



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: 318

Date of Last Revision: June 2023

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 percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade K, will increase from 69.7% in Spring 2024 to 75% in Spring 2025.

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade 1 will increase from 66.9% in Spring 2024 to 75% in Spring 2025.

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 2 will increase from 62.1% in Spring 2024 to 70% in Spring 2025.

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 3 will increase from 60.9% in Spring 2024 to 70% in Spring 2025.

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading areading assessments grade 2 will increase from 70% in Spring 2024 to 75% in Spring 2025.

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading areading assessments grade 3 will increase from 60.2% in Spring 2023 to 65% in Spring 2024.

The percentage of students enrolled at ISD 318 who show grade-level proficiency Reading MCA tests grade 3 will increase from 50.5% in 2024 to 60% in 2025, with no student group (FRP, American Indian, Special Education) below 85%, by 2025. (*Data based on preliminary MCA results.) Preliminary data for subgroups not available at the time of reporting. ISD 318 state and local assessments gauge rigorous understanding of the MN Academic standards, however, we will not be constrained by their set standards of proficiency. We will challenge our students at all ability levels before, during, and after evidence of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high-quality core instruction and intervention supported by evidence-based Tier 2 and 3 interventions. Classroom and tiered instruction are driven by frequent analysis of the data from these assessments and progress-monitoring. Using triangulated assessment data, students receive interventions using a tiered continuum of intensified support through our district's Multi-tiered Systems of Support (MTSS). Our MTSS and building level Data Action Response and Review Teams (D.A.R.R.T) help ensure all students make growth, all students receive the interventions they need and follow the problem-solving process with fidelity.

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)	<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?
Name of Screener: Star Reading is used to initially assess all students in grades 4-12. Students below the 25%ile will be administered the Fastbridge (CBM) screener. However, we have improvement to ensure practice is universal\ beginning the Fall 2024.	<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 checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" 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 (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.

- Parent communication research shows that involving parents in the education process has a positive effect on student achievement. ISD 318 believes pursuing effective parent involvement strategies will contribute to improved student learning in our special education and free/reduced lunch populations and all students in the district. Results of individual student MCA, FastBridge, and STAR assessments are shared with families. Families are provided the opportunity to discuss the results with their child's teacher at fall conferences. The state standards report card from MDE is posted on the district website. District 318 report cards provide literacy proficiency results to families of K-1 students three times per year and for grades 2-12, four times per year. Families of students receiving Title or ADSIS interventions receive periodic progress reports including an introductory letter regarding programming and how students were selected for participation. Members of Reading Corps provide periodic progress monitoring charts to families. Special education students receive progress monitoring reports and annual meetings with families and parent teacher conferences in the fall. Annually, our schools that receive School-Wide Title funding, review Title and district parent involvement plans and provide feedback for revisions. Through this work, strategies are developed, implemented, and monitored through building site teams, PTC's, the World's Best Workforce Committee, and the School, Family, Community Partnership. Recommendations and revisions to strategies are disseminated to staff and families via parent newsletters and the district website. Parent involvement initiatives are prevalent in the district and include all day, every day kindergarten, Project Read, Invest Early, ECFE, Parent Portal, Instant Alert, AmeriCorp, Summer Library Reading Program Special Events, Parent Involvement Days, Family Literacy Nights at all elementary buildings. Efforts will be made to secure community members to engage with all students. Ensuring events occur in a variety of settings and times increases parent participation. Every opportunity will be taken to inform families in how they can best support their children's literacy growth through structured literacy practices at home, reinforcing concepts and using common language across settings promotes growth.

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	274	153	267	186	274	30
1 st	254	131	254	170	245	41
2 nd	290	152	285	177	290	46
3 rd	308	146	307	120	308	52

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	140	93	91	65
5 th	147	107	105	85
6 th	16	12	0	0
7 th	32	28	0	0
8 th	25	24	0	0
9 th	9	6	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	0

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

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	Journey's, Orton-Gillingham	Adopting Wit and Wisdom Fall of 2024, Orton-Gillingham will remain foundational	70min+30 minute intervention block
1 st	Journey's, Orton-Gillingham	Adopting Wit and Wisdom Fall of 2024, Orton-Gillingham will remain foundational	70min+30 minute intervention block
2 nd	Journey's, Orton-Gillingham	Adopting Wit and Wisdom Fall of 2024, Orton-Gillingham will remain foundational	70min+30 minute intervention block
3 rd	Journey's,	Adopting Wit and Wisdom Fall of 2024	70min+30 minute intervention block

4 th	Journey's,	Adopting Wit and Wisdom Fall of 2024	70min+30 minute intervention block
5 th	Journey's,	Adopting Wit and Wisdom Fall of 2024	70min+30 minute intervention block

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	Adopting Wit and Wisdom Fall of 2024	45 minute + 45 intervention time
7 th	Teacher created	Adopting Wit and Wisdom Fall of 2024	45 minutes
8 th	Teacher created	Adopting Wit and Wisdom Fall of 2024	45 minutes
9 th	Teacher created	Using a variety of resources teachers have collaborated in the creation of resources to meet the Mn state standards.	45 minutes
10 th	Teacher created	Using a variety of resources teachers have collaborated in the creation of resources to meet the Mn state standards.	45 minutes
11 th	Teacher created	Using a variety of resources teachers have collaborated in the creation of resources to meet the Mn state standards.	45 minutes
12 th	Teacher created	Using a variety of resources teachers have collaborated in the creation of resources to meet the Mn state standards.	45 minutes

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.

