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: _ Blackduck_

Date of Last Revision: _ Spring 2023_

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.

To increase the phonics and phonemic awareness of our students in grades K-6 as prior assessments have shown this as a significant area of weakness.

To implement FastBridge in grades K-6 as our screening tool and assessment for math and language arts replacing MAP.

To train 21 of our staff in CORE/OL&LA over the first 8 months of the school year to better understand the science of reading and meet the READ Act requirements.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
X FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) Beginning Fall of 2024.

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)	X Grade K X Grade 1 X Grade 2 X Grade 3	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 (Fall) ☐ Winter (optional) X 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:We are putting together a plan to address this in the 2024-2025 school year.	☐ 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.

We identify student reading levels through fall and spring screening and assessments. We use the data to identify students at risk as well as above grade level. Through our Title 1 program we notify parents of students that qualify for services through letters and conferences. We divide them into students needing a pull out program based on their lower skill level and those receiving inclusion support from our paraprofessionals for their moderate skill levels. These groups are fluid and when students meet goals they are moved into inclusion or not receiving services, or if they are failing to meet goals, they are referred to our Teacher Assistant Team (TAT) for additional intervention and possible special education assessment.

Parents are also informed during Parent Teacher Conferences about their child's reading proficiency and/or struggles with reading and what we are doing for interventions to correct deficits in the reading process. Parent Teacher Conferences are scheduled two time per year and additionally as requested by parents.

At all steps parents are offered strategies they can easily use at home with their children including student reading levels and how to choose appropriate books, additional work or manipulatives if requested, and access for home to the supplemental electronic programs we use at school such as IXL and eSpark.

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	55	27	53	31	53	19
1st	54	25	51	26	54	17
2nd	39	15	44	17	44	15
3rd	52	21	50	21	54	19

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	49	25	58	17
5th	64	30	68	18
6th	44	26	50	8
7th				
8th				
9th				
10th				
11th				
12th				

We are currently developing a plan on how to screen students in grades 7-12 for the 2024-2025 school year.

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	Comprehensive	Whole class and small group
1st	Wonders	Comprehensive	Whole class and small group
2nd	Wonders	Comprehensive	Whole class and small group
3rd	Wonders	Comprehensive	Whole class and small group
4th	Wonders	Comprehensive	Whole class, differentiated
5th	Wonders	Comprehensive	Whole class, differentiated

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	Wonders	Comprehensive	120 minutes
7th	Voyagers Sopris Standards Based Novels	Vocab/Writing Comp	60 minutes
8th	Voyagers Sopris Standards Based Novels	Vocab/Writing Comp	60 minutes
9th	Standards Based Scope Common Lit	Comprehensive Comp	60 minutes
10th	Standards Based Scope Common Lit	Comprehensive Comp	60 minutes
11th	No Red Ink Membean Standards Based Novels	Writing Vocab Comp	60 minutes
12th	No Red Ink Membean Standards Based Novels	Writing Vocab Comp	60 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).](#) 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?

We are utilizing a multi-tiered system of support through our Teacher Assistant Teams (TAT) both at the elementary and high school levels. Teachers who are looking for assistance for a struggling student, both academically and behaviorally, schedule a meeting where out TAT teams work with them to analyze what they have already done and their data, make suggestions for other tiered interventions, and schedule another meeting to check on the progress of the intervention with the teacher. The teams are composed of administration, interventionists, counselors, special educators, and additional teachers of an appropriate grade level for the student being discussed.

We have not attended MnMTSS training as a team or participated in cohorts.

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.

We have been using a number of different data sources to obtain yearly information on our students including assessment embedded in the Wonders curriculum, parts of Dibels, and other components recommended by our Title I director to fulfill the areas required for screening. The Title 1 director compiles the data in various spreadsheets and analyzes it, with the assistance of the building principal, for students at risk, requiring intervention, and at which level. We look at continuing years of data for students who have been in our school for more than one year for trends and concerns. She categories each student and color codes the sheet for intervention level and site.

Next year we hope that FastBridge will encompass most of the independent assessments.

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.

Through our TAT process, the core TAT team monitors individual student progress using various sources of data like classroom teacher, Title 1 program, and assessment data. If the team feels the interventions are not being successful, we move to a higher tier. Teachers are given data collection sheets for ease of use and implement the next intervention. We meet as a team again to see if progress has been made. In some cases, no progress has been made and we move to the next tier or to a special education evaluation. In some cases progress has been made, but not at a rate that will reasonably catch the student up and we move on to the next tier or a special education evaluation. In some cases the intervention is successful and is continued with the student in the classroom or Title I program.

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.

We will be training 21 staff members this coming school year in Phase 1. The district has chosen CORE/OL&LA as the professional development for all in Phase 1. We will be starting with Module 1 during fall inservice and doing the remaining modules 2-9 one per month September through April. Our completion date is May 5th, 2025 with the final online meeting. The district will be paying them for an additional 50 hours of their time to complete CORE training outside of the regular work day.

Phase 2 training will include the staff in grades 4 through 12 and paraprofessionals. We are waiting to see what the recommendation is for this grade level span and the paraprofessionals before we make a selection and schedule training.

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 are currently in the 4th year of a 6 year contract with McGraw HIll for the Wonders curriculum. As it was prepaid upfront, we are not looking at changing for two years. Because it has a weakness in phonics/phonemic awareness, we looked at programs to supplement. We are currently piloting UFLI in 4 classrooms and have purchased it for the fall implementation for all of PreK-grade 3 and LD services. We also piloted HD Word in grade 4, but as that did not make the state approval list, we are now looking at Word Study (formerly Words Their Way) to supplement in grades 4 through 6.

We are implementing FastBridge next fall for screening language arts, math, and data collection. We are in the initial training process now and will continue in August.

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	0	0	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	12	0	0	12
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	0	0	9
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	6	0	0	6
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	13	0	0	13

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	13	0	0	13
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	3	0	0	3
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	5	0	0	5

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.

We were identified for students not showing adequate growth in a few of our populations over the last two assessment windows. With the assistance of our Regional Center for Excellence we have created an Instructional Leadership Team (ILT) to look at our overall struggles with reading/language arts in our district. This has been a very positive experience and it has been a very cohesive team. We have looked at data, grade level teams, PLCs, assessment, and the READ Act.

The Regional Center for Excellence has been imploded to the Northwest Service Cooperative and we will continue to work with their staff in the fall to assist us with our continued growth and improvement toward more student success. They are helping us better implement PLCs and data driven instruction at each grade level K-6.

We have also set aside time throughout the next year through our staff development committee for teachers and paraprofessionals to gain more training and knowledge to better serve our students.

Our contract with Wonders is for two more school years. Prior to it expiring we will be looking at our data to see if we want to continue with it and the supplements that will be in place or move to another reading series at that time.