



## 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:** Campbell-Tintah Public Schools – ISD 852

**Date of Last Revision:** 06/02/24

### 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 goal of the Campbell-Tintah Public School District is to ensure grade level proficiency in the area of reading for all students. In addition, our goal is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The district's curriculum is aligned to the standards and a curriculum map is in place to ensure each standard is taught with in the school year.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- ☐ mCLASS with DIBELS 8<sup>th</sup> Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<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 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 (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 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?
<b>FastBridge: earlyReading (K-1) and</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness	<input checked="" type="checkbox"/> Universal Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter

<b>CMBReading (Grades 1-3)</b>	<input type="checkbox"/> Grade 7 <input 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"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Dyslexia Screening	(optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Minnesota Comprehensive Assessment (MCA):</b>	<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 checked="" 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 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 receive student scores at the parent-teacher conferences in the fall and in the winter. During this time, teachers inform parents of the results, supports, interventions, and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Teachers also provide parents with a list of potential supports they can use to assist the child in achieving grade-level proficiency.

### Parent Communication Plan

1. At the beginning of the year, there will be an explanation of the core literacy instructional practices and the multi-level system of support as implemented in the district. This will include an explanation of the entrance and exit criteria for students needing interventions, assessments administered, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring criteria, and classroom supports used with all students.
2. Assessment results will be provided to parents at Parent-Teacher Conferences. An explanation of the literacy program and supports will occur in November during fall parent-teacher conferences.
3. Parents of the students receiving interventions will receive progress reports at each midterm.
4. Parents are encouraged to contact their classroom teacher or Mrs. Edgerton if they have any additional questions. If they would like to be involved in the Title 1 planning meetings, contact Mrs. Edgerton.
5. Title I holds an annual meeting to address parent concerns and questions regarding Title I programming. Parents are encouraged to attend.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

**PHONEMIC AWARENESS:** The ability to notice, think about, or work with individual sounds in the spoken word. This is an especially important pre-reading skill for preschool, kindergarten and 1<sup>st</sup> grade.

*Parent Tips:* Read to/with your child, play games with sounds and rhyming words, sing songs, and nursery rhymes, talk to your child from birth, use modeling, and repetition, and make language fun.

**PHONICS:** The understanding that there is a relationship between the sounds of the spoken language and the letters that represent those in the written language.

*Parent Tips:* Read with your child, work with letters and sounds, have reading materials that contain letters and sounds that your child is learning, and play spelling games.

**FLUENCY:** The ability to read with appropriate rate (peed), accuracy, and expression.

*Parent Tips:* Read to/with your child. Help your child pick books that are interesting and at their reading level. Read parts of the text together orally. Read the same material many times, read plays and reader's theater scripts. Listen to your child read aloud and encourage them.

**VOCABULARY:** The knowledge of the words and meanings. These are words the students must know to communicate effectively.

*Parent Tips:* Read/to with your child. Talk with your child at dinnertime, while cooking, at the grocery store, about school, etc. Share interesting words.

**COMPREHENSION:** Understanding and interpreting what is read.

*Parent Tips:* Read to/with your child about the text before, during, and after the reading. Ask them to think about what they already know about the topic, to ask questions, and to make predictions. Ask to summarize what they've read and to share their thoughts.

# 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 3<sup>rd</sup> 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	9	6	9	6	9	4
1 <sup>st</sup>	13	8	13	8	13	2
2 <sup>nd</sup>	7	2	6	1	7	3
3 <sup>rd</sup>	7	1	7	3	7	2