Over the past two years, ISD #318 has experienced several successes specific to our MnMTSS framework and implementation. The journey started in our K-5 elementary buildings and in the last year we have made significant movement as we say, "up and to the right" at the middle and high school levels. Before starting the MnMTSS grant, we had created a MTSS handbook and numerous other resources for staff and parents, we have continued to revise and strengthen those resources, using information gained from our MnMTSS grant's professional development and resources shared from other coordinators. We have worked to establish our district's linked teams and the work of those teams. We have implemented meetings three times a year to inform staff so they can lead out at the building level and allow input. We have embraced shared leadership and voice as we have led our efforts.

A noteworthy success has been the work of our building level MTSS teams and Data Action Response and Review Teams. In the past we did not have multiple district and building teams working together to ensure no child falls between the cracks in our system. See links describing our [MTSS monthly structure](#) and sample [District Strategy/MTSS team agenda](#).

- Another area of significant growth has been our Tier II structure and teams. We know you cannot intervene your way out of a Tier 1 problem, but we did know that creating systematic and equitable Tier II/III practices could be an easy, high impact win leading to buy-in from other staff and increased student success, so we prioritized developing systems within these two tiers. A recent addition to our MTSS handbook is a folder containing a detailed description of our universal screening to intervention process (see link) [23-'24 Universal Screening to Placement Meeting](#).

Resources such as those in the links provided shared information to ensure the framework we are creating is sustainable and not dependent on the knowledge or leadership of individuals.

During the past two years, we have worked to build our MTSS resources within our MTSS Drive. The resources in this shared district Drive, among many other things house our MTSS handbook, testing fidelity procedures, student PowerPoints, video tutorials, gifted and talented processes, links and resources, and professional development. As we provide training for staff, we are careful to include resources within the Drive that can be easily referenced.

2023-2024 has brought with it one of our greatest successes, data literacy. While preparing for this school year it became clear that the understanding of staff regarding key district MTSS processes, resources and data literacy, their ability to successfully navigate eduCLIMBER, our data warehouse, testing resources and ensure fidelity were inconsistent across sites. In our quest to provide an equitable experience to our students and families, we knew we had some work to do to shore up understanding, build capacity and increase engagement with all things MTSS. As a result, we developed early out cycles designed to ensure clarity and consistency in our MTSS framework K-12 (link for early out cycle 1 [ISD #318 Early Out Cycle](#)). Feedback for the content of these cycles has been overwhelmingly positive. Our staff appreciate that the district is attempting to get everyone on the same pages, has consistent expectations across buildings, is encouraging data-driven conversations, and pursuing equity for our students.

Yet another noteworthy success has been in our work at Tier I. As we began diving into data, it quickly became clear that we had a Tier I problem in buildings and grade levels across the district. The most obvious was in our reading test scores K-5, a direct result of our failure to implement instructional methods and resources aligned to the science of reading. In response, we decided to fix the problem from the ground up, we adopted Orton-Gillingham K-2 and worked to ensure 100% of our K-2 classroom teachers, interventionists and special education teachers received the 30 hours of training. Our Tier I journey is detailed in the two linked articles [IMSE Article](#) and [KAXE interview](#). As we mention in the KAXE interview, we have a ways to go in ensuring our teachers have the right resources in their hands and knowledge in regards to the most impactful methods for teaching reading, but we have a great start and our data tells a story of which we are proud!

The last significant success we will share (there are countless more), is specific to our administration. In these past two years we have worked to train out administration on the MnMTSS framework and have linked this framework to our district's strategic goals and teaching and learning model (See below). We have reestablished the role of administrators in these frameworks as instructional leaders and worked to move their focus from a traditionally managerial approach to one focused on teaching and learning, equity, and excellence. We have led numerous book studies, *The Art of Coaching Teams*, *Dare to Lead*, *How Leadership Works a Playbook*, all focused on changing the mindset of our administrators regarding their role and increasing their capacity to lead our teachers in more impactful ways. From this new learning, we have implemented classroom walkthroughs, the early out cycles (detailed above) and recommitted to and recommunicated the roles and responsibilities of district and building linked teams.

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.

ISD #318 has a comprehensive plan for professional development specifically related to the CAREIALL trainings and more. The attached calendar [Read Act CAREIALL PD Timeline](#) describes our roll out of phase 1 implementation. Additionally, our Wednesday early outs are utilized for professional development. The attached calendar draft [2024-2025 Early Out Cycles - DRAFT](#) details this pd. All professional development aligns directly with our district's strategic directions and results from the MnMTSS SEMI evaluations.

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	30	0	30	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	40	3	37	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	22	2	20	0
K-12 Reading Interventionists	13	0	13	0
K-12 Special Education Educators responsible for reading instruction	45	0	45	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	20	0	20	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	35	0	21	21
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	8	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	0	0	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.

The evidence is clear, our current ELA curriculum fails to meet expectations in all areas specifically knowledge building and vocabulary development. As a result, we established an ELA adoption committee, reflective of all grade levels, and met numerous times to adopt one of the state's approved curricula. The team unanimously decided on the adoption of Wit and Wisdom grades K-8 and Orton-Gillingham as our foundation curriculum in grades K-2. Both resources will be fully implemented in Fall 2024. In the adoption of this curriculum, we are working with vendors to ensure our teachers receive comprehensive professional development in order to fully implement this curriculum to fidelity. In grades 9-12, we must develop a plan for the adoption of a research based ELA curriculum.