**DEPARTMENT OF EDUCATION**

# 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:  Fertile – Beltrami School #599**

**Date of Last Revision:          Spring 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

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

The Fertile-Beltrami School will provide research-based reading instruction, assessments, and curriculum aligned with the MN K-12 Academic Standards in English Language Arts for all students. Research based interventions on a tiered continuum will be provided for students not performing at grade level expectations. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments.

# Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8<sup>th</sup> Edition
☐ DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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<br>☐ Grade 1<br>☐ Grade 2<br>☐ Grade 3 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Universal Screening<br>☐ Dyslexia Screening | ☐ First 6 weeks of School (Fall)<br>☐ Winter (optional)<br>☐ Last 6 weeks of School (Spring) |
| **DIBELS Data System (DDS) with DIBELS 8th Edition** | ☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☐ Grade 3 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Universal Screening<br>☐ Dyslexia Screening | ☐ First 6 weeks of School (Fall)<br>☐ Winter (optional)<br>☐ Last 6 weeks of School (Spring) |
| **FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)** | ☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☒ Grade 3 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Universal Screening<br>☒ Dyslexia Screening | ☒ First 6 weeks of School (Fall)<br>☒ Winter (optional)<br>☒ 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:** | ☒ Grade 4<br>☐ Grade 5<br>☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☐ Grade 9<br>☐ Grade 10<br>☐ Grade 11<br>☐ Grade 12 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☒ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒ Universal Screening<br>☐ Dyslexia Screening | ☒ First 6 weeks of School (Fall)<br>☒ Winter (optional)<br>☒ Last 6 weeks of School (Spring) |
| **Name of Screener:** | ☐ Grade 4<br>☐ Grade 5<br>☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☐ Grade 9<br>☐ Grade 10<br>☐ Grade 11<br>☐ Grade 12 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Universal Screening<br>☐ Dyslexia Screening | ☐ First 6 weeks of School (Fall)<br>☐ Winter (optional)<br>☐ 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.*

Individual student progress and information for parents will be communicated to parents/guardians in a variety of ways.

Fertile-Beltrami holds Parent-Teacher conferences K-12 twice each academic year. Parents or guardians are invited by their child's classroom teacher to attend a 15-20 minute conference to discuss academic successes or concerns.  At the conference, reading targets will be discussed. If their child is below reading targets, parents will be informed of the assessment instruments, the results, and the planned intervention. Progress monitoring procedures, the expected timeline of the intervention, and intervention exit criteria will be discussed. An opportunity for parents to express their perception and ask questions will be provided. Strategies for parents to assist in their child's achievement will also be provided, which will depend on the grade of each child. Lexia is an online program that the school uses which is self-paced. Also, IXL Language Arts has numerous skills for students to work on to improve their reading skills.

Report cards of each student's progress toward literacy standards are provided to parents at the end of each quarter, and are explained at Parent-Teacher conferences.

Classroom teachers will continue to send home class information sheets, Share Sheets/Classroom Newsletters, on a regular basis. These newsletters include announcements, information on happenings and instruction, as well as ideas and strategies to help their child improve their reading.

The school website will have teacher email addresses and school phone numbers available.

An Open House will be held each Fall to introduce parents, students, and teachers. Teachers give out their school email addresses and phone numbers at this time, too. Some teachers also use texting communication if both parent and teacher agree to that mode of communication.

# 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 | 36 | 14 | 33 | 28 | 36 | 6 |
| 1st | 42 | 33 | 42 | 40 | 42 | 2 |
| 2nd | 35 | 22 | 34 | 23 | 35 | 5 |
| 3rd | 23 | 15 | 23 | 15 | 23 | 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 |
|---|---|---|---|---|
| 4th | 38 | 12 | 13 | 6 |
| 5th | 0 | 0 | 0 | 0 |
| 6th | 0 | 0 | 0 | 0 |
| 7th | 0 | 0 | 0 | 0 |
| 8th | 0 | 0 | 0 | 0 |
| 9th | 0 | 0 | 0 | 0 |
| 10th | 0 | 0 | 0 | 0 |
| 11th | 0 | 0 | 0 | 0 |
| 12th | 0 | 0 | 0 | 0 |