**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
4 <sup>th</sup>	0	0	0	0
5 <sup>th</sup>	0	0	0	0
6 <sup>th</sup>	0	0	0	0
7 <sup>th</sup>	0	0	0	0
8 <sup>th</sup>	0	0	0	0
9 <sup>th</sup>	0	0	0	0
10 <sup>th</sup>	0	0	0	0
11 <sup>th</sup>	0	0	0	0
12 <sup>th</sup>	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 (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
1 <sup>st</sup>	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
2 <sup>nd</sup>	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
3 <sup>rd</sup>	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
4 <sup>th</sup>	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
5 <sup>th</sup>	wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class 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)
6 <sup>th</sup>	Wonders	Foundation skills Knowledge Building Comprehension	90 minutes whole class and differentiated instruction
7 <sup>th</sup>	Personal Narratives: Writing, Elements of Language: Grammar, Fiction, Non-fiction: Novels and Short Stories, 5-Step Writing Process	Comprehension Vocabulary Writing	45-minute Class Period
8 <sup>th</sup>	Personal Narratives: Writing, Elements of Language: Grammar, Fiction Non-fiction: Novels and Short Stories, 5-Step Writing Process	Comprehension Vocabulary Writing	45-minute Class Period
9 <sup>th</sup>	Fiction, Non-fiction, Other Genres: Novels and Short Stories, English Literature 5-Step Writing Process, Grammar, Usage, and Mechanics	Comprehension Vocabulary Writing	45-minute Class Period
10 <sup>th</sup>	Fiction, Non-fiction, Other Genres: Novels, Poetry, Essays and Short Stories, Exploring life through Literature, 5-Step Writing Process,	Comprehension Vocabulary Writing Public Speaking	45-minute Class Period
11 <sup>th</sup>	Fiction, Non-fiction, Other Genres: Novels, Essays and Short Stories, Exploring life through Literature, English	Comprehension Vocabulary Writing Public Speaking	45-minute Class Period

	Literature, 5-Step Writing Process		
12 <sup>th</sup>	Fiction, Non-fiction, Other Genres: Novels, Adventures in American History, 5-Step Writing Process	Comprehension Vocabulary Word Usage Writing Public Speaking	45-minute Class Period

## 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.*

### Response to Intervention

Campbell-Tintah Elementary School uses an RTI model to prevent reading failure for most students. The Model uses assessment data to efficiently allocate resources to improve learning for all students. Children at-risk for reading failure demonstrated Improved reading skills.

TIER 1: The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district' reading curriculum aligned with the MN English Language Arts Standards. All students get Tier I instruction at Cambell-Tintah Elementary. Research-based reading instruction addresses the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

TIER 2: Based on screening and diagnostic assessments (discussed further below), the second level of support is provided to students not meeting grade-level targets. These students are provided supplemental reading interventions according to their skill/deficit(s). This level of support is provided by trained staff members using researched based interventions during their Title Time.

TIER 3: Students not responding well to the intervention provided at the second level are referred to receive the most intensive and individualized level of support outside of the 90-minute core instruction. Students receiving Special Education services are included at his level.

Scientifically Based Reading Instruction, Interventions, and Supports in place at Campbell-Tintah Elementary School:

**Tier 1: Reading Curriculum**

- Phonemic Awareness and Instruction
- Shared Reading
- Read Aloud
- Peer Reading
- Conferring
- Differentiating Instruction

**Tier 2: Fast Bridge Interventions**

- Corrective Reading
- Sound Partners
- Choral Reading
- Repeated Reading
- Letter-Sound Correspondence
- Incremental Rehearsal
- Teacher-Student Interaction
- Frequent Opportunities for Student Practice
- Comprehensible and Specific Feedback

**Tier 3: Reading Mastery**

- Sound Partners
- Repeated Reading
- Systematic instruction
- Explicit or direct instruction
- Immediate corrective feedback
- Frequent review
- Opportunities to practice
- Scaffolded instruction

**Assessing Proficiency**

FAST assessments are a universal screening administered three times throughout the school year: fall, winter, and spring. This data, in conjunction with additional data and teacher recommendations, identifies struggling and at-risk students who are then referred for intervention. Specific interventions are based on further assessments and interventions are implemented through the collaborative efforts of the classroom teacher and other specialists.

Each student's progress is monitored regularly (weekly) and if the intervention selected is not working, another intervention is selected and implemented. If students are not responding to two different interventions for the same skill deficit over a 6-week period, they are referred for special education services. Parents are informed of the child's progress at every step of the process.

Each year, educators review and disaggregate reading data at the kindergarten, first, second, and third-grade levels. Proficiency, growth and trend data are analyzed and used to set specific learning targets

for each child and each cohort of students. Pre-kindergarten data will be accessed and utilized, when available.

