



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: Northland Learning Center ISD 6070

Date of Last Revision: 6/3/24

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

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

NLC will have effective and relevant instruction within a positive school climate that will lead students to career readiness.

NLC staff will learn and implement a universal screening process, using FastBridge, to ensure accessibility and equitable identification of reading proficiency and dyslexia across all student groups. Data will be disaggregated to identify and address disparities among Native American students.

NLC will use evidence-based intervention methods to support students not reading at grade level and will monitor progress equitably. We will ensure that interventions are effective for all students, including Native American.

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.

Students in our Setting 4 programs at NLC are already identified as having a disability and have an IEP. These families receive 3 progress reports and have an annual IEP meeting each year. Staff also communicate with families through digital messages via email or text messages and send newsletters.

7-12 grade students in our ALC program communicate with families through digital messages via email or text message. They also send newsletters to families to share strategies to use at home.

All students and families are encouraged to attend school events that are held throughout the school year to build relationships and provide opportunities to communicate.

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						
1 st						
2 nd						
3 rd						

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 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
1 st	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
2 nd	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
3 rd	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
4 th	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
5 th	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes 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)
6 th	A-Z Reading; Renaissance; Sonday; STAR Autism Support	Foundational skills, knowledge building, Functional skills	40 minutes whole class; 20 minutes differentiated
7 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	40 minutes
8 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	40 minutes
9 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	40 minutes
10 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	40 minutes
11 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	40 minutes

12 th	180 days of Reading by Shell Education; Prestwick House Literature; Autism Helper	Spelling, word study, comprehension, word ladders, writing	
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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.

Northland Learning Center is in the beginning stages of implementing the MnMTSS framework. They worked with a Coordinator Early Intervening Services to establish baseline, tiered thresholds for students and began using this in their child study meetings. The data component to place students into tiered interventions has been identified as needing improvement.

The STAR assessment system was used to gather Fall/Winter/Spring data for students. Progress monitoring was completed three times during the year. A tiered system of support was not implemented for the 23-24 school year.

Moving into 24-25, NLC will be implementing FastBridge for all students and they will have a fall/winter/spring benchmark data. Students who are identified as needing interventions will participate in daily interventions and have weekly progress monitoring completed following the MnMTSS framework. Fidelity will be monitored by CEIS/Literacy lead, along with building data team, who will review data and bring it to child study meetings for the team to monitor and plan.

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.

Early Childhood Special Education Teachers, Coordinator, and Assistant Director will participate in LETRS for Early childhood. Our district is collaborating with other local school districts that are part of our Special Education Cooperative to create our cohort. Training will begin in August during our professional development time and staff will have PLC and Workshop time dedicated to completing the asynchronous part of the training. Synchronous learning time is scheduled during workshop days throughout the school year. Our expected completion is May 27, 2025.

Special Education staff, Coordinators, Assistant Director, and related service providers who provide language/literacy instruction will be completing the CAREI-ALL professional development course. This group will be partnering with ISD 712 to create our own local cohort. The kickoff synchronous training is scheduled for August 26, 2024. Staff will have PLC and Workshop time dedicated to completing the asynchronous part of the training. Synchronous learning time is scheduled during workshop days throughout the school year. Our expected completion is May 14, 2025.

To support staff, time to complete all aspects of the training is built into the school year using staff development and PLC time. Staff who need more time, or support, will be provided with that on an individual basis. Our district leadership will participate in training to further their understanding and learning as they coach staff who are implementing structured literacy components into their classrooms. Data will be collected from both staff and students with classroom observations, surveys, benchmark and progress monitoring data. (k-12 will be implementing FastBridge)

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	13			13
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)				
Grades 4-5 (or 6) Classroom Educators (if applicable)				
K-12 Reading Interventionists/Other				
K-12 Special Education Educators responsible for reading instruction	20			20
Pre-K through grade 5 Curriculum Directors	2			2
Pre-K through grade 5 Instructional Support Staff who provide reading support				

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	4			4
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				
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	3			3

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.

NLC will continue its work around data-driven instruction and learning how to implement the MnMTSS framework into our unique setting. Benchmark assessments will be completed Fall/Winter/Spring for all students using Fastbridge. We will begin our work around using this data to plan Interventions and complete weekly progress monitoring for our 7-12 ALC students who are receiving intervention. Staff will be trained and supported to use this data to differentiate instruction as well as provide tiered interventions for students.

We are focused on strengthening our curriculum to better support the learners in our school. We will also have an NLC staff member who will spend some time as a literacy lead to support staff in this work. Admin staff will complete professional development along with staff to better support in this journey.

We are committed to building a positive school climate and have many staff being trained in Restorative Circles this summer. We will begin implementation of Circle practices in the 2024-25 school year.