# 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 | Benchmark Literacy | Foundational and comprehensive | 90 min whole class, 45 min differentiated instruction |
| 1st | Benchmark Literacy | Foundational and comprehensive | 90 min whole class, 45 min differentiated instruction |
| 2nd | Benchmark Literacy | Foundational and comprehensive | 90 min whole class, 45 min differentiated instruction |
| 3rd | Benchmark Literacy | Foundational and comprehensive | 90 min whole class, 45 min differentiated instruction |
| 4th | Benchmark Literacy | Foundational and comprehensive | 90 min whole class, 45 min differentiated instruction |
| 5th | Benchmark Literacy | Foundational skills and comprehensive | 90 min 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) |
|---|---|---|---|
| 6th | Benchmark, Common Lit, novels to meet standards | Comprehension, vocabulary, writing, main ideas and details | 90 min block |
| 7th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |
| 8th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |
| 9th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |
| 10th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |

| | | | |
|---|---|---|---|
| 11th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |
| 12th | Prentice Hall, novels, poetry, and short stories which meet the Standards for Literature, Writing, Speaking/Viewing/Listening/Media Literacy, Language | Comprehension, vocabulary, writing, main ideas and details | 45 min class period |

# 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.*

In grades Kindergarten – 4th grade, we utilize a MTSS that we call, Tier Time. Students in Kindergarten are pulled out of the classroom for 20 minutes daily, 1st grade students are pulled out for 30 minutes daily, and 2-4th graders are pulled out for 40 minutes daily for reading support. A Title I teacher is responsible for these Tier Time groups.

Each classroom will teach literacy through whole class, small group, and individual instruction. Students will participate in Shared Reading, Interactive Reading, Guided Reading/Book Clubs, and independent Reading in grades K-3. The 5 elements of reading, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, will be taught within the core instruction. Using screening materials 3 times a year will help the classroom teachers and Title I teacher determine if a child is not meeting the reading goals for each grade level. Also, other classroom assessments are used to determine if a child needs extra literacy support.

If students are not meeting grade level Reading targets based on screening and assessments, each grade level team will determine if an intervention is needed. Targeted group instruction will be in addition to the core instruction and will provide intensive reading strategy instruction that will accelerate reading progress. Progress monitoring will occur weekly. When targets are met, based on weekly progress monitoring or benchmark assessments, the student will be exited from the intervention.

# 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.*

The Fertile-Beltrami elementary staff will receive training through the CAREI-ALL program, which is through the U of MN Twin Cities, as phase 1. The training will begin in the Fall 2024, and will conclude in July 2025. Staff will receive 2 hours of staff development per month, with 2-4 hours outside school hours for additional work to be completed.

Our staff will utilize the training received through CAREI-ALL in teaching literacy, and we will embrace and implement new approved curriculum to the best of our abilities. We will continue to use FastBridge for Benchmarking and Progress Monitoring. At our local Literacy meetings, we will also look at the data to for common gaps and will implement a plan for those students.

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 | 1 | 0 | 0 | 1 |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 8 | 0 | 0 | 8 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 6 | 0 | 0 | 6 |
| K-12 Reading Interventionists | 1 | 0 | 0 | 1 |
| K-12 Special Education Educators responsible for reading instruction | 4 | 0 | 0 | 4 |
| Pre-K through grade 5 Curriculum Directors | 1 | 0 | 0 | 1 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 10 | 0 | 0 | 10 |

| Phase 2:<br>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 | 2 | 0 | 0 | 2 |
| 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 | 5 | 0 | 0 | 5 |
| Grades 6-12 Curriculum Directors | 1 | 0 | 0 | 1 |
| 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 staff at the Fertile-Beltrami school needs to be trained on evidence-based literacy instruction. Implementation will occur during and after the 2024-2025 school year after training provided by the U of M Center for Applied Research Education Instruction, CAREI.