



Local Literacy Plan: 2024-25 School Year

Menahga Public Schools

Revised: May, 2024

Menahga Public Schools Literacy Goal

Menahga School District 821 is committed to ensuring that every child becomes a proficient reader by the end of 3rd grade, demonstrating at least a year's worth of growth and closing achievement gaps. We are dedicated to building and strengthening our evidence-based practices, ongoing assessment, and data analysis to continuously improve our literacy instruction and support all students in achieving their full potential as readers, writers, listeners, and speakers.

Core Values:

Equity: *We believe that all students, regardless of background or ability, deserve access to high-quality literacy instruction that meets their individual needs.*

Data-Informed Decision Making: *We are committed to using assessment data to inform instructional decisions and monitor student progress toward literacy goals.*

Comprehensive Literacy Instruction: *We believe that structured literacy provides a researched based framework for effective reading instruction. This belief has guided us in implementing a literacy framework that focuses on foundational skills and providing instruction in key areas of phonemic awareness, phonics, fluency, vocabulary, and oral language development, and reading comprehension.*

Continuous Improvement: *We are committed to continuously reviewing and adjusting our instructional practices to better meet the needs of our students and improve reading outcomes.*

Goals and Objectives:

Grade-Level Reading Proficiency: *Ensure that every child reads at or above grade level by the end of 3rd grade, demonstrating at least a year's worth of growth.*

Closing Achievement Gaps: *Address and close achievement gaps by providing targeted support and interventions to students who are not meeting grade-level reading expectations.*

Data-Informed Instruction: *Use ongoing assessment and data analysis to monitor student progress, identify areas of strength and weakness, and make informed instructional decisions.*

Comprehensive Literacy Instruction: Provide comprehensive literacy instruction that addresses skills at the word, sentence, and idea levels in all grades, ensuring that students develop the necessary foundational skills for reading success.

Menahga SMART goals for the 2024-2025 School Year

- *Begin training PreK-grade 6 staff, Title I, Special Education, and support staff in OLLA, Advancing Language and Literacy with the goal of completion Summer 2025.*
- *Conduct FAsbridge screening for all students in PreK- sixth grade as required during the 2024-2025 school year*
- *In spring of 2025, update literacy plan with goals to extend training opportunity to additional staff as required*

Implementation Strategies:

Ongoing Assessment: Utilize a combination of formal instruments and informal strategies to assess student literacy skills and monitor progress over time.

Data Analysis: Regularly review and interpret assessment data to identify trends, patterns, and areas needing improvement, and use this information to guide instructional planning and intervention strategies.

Professional Development: Provide ongoing professional development opportunities for teachers to enhance their literacy instruction skills, including training in structured literacy and evidence-based practices and strategies for differentiated instruction.

Targeted Interventions: Implement targeted interventions and support services for students who are struggling with reading, including small-group instruction, one-on-one tutoring, and specialized literacy programs utilizing teacher small group instruction, interventionists, and our reading specialist.

Collaboration and Communication: Foster collaboration among teachers, administrators, parents, and community members to support student literacy development and share best practices in literacy instruction.

Monitoring and Evaluation:

Progress Monitoring: Regularly monitor student progress toward literacy goals through ongoing assessment and data analysis, adjusting instructional strategies and interventions as needed.

Evaluation of Instructional Practices: Evaluate the effectiveness of current instructional practices in improving reading outcomes and closing achievement gaps, making adjustments as necessary to better meet student needs.

Stakeholder Feedback: Seek feedback from teachers, students, parents/guardians, and community members to assess the impact of literacy initiatives and identify areas for improvement.

Conclusion:

The Menahga School District 821 Literacy Plan reflects our commitment to ensuring that every child becomes a proficient reader by the end of the school year and closes achievement gaps. By employing evidence-based practices, ongoing assessment, and data analysis, we will continuously improve our literacy instruction and support all students in achieving their full potential as readers, writers, listeners, and speakers. We invite all stakeholders to join us in this important work as we strive to empower every student with the essential literacy skills for success.

