier 1 Targeted Evidence-Based Reading Instruction-The district is using the following data and methods to determine Tier 1 targeted evidence-based reading instruction:

- The district is aligning its core reading curriculum and instruction with state standards, as indicated in the MnMTSS framework. This ensures that all students receive high-quality, evidence-based Tier 1 reading instruction.
- The district is embedding social-emotional learning into the Tier 1 curriculum k-12 to support a positive and inclusive school climate.
- The district is monitoring the fidelity of Tier 1 instruction through classroom observations and student performance data. If the data indicates that Tier 1 instruction is not meeting the needs of a significant number of students, the district will modify the instruction accordingly.

Identification of Students Not Reading at Grade Level-The district is using the following data and methods to identify students not reading at grade level:

- The district is using a universal screening process to assess all students' reading performance and identify those who are not meeting grade-level expectations.
- The district is collecting data from multiple domains, including academics, behavior, attendance, and social-emotional learning, to determine which students need additional support.

Tier 2 Intervention- The district has established the following criteria and processes for Tier 2 interventions:

- Methods to determine if students need Tier 2 interventions:
 - below grade level screening results using STAR Early Literacy, STAR Reading, and DIBELS 8th edition.
 - not responding to Tier 1 instruction (curriculum assessments, teacher observation)
 - Students who are not responding to Tier 1 instruction are provided with targeted, small-group Tier 2 interventions.
- The district is monitoring the fidelity of Tier 2 interventions through progress monitoring data. The frequency and type of progress monitoring are determined based on the intensity of the intervention.

- The district has established criteria for students to exit Tier 2 interventions, which are based on their progress and ability to meet grade-level expectations.

Tier 3 Intervention-If students have not been making progress using Tier 1 or Tier 2 instruction, they may be referred for further evaluation in special education.

- Student Assistance Team meeting with regular ed teacher, Title 1 teacher, Special Education teacher, administration to discuss interventions
- Meeting with parents
- Start the testing process

If a student qualifies for an Individualized Education Plan, individual goals and assessments are done.

Overall, the district is implementing a comprehensive plan to address the reading needs of its students, with a focus on evidence-based Tier 1 instruction, data-driven identification of students in need of additional support, and a tiered system of interventions with ongoing progress monitoring and fidelity checks.

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.

Greenbush-Middle River plans on having all required Phase 1 educators trained in OL&LA: Online Language and Literacy Academy over the summer of 2024 and completed by June 2025. This training is a reading training with evidence-based reading instruction that is approved by the Minnesota Department of Education. Phase 2 educators will also be trained in a Minnesota Department of Education approved reading training program, which will be completed by June 2027.

Staff development in the area of reading is available to all staff members. Best practices are followed and teachers in kindergarten through grade 12 collaborate in joint professional development. With a small school like Greenbush-Middle River, it is often necessary to use staff development services made available through the Northwest Service Cooperative, the Regional Centers of Excellence, Minnesota Department of Education, professional organizations and other high quality service providers. Staff development areas include, but are not limited to, core instruction and reading interventions.

The district's support for structured literacy will involve providing ongoing professional development for educators to ensure effective implementation. Data on student progress in reading and writing will be collected regularly. This data will be used to identify areas of strength and areas for improvement, guiding instructional decisions. Continuous monitoring and analysis of this data will allow for adjustments to be made to instructional practices to better support student learning and achievement in literacy.

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

To refine the district's implementation of evidence-based literacy instruction, it is crucial to focus on continuous teacher training sessions. These sessions can ensure that educators are up-to-date with the latest research and methodologies. Additionally, providing ongoing support and resources for teachers is essential for successful implementation. Regular monitoring and feedback mechanisms can help identify areas that need improvement and allow for timely adjustments to enhance literacy instruction.

The next steps for the district to enhance evidence-based literacy instruction involve conducting regular professional development sessions. These sessions will focus on effective teaching strategies aligned with research-based practices. Additionally, creating opportunities for collaborative planning among educators can support the implementation of these strategies in the classroom. Regular monitoring and feedback mechanisms will also be established to ensure continuous improvement in literacy instruction.