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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Hawley Public School District

Date of Last Revision: March 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 district is working to complete science of reading training for all Phase 1 reading educators through either LETRS or OL&LA.

The district is continuing to enhance its multi-tiered systems of support (MTSS) by providing intervention services to students who may need additional targeted instruction.

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)	✅ 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 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: FASTbridge	✅ 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:	☐ 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

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.

The process for notifying parents or guardians when children are identified as not reading at or above grade level and the reading-related services provided involves several steps:

1. **Diagnostic Assessment and Personal Learning Plan (PLP):** For students identified as needing reading support, further diagnostic assessments are conducted to gather more detailed information about their reading abilities. Based on this diagnostic information and evidence-based reading practices, a Personal Learning Plan (PLP) is created. The PLP outlines the area of intervention that is tailored to the student's reading instructional needs.

2. **Parental Involvement Meeting:** Parents are involved in the process after fall and winter screening is completed. They attend meetings with classroom teachers (most often at parent-teacher conferences) where the results of the assessments are discussed and the PLP is shared. During this meeting, parents are informed about their child's reading skills, the interventions planned to address any difficulties, and how they can support their child's learning at home.

3. **Documentation and Reporting:** All progress monitoring reports and Personal Learning Plans are created and documented in EduClimber, a platform for tracking student progress and educational interventions.

4. **Shared Resources via Google Drive:** Parents are provided access to a shared Google Drive containing evidence-based practices and activities that will support reading skills. These resources are intended to support parents in implementing reading activities at home with their child, reinforcing the interventions being provided in the classroom.

5. **MTSS Coordinator Support:** In addition to the initial meeting between parents and classroom teachers, a Multi-Tiered System of Supports (MTSS) coordinator is available for parents to connect with regarding specific questions related to their child's diagnostic assessments, intervention details, progress monitoring, and any other inquiries regarding evidence-based reading practices. The district's MTSS coordinator is Lindsey Ramberg can be reached at lramberg@hawley.k12.mn.us.

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	#	#	#	#	#	#
1st	#	#	#	#	#	#
2nd	#	#	#	#	#	#
3rd	#	#	#	#	#	#

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
4th	#	#	#	#
5th	#	#	#	#
6th	#	#	#	#
7th	#	#	#	#
8th	#	#	#	#
9th	#	#	#	#
10th	#	#	#	#
11th	#	#	#	#
12th	#	#	#	#

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 Standards Based Curriculum UFLI Heggerty	Comprehensive Knowledge Building Foundational Skills Foundational Skills	120 minutes Whole Group & Differentiated Instruction
1st	Wonders Standards Based Curriculum UFLI Heggerty	Comprehensive Knowledge Building Foundational Skills Foundational Skills	110 minutes Whole Group & Differentiated Instruction
2nd	Wonders Standards Based Curriculum UFLI Heggerty	Comprehensive Knowledge Building Foundational Skills Foundational Skills	110 minutes Whole Group & Differentiated Instruction
3rd	Wonders Standards Based Curriculum UFLI Morpheme Magic	Comprehensive Knowledge Building Foundational Skills Knowledge Building	95 minutes Whole Group & Differentiated Instruction

4th	Wonders Standards Based Curriculum Morpheme Magic	Comprehensive Knowledge Building Knowledge Building	80 minutes Whole Group & Differentiated Instruction
5th	Wonders Standards Based Curriculum Morpheme Magic	Comprehensive Knowledge Building Knowledge Building	80 minutes Whole Group & 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	Amplify ELA & Standards Based Curriculum	Comprehension, Writing, and Vocabulary	80 minutes Whole Group & Differentiated Instruction
7th	Amplify ELA & Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes
8th	Amplify ELA & Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes
9th	Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes
10th	Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes
11th	Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes
12th	Standards Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 47 minutes

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).

The MnMTSS framework provides guidance around each of these components.

In our district, we are committed to implementing a robust Multi-Tiered System of Support (MTSS) framework to ensure that all students receive the necessary assistance to thrive academically, particularly in literacy. The MTSS coordinator, who collaborates with the Lake Agassiz Education Cooperative and its member districts, leads this effort to ensure the delivery of high-quality MTSS practices.

To uphold fidelity to the MTSS framework, we conduct monthly reviews focusing on various critical areas such as infrastructure for continuous improvement, family and community engagement, multi-layered practices and support, assessment, and data-based decision-making. These reviews serve as checkpoints to assess the effectiveness of our MTSS practices and identify areas for refinement.

Central to our approach is the use of data to drive instructional decisions. We administer reading screening measures three times a year for students in grades kindergarten through sixth, allowing us to gather comprehensive data on their reading abilities. This data serves as the foundation for determining targeted evidence-based reading instruction tailored to each student's needs.

Following the initial screening, students who demonstrate reading skills below grade level undergo diagnostic assessments to further guide instruction within our Tier II intervention block, known as What I Need (WIN) Time. Each of these students receives a Personal Learning Plan (PLP), outlining specific interventions and documenting their progress. Progress monitoring for Tier II interventions occurs bi-weekly, ensuring that adjustments can be made promptly based on student needs.

