



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: Pelican Rapids Public Schools

Date of Last Revision: June 9, 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

Implementation of LETRS Training for teachers over the next two years will allow us to tackle our decoding skills deficiency. This strategic approach will equip educators with the essential knowledge and tools to effectively teach phonics and bolster students' decoding skills.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- ☐ mCLASS with DIBELS 8th Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8th Edition
- ☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: Fastbridge	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <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"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <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"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Parents will be notified that their child is not reading at or above grade level through letters sent home along with teacher discussion during parent teacher conferences. Title 1, ADSIS, and Reading Core services are available at Viking Elementary for students that qualify based on benchmark data and classroom observations. Teachers will also provide parents with a list of strategies for parents to use at home with their children depending on each child's needs.

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	NA	NA	NA	NA	NA	NA
1 st	NA	NA	NA	NA	NA	NA
2 nd	NA	NA	NA	NA	NA	NA
3 rd	NA	NA	NA	NA	NA	NA

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	51			
5 th	60			
6 th	59			
7 th	51			
8 th	59			
9 th	72			
10 th	67			
11 th	75			
12 th	79			

Core Reading Instruction and Curricula Grades K-5

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

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instuction)
KG	Do Not have One	Foundational Skills	60 Minutes
1 st	Do Not have One	Foundational Skills	60 Minutes
2 nd	Do Not have One	Foundational Skills	75 Minutes
3 rd	Do Not have One	Supplemental	75 Minutes
4 th	Do Not have One	Supplemental	75 Minutes
5 th	Do Not have One	Supplemental	75 Minutes

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	Do Not have One	Supplemental	60 Minutes
7 th	Do Not have One	Supplemental	50 Minutes
8 th	Do Not have One	Supplemental	50 Minutes
9 th	Do Not have One	Supplemental	50 Minutes
10 th	Do Not have One	Supplemental	50 Minutes
11 th	Do Not have One	Supplemental	50 Minutes
12 th	Do Not have One	Supplemental	50 Minutes

Data-Based Decision Making for Literacy Interventions

The Pelican Rapids School District follows a multi-tiered system of support framework, though Viking Elementary School has not recently engaged in MDE professional learning cohorts or conducted an official Self-Evaluation of MnMTSS for District Leadership Teams. Instead, the Instructional Leadership Team has conducted an extensive self-study, focusing on strengths and areas for growth over the past two years. While Viking Elementary's MTSS procedures have been viewed positively, it will be beneficial to review protocols with the entire staff to ensure all members, especially new ones, understand and follow the proper procedures.

Each grade level at Viking Elementary administers common formative assessments (CFAs) to gauge students' grasp of key concepts. The data from CFAs and benchmarks ensures Tier 1 instruction meets the expected rigor. If standards aren't met, concepts are revisited within Tier 1.

The school's MnMTSS model includes monthly grade-level collaboration meetings, where teachers, Title 1 teachers, ADSIS Interventions, and Special Education teachers analyze literacy benchmark and CFA data. Based on this data, decisions are made on which concepts need reteaching in Tier 1, and strategies are discussed. Tier 2 intervention, led by Title 1 teachers in small groups, targets students needing extra assistance. These groups meet daily for 25 minutes, with progress monitored biweekly. Intervention progress is reassessed on a monthly basis during the collaboration meetings, which allows for a fluid grouping model where all students are eligible to receive assistance with a skill that might prove difficult. Students who continue to struggle may access Tier 3 services.

ADSIIS interventionists provide daily one-on-one Tier 3 interventions, focusing on individual students' literacy needs. Placement in Tier 3 begins after fall benchmarking, prioritizing students with the greatest need. Weekly progress monitoring ensures interventions are effective. If no progress is observed after six weeks, a new intervention is considered, and Special Education referral may be warranted. Students exit Tier 3 after meeting benchmark targets for three consecutive weeks.

Monthly collaboration meetings facilitate discussions among teachers regarding student progress and social-emotional well-being, ensuring a holistic approach to each child's education.

Professional Development Plan

We will have Fastbridge training on August 29 for six hours to train teachers in the proper administration of the Fastbridge screeners. Teachers will use Fastbridge for our benchmark screening for the 2024-25 school year.

Teachers will have LETERS training through the state approved trainers, over the next two years. We are working with LETERS on training dates for the coming school year. These dates have not been set as of this date.

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	3	0	0	3
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	17	0	0	17
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	6	1	0	5
K-12 Special Education Educators responsible for reading instruction	4	1	0	3
Pre-K through grade 5 Curriculum Directors	0	0	0	0
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	12	0	0	12
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	4	0	0	4
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
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	6	0	0	6

Action Planning for Continuous Improvement

The Instructional Leadership team will be looking at a Reading/Writing Curriculum that aligns with the Science of Reading. Once LETERS training is completed, the Instructional Leadership team will be looking at approved curriculum with the knowledge that they have gained from their LETERS training.