### **Proficiency Data of Campbell -Tintah School District**

Campbell-Tintah Elementary uses multiple data points from screening diagnostic, and progress monitoring reading assessments administered by trained proctors. Trained individuals administer FAST assessments.

### **Interventions for Students Reading Below the Grade Level**

Based on Fast results, along with teacher recommendation, instruction and interventions will be matched to the student's needs in one or more of the following areas: phonemic awareness, phonics, fluency, and comprehension.

Students who receive interventions are monitored weekly to assess their progress and determine the effectiveness of their interventions. Progress monitoring data is analyzed by teachers and title staff every month. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a line is generated.
- B. Examine the child's accuracy
  - Is the student's accuracy less than 95%?
    - Yes – Consider an accuracy intervention. Continue the accuracy intervention until the student is consistently 95% accurate for 4 consecutive weeks.
    - No – If the student is 95% or higher accuracy, but has not met the grade level target, then start a fluency intervention.
- C. Examine the student's Trend Line
  - Is the line increasing? If so, continue the intervention.
  - Is the line flat? If so, consider changing the intervention.
  - Is the line decreasing? Change the student's intervention.
- D. Examine the Trend Line compared to the Goal Line
  - Is the trend line falling below the goal line?
    - Yes – Consider increasing the intensity of the intervention or changing the intervention completely after 6+ weeks
    - No – Change the intervention
- E. Examine the data points
  - Are they consistently above the goal line?
    - Yes – Continue the intervention.
    - No – Change the intervention
  - Are they hugging the goal line?
    - Yes – Continue the intervention.
    - No – Change the intervention.
  - Are consistently below the goal line?
    - Yes – Change the intervention.
    - No – Continue the intervention.
  - Are at least two data points at the upcoming, seasonal, grade level, benchmark?
    - Yes – Then ask – Are the last four consecutive data points above the goal line? If yes, exit the student.
    - No – Continue the intervention

- F. Continue the intervention until the student meets the upcoming seasonal, grade-level, benchmark twice and the student has 4 data points on or above the goal line.
- G. Continue progress monitoring at least three times following the discontinuation of the intervention to ensure that progress has been maintained.
- H. Refer the student to the child study team for problem solving if the student has 4 data points below the goal line for the second intervention.

When the student scores three to four consecutive data points above the goal line with two data points at or above the next dench target, the student will exit from Title services.

## 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.*

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	1			1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	3			3
Grades 4-5 (or 6) Classroom Educators (if applicable)	2			2

K-12 Reading Interventionists	1			1
K-12 Special Education Educators responsible for reading instruction	2			2
Pre-K through grade 5 Curriculum Directors	1			1
Pre-K through grade 5 Instructional Support Staff who provide reading support	8			8



<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	1			1
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	6			6
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.*

Our school district is committed to the implementation of evidence-based instruction. To do this effectively, we are refining three areas. These areas include curriculum alignment, assessment practices and professional development.

### **Curriculum Alignment**

Continued work to aligning our K-12 curriculum, to the Minnesota State Standards to ensuring it is consistent across grade levels and subjects to provide a coherent literacy experience. This work will continue work to ensure both vertical and alignment.

### **Assessment Practices**

On going work using a combined approach of formative and summative assessments. Both types of assessments are essential to improve learning. The district will revisit how to use both types of assessments to monitor student progress and adjust instruction accordingly. The goal would be to develop a system where formative assessments is used multiple times during lessons or chapters to evaluate students' performance. Then summative assessment is utilized after to evaluate a student's overall understanding. The system would allow staff to tailor instruction to meet the diverse needs of each student.

### **Professional Development:**

The Minnesota Department of Education recognized that inconsistent training teachers had on evidence-based literacy practices. In response, it mandated professional development in every school district statewide from three approved vendors. Our district will use a program called LETRS; our district will work through our regional education service provider, Lakes Country Services Cooperative, to obtain this training. The Training will provide education on what science says about how our students' brains learn best to read, write, and spell. The training will be done through synchronous and asynchronous methods. Synchronous, which are scheduled, real-time interactions by phone, video, or in-person and asynchronous which happens on your own time and doesn't need scheduling.