For students requiring additional support beyond Tier II interventions, our MTSS coordinator and Teacher Assist Teams convene to review the individual needs of the student, including recent academic progress. This collaborative effort allows us to determine if a more intense intervention is warranted at the Tier III level. If so, the classroom teacher connects with parents or guardians to notify them of the additional supports being put in place. The team then revisits student progress every 2-6 weeks to assess the effectiveness of the intervention and make any necessary modifications.

Throughout this process, we rely on EduClimber, a comprehensive data collection platform, to collect and analyze student performance data. The MTSS team conducts monthly reviews of instructional progress toward goals for both Tier II and Tier III supports, ensuring that interventions are aligned with student needs and yielding positive outcomes.

	Eligibility Criteria for Services	Time	Frequency of Progress Monitoring	Academic Progress Reviewed	Exit Criteria
TIER I Intervention	If a classwide median score is below the grade-level target, a classwide intervention is recommended	10-20 min. daily during core instruction	If class-wide intervention is needed, this will be completely monthly by the intervention team	3 times per year following screening periods (fall, winter, & spring) by MTSS coordinator, administrator, and grade-level teams	If a classwide median score is above the upcoming grade-level target, the classwide intervention is discontinued
TIER II Intervention	Student scores below grade-level target AND 40th percentile	25 min. daily during WIN	Bi-weekly by the interventionist providing services	Bi-weekly by MTSS coordinator	2 or more progress monitoring points at or above the upcoming benchmark target
TIER III Intervention	Below grade-level target AND 15th percentile	10-30 min. daily in addition to WIN and core instruction	Weekly by the interventionist providing services	Every 2-6 weeks by MTSS coordinator and/or the Teacher Assistance Team	2 or more progress monitoring points at or above the upcoming 35 percentile

In summary, our district's implementation of the MTSS framework is characterized by a data-driven approach, collaborative decision-making, and a steadfast commitment to meeting the diverse needs of our students in literacy. Through continuous assessment, targeted interventions, and ongoing support, we strive to empower every student to achieve academic success.

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.

Our district recognizes the critical importance of structured literacy instruction in effectively teaching reading to all students. To ensure educators are equipped with the necessary knowledge and skills, we have developed a comprehensive professional development plan centered around the LETRS (Language Essentials for Teachers of Reading and Spelling) and OL&LA (Online Language and Literacy Academy) programs.

Beginning in the fall of the 2019-2020 school year, we initiated LETRS training for educators. This training has been ongoing, and in the upcoming 2024-2025 school year, we will continue to offer LETRS and OL&LA professional development opportunities for educators. Those who have not yet completed LETRS training will have the opportunity to do so by the spring of 2026. Similarly, educators enrolled in the OL&LA program will complete their training by the spring of 2025.

To ensure the successful implementation of structured literacy practices, our district collaborates closely with the Lake Agassiz Education Cooperative. Local facilitators from the cooperative assist in delivering the professional development programs, providing educators with continuous guidance and support. Additionally, the cooperative offers support to our district by interpreting student outcome data to identify areas of improvement and guide further professional development opportunities for educators in the field of literacy.

As part of our commitment to continuous improvement, we collect various data points to assess the effectiveness of structured literacy instruction. This includes student outcome data such as literacy assessment scores, progress monitoring data, and feedback from classroom observations. By analyzing this data, we can identify trends, strengths, and areas for growth, informing our decisions on professional development priorities and instructional practices.

Overall, our professional development plan for structured literacy emphasizes ongoing training, collaboration with expert partners, and data-driven decision-making to ensure that all educators have the knowledge and support they need to effectively teach reading to every student in our district.

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	2	2	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	14	2	4
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	3	3	0
K-12 Reading Interventionists	5	2	0	3
K-12 Special Education Educators responsible for reading instruction	7	3	0	4
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	7	0	0	7

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	4	0	0	4
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	5	0	0	5
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 the implementation of evidence-based literacy instruction.

1. **Program Alignment and Integration:** We will continue to conduct a thorough review of our existing programs and services to identify areas of overlap, gaps, and opportunities for alignment within our MTSS framework. This review will involve collaboration among stakeholders, including administrators, teachers, support staff, and community partners.

2. **Data Analysis and Needs Assessment**: We will continue to analyze student performance data, including literacy assessment scores, progress monitoring data, and intervention outcomes, to identify specific areas of need and inform our decision-making process. This data-driven approach will help us prioritize areas for improvement and allocate resources effectively.

3. **Professional Development and Training:** We will continue to provide targeted professional development and training opportunities for educators and support staff to ensure they are equipped with the knowledge and skills needed to effectively implement evidence-based literacy instruction within the MTSS framework. This may include additional training on structured literacy approaches, differentiated instruction, and data-driven decision-making.

4. **Enhanced Collaboration and Communication:** We will continue to foster a culture of collaboration and communication among all stakeholders involved in supporting student literacy, including educators, administrators, support staff, parents, and community partners. By promoting open dialogue and sharing best practices, we can strengthen our collective efforts to improve student reading achievement.

5. **Monitoring and Evaluation:** We will continue to establish ongoing monitoring and evaluation processes to assess the effectiveness of our efforts in refining the implementation of evidence-based literacy instruction. This will involve regular review of student data, program effectiveness, and stakeholder feedback to make necessary adjustments and improvements over time.

By undertaking these next steps, our district is committed to continuously improving the implementation of evidence-based literacy instruction and MTSS to ensure that all students have the opportunity to achieve grade-level proficiency in reading and succeed academically.