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? |
|--|--|--|---|---|
| FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) Fast Bridge: aReading | <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 <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: Fast Bridge: aReading | <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 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 <input checked="" type="checkbox"/> Last 6 weeks of School (Spring) |

Parent Notification and Involvement

The Menahga School Literacy Plan is committed to fostering a lifelong love of reading and writing among our students while equipping them with the necessary literacy skills to succeed academically and thrive in a diverse, global society.

Core Values:

Literacy as Empowerment: We believe literacy is the cornerstone of academic achievement, critical thinking, and self-expression.

Inclusivity: We celebrate diversity in literacy practices and honor the unique backgrounds and experiences of our students.

Collaboration: We recognize the importance of collaboration among educators, families, and the community to support literacy development.

Continuous Improvement: We are dedicated to employing evidence-based practices and ongoing assessment to continuously improve our literacy instruction.

Joy of Learning: We strive to create joyful and engaging literacy experiences that inspire a lifelong passion for reading and writing.

Goals and Objectives:

Promote Literacy Across the Curriculum:

- Integrate literacy instruction into all content areas to reinforce reading and writing skills across the curriculum.
- Provide professional development opportunities for teachers to enhance their literacy instruction strategies in various subjects.

Individualized Literacy Support:

- Implement a tiered approach to literacy intervention, providing targeted support to students who are struggling with reading and writing.
- Utilize data-driven assessments to identify students' specific literacy needs and tailor intervention strategies accordingly.

Foster a Culture of Reading and Writing:

- Create a rich literacy environment within the school and classroom, including well-stocked libraries, and literary displays.
- Promote independent reading and writing through structured literacy activities, book clubs, and writing workshops.

Implementation Strategies:

Data Analysis: Regularly assess students' literacy skills using a variety of formative and summative assessments to inform instructional decisions and intervention strategies.

Family Engagement: Engage parents/guardians in their children's literacy development through regular communication, workshops, and resources for supporting literacy at home.

Community Partnerships: Collaborate with local libraries and literacy organizations to provide additional resources, programs, and literacy events for students and families.

Monitoring and Evaluation:

Progress Monitoring: Monitor students' literacy progress through ongoing assessment and data analysis, adjusting instructional strategies and interventions as needed.

Stakeholder Feedback: Seek feedback from teachers, students, parents/guardians, and community members to evaluate the effectiveness of literacy initiatives and identify areas for improvement.

Reflection and Adaptation: Reflect on assessment data and stakeholder feedback to make informed adjustments to the literacy plan, ensuring alignment with the evolving needs of our students and community.

Conclusion:

The Menahga School Literacy Plan reflects our commitment to empowering students with the essential literacy skills they need to succeed academically and personally. By fostering a culture of reading and writing, providing individualized support, and engaging families and the community, we aim to cultivate lifelong learners who are confident and proficient in their literacy abilities. We invite all stakeholders to join us in this important journey as we work together to nurture a love of literacy in every student.

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 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 st | 64 | 36 | 67 | 59 | 64 | 3 |
| 2 nd | 77 | 56 | 76 | 65 | 77 | 4 |

| | | | | | | |
|-----------------|----|----|----|----|----|---|
| 3 rd | 68 | 49 | 65 | 50 | 68 | 4 |
|-----------------|----|----|----|----|----|---|

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 | 73 | 14 | 32 | 7 |
| 5 th | 68 | 23 | 24 | 9 |
| 6 th | 77 | 12 | 29 | 12 |
| 7 th | 70 | 16 | 0 | 0 |
| 8 th | 78 | 12 | 0 | 0 |
| 9 th | 71 | 8 | 0 | 0 |
| 10 th | 76 | 13 | 0 | 0 |
| 11 th | 67 | 11 | 0 | 0 |
| 12 th | 54 | 9 | 0 | 0 |

