

# 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)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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: South Koochiching Rainy River ISD 363**

**Date of Last Revision: 5.31.24**

## 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)](https://www.revisor.mn.gov/statutes/cite/120B.12).

## District or Charter School Literacy Goal

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

Northome Reading SIP Goal: The percentage of all students enrolled October 1  at Northome School that scored Meets or Exceeds on all Reading state accountability tests (MCA-III, MTAS) will increase from 22% in 2024 to 32% in 2025.

## 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 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:**  **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.*

Families are notified within the first 30 days of school how their child is performing in the area of reading. Students in grades K-8 also bring home monthly assessment information. All students in grades K-6 participate in a 25-minute intervention and enrichment block daily. Interventions are instructed by licensed teachers and interventionists. Students that are displaying signs of dyslexia and or performing below grade level, also have the opportunity to participate in additional intervention groups with our Title 1 specialist.

Families are provided with online resources that can be accessed from home along with hands on material upon request.

## 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 | 11 | 6 | 11 | 9 | 11 | 2 |
| 1st | 9 | 5 | 11 | 7 | 11 | 3 |
| 2nd | 12 | 7 | 14 | 8 | 12 | 3 |
| 3rd | 10 | 4 | 10 | 6 | 10 | 2 |

### 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 | 16 | 10 | 16 | 4 |
| 5th | 11 | 5 | 11 | 1 |
| 6th | 16 | 12 | 16 | 4 |
| 7th | 14 | 9 | 14 | 2 |
| 8th | 21 | 16 | 21 | 5 |
| 9th | 25 | 14 | 0 | 2 |
| 10th | 11 | 6 | 0 | 2 |
| 11th | 13 | 7 | 0 | 2 |
| 12th | 6 | 2 | 0 | 1 |

## 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 | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing. | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 1st | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 2nd | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 3rd | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 4th | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 5th | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |

## 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 | McGraw Hill- Wonders  UFli | Comprehensive literacy curriculum that includes foundational skills, phonics, phonemic awareness, fluency, comprehension, writing | 120 mins of literacy instruction daily; whole group and small group  Additional 25 minutes of small group, explicit reading intervention for all students daily |
| 7th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |
| 8th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |
| 9th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |
| 10th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |
| 11th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |
| 12th | McGraw Hill Study Sync | Reading comprehension, fluency, writing, speaking, communication. | 50 minute class period with intervention block available |

## Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](https://education.mn.gov/mde/dse/mtss/) (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)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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.*

SKRRD follows a MTSS model that is maintained/ managed by our Student Success Team (SST). Various data is used to determine best practice instruction for all students. Currently STAR Reading and Math are given once a month to determine student progress and instructional needs. Next year (24-25) we will be implementing Fast Bridge as our Screener as well as utilizing its interventions. Students also complete NWEA MAP testing in the Fall and Winter. In addition to these formal assessments, K-6 teachers utilize formative assessments from Wonders and Ufli. All K-6 students are placed in a specific intervention or enrichment small group that occurs 25 minutes a day. The data from the assessments listed above is what guides the groupings of students and the explicit instruction they receive. Student progress is evaluated and instruction is adjusted every 10 days. These interventions are implemented by general education teachers, ADSIS interventionists, Title 1, sped and any other supplemental staff available.

If there is an academic concern about a student, the classroom teacher is directed to follow the steps below.

**Student Success Team Process**

**Prior to SST Referral:**

1. Teacher will review the student’s CUM file, current and past academic/ behavior data and contact previous year’s teacher ( Is this a new behavior? What was tried? What worked? What didn’t? Etc) .

2. First best instruction in the classroom.

3. Tier 1 and Tier 2 interventions integrated in the classroom.

4. Work with your PLC team or support staff to try a new idea, strategy or suggestion.

5. Contact parents to communicate concerns regarding their child and to explain the SST process.

6. Contact a SST member for consultation and request a referral.

**How to refer a student to SST:**

1.  Consult with a SST member to request a referral.

2. Complete a referral (if you need support to complete the referral make sure to ask).

3. Return the completed referral to a SST member.

4. The SST will review the referral. If the team decides to move forward with the referral, the general education teacher will receive a Pre-referral Intervention Packet to complete and a date will be set to meet about specialized interventions. General education teachers will be required to document all Tier 2 interventions tried and data collected.

**At the Initial SST Meeting:**

1.     The teacher will provide an overview of the student concerns.

2.     SST referral will be reviewed as a group.

3.     The problem area will be determined and the baseline data will be shared.

4.     An intervention will be designed by the SST members and general education teacher.

5.     A date for the follow up SST meeting will be determined.

6.     The teacher will notify the parent of the outcome of the SST meeting.

7.     SST member (to be assigned) will connect with the classroom teacher 3-4 weeks into the intervention to check on the progress.

**At the follow-up SST Meeting:**

1.     Review the intervention data collected on the student.

2.     Discuss and determine the next steps:

a.     Intervention is working

i.   Continue the intervention

b.     Intervention is not working

I. Design a new intervention

ii. Tweak the intervention

iii. Refer for evaluation (after second intervention only- 12 weeks)

3.      Determine the follow-up date.

4.      The classroom teacher will notify the parent of the outcome of the SST meeting.

## 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.*

SKRRD currently has 5 staff members that have completed the LETRS training. The remaining reading teachers will complete the CORE Reading Program beginning August 20th, 2024 and completing it by May 16th, 2025. Teachers will be provided time within their contracted days and/ or will be compensated for their time outside of their contracted time. Teachers will complete the in-person trainings in November, February, March and May.

All K-6 instructors have also completed the certifications through Fast Bridge to ensure fidelity.

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) | 4 | 0 | 0 | 4 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 3 | 1 | 0 | 2 |
| K-12 Reading Interventionists | 3 | 0 | 0 | 3 |
| K-12 Special Education Educators responsible for reading instruction | 2 | 1 | 0 | 1 |
| Pre-K through grade 5 Curriculum Directors | 0 | 0 | 0 | 0 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 1 | 1 | 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 | 1 | 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 | 0 | 0 | 0 | 0 |
| Grades 6-12 Curriculum Directors | 0 | 0 | 0 | 0 |
| Employees who select literacy instructional materials for Grades 6-12 | 2 | 2 | 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.*

SKRRD needs to refine our 7-12 screening, assessment and curriculum. Right now we are having to find outside resources in order to meet the state standards. We need to find a comprehensive curriculum that will instruct in the different areas of literacy.

The district also continues to improve intervention resources. We have a team of teachers that are developing a “Intervention Library,” that can be accessed by all teachers to use with their intervention groups.