Core Reading Instruction and Curricula Grades K-5

| 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 | S.P.I.R.E. Kilpatrick, Heggerty, Journeys | S.P.I.R.E. Kilpatrick, and Heggerty are used to provide foundational skills. Journeys is used to provide instruction on comprehension. | 60-80 minutes small group differentiated instruction, foundational skills 30-40 minutes whole class |
| 1 st | S.P.I.R.E. Kilpatrick, Heggerty, Journeys | S.P.I.R.E. Kilpatrick, and Heggerty are used to provide foundational skills. Journeys is used to provide instruction on comprehension. | 60-80 minutes small group differentiated instruction, foundational skills 30-40 minutes whole class |
| 2 nd | S.P.I.R.E. Kilpatrick, Heggerty, Journeys | S.P.I.R.E. Kilpatrick, and Heggerty are used to provide foundational skills. Journeys is used to provide instruction on comprehension. | 60-80 minutes small group differentiated instruction, foundational skills 30-40 minutes whole class |
| 3 rd | S.P.I.R.E. Kilpatrick, Heggerty, Journeys | S.P.I.R.E. Kilpatrick, and Heggerty are used to provide foundational skills. Journeys is used | 50 minutes small group differentiated instruction, foundational skills 40 minutes whole class |

| | | | |
|-----------------|----------|--|--|
| | | to provide instruction on comprehension. | |
| 4 th | Journeys | Journeys Comprehensive | 45 minutes small group differentiated instruction 45 minutes whole class |
| 5 th | Journeys | Journeys Comprehensive | 20 minutes small group differentiated instruction, 70 minutes whole class |

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 | Teacher created | Comprehension, Vocabulary, Writing, Morphology | 90 minutes, whole and small group |
| 7 th | HMH/Read 180 | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |
| 8 th | HMH/Read 180 | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |
| 9 th | Teacher created | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |

| | | | |
|------------------|-----------------|--|--------------------------------------|
| 10 th | Teacher created | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |
| 11 th | Teacher created | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |
| 12 th | Teacher created | Comprehension, Vocabulary, Writing, Morphology | 50 minutes, whole and small group |

Data-Based Decision Making for Literacy Interventions

Staff development time at District 821 has been devoted to ensuring our staff have knowledge of how to use data to make decisions on instruction for each student. During these meetings, teachers have brought their progress monitoring, classroom assessment and any other relevant information needed in order to problem solve or assign interventions. Also, during this time, teachers use the research to assist them in making decisions about the needs for the students. Standards are an expectation that all teachers are teaching the MN State Standards. We will be dedicating time, during the school year, to the ELA standards. We will ensure the standards are aligned to our current curriculum and ensure there are no gaps. The school may also receive support from Sourcewell, in order to create units and rubrics aligned to our standards, using our alignment. The end-of-year goals / outcomes for each grade level will be consistent with the state academic standards and scope and sequence for the reading program.

Intervention supports are aligned specifically to the students' needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students not meeting these standards / outcomes will be recommended for Targeted Services, an after-school tutorial program that runs all year. They will also receive assistance with certified staff in Title I with supplemental activities / intervention materials. If a student is significantly below grade level, he / she may be referred for special education testing and instruction.

Diagnostic assessments are used by grade level teams and the Intervention team to match students to interventions. Students will be monitored by benchmark and progress monitoring data to watch students at all levels: benchmark, some risk, and high risk. All students will be monitored by benchmark assessments three times a year. Any student scoring in a risk category, will be progress monitored either bi-weekly or weekly, depending on the recommendation of the Problem-Solving team. Specific evidence-based interventions are aligned to each tier of intervention and will be incorporated as needed. Students most in need of additional instruction will receive intervention support outside the reading block. They will receive 90-120 minutes of literacy instruction daily plus

interventions to target deficits in literacy.

Professional Development Plan

In collaboration with Sourcewell, the Menahga School District will be Providing training during the 2024-2025 school year for all classroom literacy teachers in Preschool- sixth grade using the Minnesota State approved OL-LA training. Additionally, all interventionists and special education staff in grades K-12 will be trained.

Menahga Public Schools will continue to use Science of Reading based curriculum and interventions in literacy with all students, utilizing our Kilpatrick, SPIRE, and Read Live Naturally resources.

| 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 | 0 | 0 | 1 |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 15 | 7 | 0 | 8 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 9 | 1 | 0 | 8 |
| K-12 Reading Interventionists | 2 | 2 | 0 | 0 |
| K-12 Special Education Educators responsible for reading instruction | 9 | 1 | 0 | 8 |
| Pre-K through grade 5 Curriculum Directors | 0 | 0 | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 2 | 0 | 0 | 2 |
|---|---|---|---|---|

| 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 | 21 | 0 | 0 | 21 |
| 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 | 4 | 0 | 0 | 4 |
| Grades 6-12 Instructional support staff who provide reading support | 1 | 0 | 0 | 1 |
| Grades 6-12 Curriculum Directors | 1 | 0 | 0 | 1 |
| Employees who select literacy instructional materials for Grades 6-12 | 1 | 0 | 0 | 1 |

Action Planning for Continuous Improvement

Core Values:

Collaboration: We believe that collaboration between parents, the school, and the community is essential to student success.

Parental Involvement: We value the active involvement of parents in their children's education and strive to empower them as partners in the learning process.

Transparency: We are committed to transparent communication and sharing information about Title I policies, practices, and student assessments with parents and the community.

Equity: We are dedicated to ensuring that all students have access to high-quality education and support services, regardless of their background or circumstances.

Goals and Objectives:

Establish Partnerships with Parents and the Community:

- Provide opportunities for parents and community members to actively participate in school activities, events, and decision-making processes.
- Collaborate with parents to develop strategies for supporting student learning at home and at school.

Promote Title I Awareness and Engagement:

- Share information about Title I policies, practices, and resources with parents through informational tables at Open House and parent conferences, as well as school publications and social media channels.
- Invite parents to participate in the Parent Advisory Committee to provide input on literacy and Title I program decisions.

Utilize Support Services:

- Engage Paraprofessionals, Americorps staff and Foster Grandparents to support student literacy by listening to children read throughout the day, providing additional support and encouragement.

Transparency in Student Assessment:

- Make district assessments required by the Minnesota Department of Education (MDE) publicly available through the district website and MDE school report card.
- Share each student's individual assessment scores with parents through Individual Student Reports (ISRs) and during Parent-Teacher conferences.

Implementation Strategies:

Informational Tables and Invitations: Set up informational tables during Open House and parent conferences to share Title I policies and practices, with Title I teachers available to meet with parents. Send invitations directly to families through school publications, local newspapers, and

social media.

Parent Advisory Committee: Invite parents to join the Parent Advisory Committee to provide input on literacy and Title I program decisions, fostering collaboration between parents and school staff.

Utilization of Support Services: Engage Paraprofessionals, Americorps staff and Foster Grandparents to provide additional support for student literacy by listening to children read throughout the day, enhancing the school's resources for student learning.

Transparency in Student Assessment: Make district assessment results accessible to the public through the district website and MDE school report card. Share individual student assessment scores with parents through ISRs and Parent-Teacher conferences to facilitate informed decision-making about their child's education.

Monitoring and Evaluation:

Regularly assess the effectiveness of parent and community partnership initiatives through feedback from parents, staff, and community members. Monitor participation rates in Title I events and activities to gauge the level of engagement and adjust strategies as needed to better meet the needs of students and families.

Conclusion:

Menahga Elementary is committed to fostering strong partnerships between parents, the school, and the community to support student success. By promoting Title I awareness and engagement, utilizing support services, and ensuring transparency in student assessment, we aim to empower parents as active partners in their children's education. Together, we can create a supportive learning environment where every child can thrive and achieve their full potential.