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: Isle Public Schools #473
Date of Last Revision: June 5, 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

Our goal is to ensure reading proficiency for all students. This will be accomplished by providing scientifically based core reading instruction delivered by highly qualified teachers and specialists. When appropriate, interventions specific to deficient skill(s) will be provided in addition to core instruction. All stages of development and ability will be addressed through whole group, small group, and individual instruction in five areas of literacy: **phonemic awareness, phonics, fluency, vocabulary, and comprehension.** Scholastic Education provides a variety of print and digital material for use with whole group instruction and guided reading. The authentic and culturally relevant text used in the reading block is engaging, develops social-emotional skills, while creating independent thinkers, readers, and writers. Teachers and qualifying staff grades PK-6 as well as grades PK-12 special education and language arts teachers will begin Science of Reading professional development through CORE the summer of 2024.

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)

Isle Schools utilized STAR testing grades K-12 during the 2023-2024 school year. Implementation of FastBridge will start for grades K-3 during the 2024-2025 school year. Grades 4-9 will continue to universally screen utilizing STAR and utilize STAR as a differentiated assessment in grades 10-12 special education. Universal screening is done in the fall, winter and spring. We have not screened for dyslexia in the past and are hopeful that Fastbridge can help us move forward with screening.

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. <mark>Starting the 2024-2025 school year.</mark>

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)	☒ 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: STAR	☒ 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: STAR, *differentiated assessment in Grades 10-12 special education*	☐ 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: Scholastic	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9	☐ 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

Families will be notified of their child's literacy development and needs during parent teacher conferences held in the fall and winter of each school year. Student grades are posted on the school's website using JMC on a regular basis. Families with students who have special needs or who are performing below grade level will be notified by email, letters, or phone calls from the classroom teacher with input from the Title I department or the SpEd department. Notifications of a Learner Performance Review will be given prior to the intervention process.

There are many opportunities for families to be a part of their child's literacy development. The Title I department has a Family Fun Night each fall. The Early Childhood department provides literacy enhancing activities and literature for families through parent education and preschool programs. Notifications for all activities will be provided by flyers, the parent call system, Facebook, through e-mail and on the school announcements. Weekly communication regarding student progress is done through the student agendas and folders. Parents are encouraged to support their children's development through use of educational links listed on the district's Elementary Media Center website.

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, <mark>you will submit data in June 2025</mark>.

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.

Isle Schools utilized STAR testing grades K-12 during the 2023-2024 school year. Implementation of FastBridge will start for grades K-3 during the 2024-2025 school year. Grades 4-9 will continue to universally screen utilizing STAR and utilize STAR as a differentiated assessment in grades 10-12 special education. Universal screening is done in the fall, winter and spring. We do not screen for 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
1st					0	0
2nd					0	0
3rd					0	0

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.

Isle Schools utilized STAR testing grades K-12 during the 2023-2024 school year. Implementation of FastBridge will start for grades K-3 during the 2024-2025 school year. Grades 4-9 will continue to universally screen utilizing STAR and utilize STAR as a differentiated assessment in grades 10-12 special education. Universal screening is done in the fall, winter and spring. We have not screened for dyslexia in the past and are hopeful that Fastbridge can help us move forward with screening.

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			0	0
5th			0	0
6th			0	0
7th			0	0
8th			0	0
9th			0	0
10th			0	0
11th			0	0
12th			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	Scholastic	Scholastic materials, Phonological Awareness warm-ups, ABC Bootcamp, word family bootcamp, and *Treasurers* books	75 min. Whole Class, 75 min. flex/differentiated
1st	Scholastic	Scholastic materials, UFLI, Spelling inventory, System sight word, and Writer's Workshop	75 min. Whole Class, 40 min. flex/differentiated
2nd	Scholastic	Scholastic materials with supplements	75 min. Whole Class, 40 min. flex/differentiated
3rd	Scholastic	Scholastic materials with supplements	65 min. Whole Class, 45 min. flex/differentiated
4th	Scholastic	Scholastic materials with supplements	65 min. Whole Class, 45 min. flex/differentiated
5th	Scholastic	Scholastic materials with supplements	75 min. Whole Class, 45 min. flex/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)
6th	Scholastic	Scholastic materials with supplements	75 min. Whole Class, 45 min. flex/differentiated
7th	*Collections* *Savvas* (Transitioning to *myPerspective®* by SAVVAS 24-25	Story structure, non-fiction text and strategies, *Collections*, sentence structure and grammar, poetry, class presentations and public speaking, plays and drama	50 min. class length
8th	*Collections* *Savvas* (Transitioning to *myPerspective®* by SAVVAS 24-25	The Thrill of Horror, short stories, video comparisons, literary criticism essay, Approaching Adulthood, short essays, Native American mini-unit: *The Four Hills of Life* by Thomas Peacock, Holocaust mini-unit: *The Diary of Anne Frank* (drama) and *Light from the Yellow Star* by Dr. Fisch. Art interpretation. Folk Literature, several selections, Creative Writing: Folk Literature, Novel Unit: *The Outsiders* by S.E. Hinton, Creative Project for *The Outsiders*	50 min. class length
9th	*Savvas* Variety (Transitioning to *myPerspective®* by SAVVAS 24-25	Newspaper/magazine texts & writing, Short fiction prose, Informational/Explanatory texts, *Lord of the Flies* (book), Arguments/Persuasive Writing, Poetry, *Romeo and Juliet* (play), Multi-genre research project, Morphology/etymology, Grammar	50 min. class length

10th	Variety	Early American Indian Literature, Colonial America Speeches, Persuasive Essays, "The Devil and Tom Walker" short story, Creative Writing: Modern Retelling, Gothic Literature, Civil War Literature, World War II speech, memoir, poem, Novel Unit: *Unbroken* by Laura Hillenbrand, Research paper, Independent Reading and project	50 min. class length
11th	Variety	Texts from *Ancient Civilizations to the Present Day World,* Independent Book Project, *Things Fall Apart, Animal Farm, Hamlet*, More recent texts from international writers (these vary on time and availability), Literary Lenses/Tropes/Patterns*,* Grammar & Sentence Structure	50 min. class length
12th		Electives classes - Choice	50 min. class length

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.

Scholastic emphasizes academic language as an important part of the development of good readers and testers. We can help reduce the access gap by using Tier I, II, and III for all. We are exposing students to the academic language, and holding them accountable. Scholastic provides common tools across grade levels using the same academic language helps students retain the knowledge day after day and year after year. The curriculum is set up for differentiation and helps teachers work with real books to learn the skills and strategies needed to be a successful reader. By providing students with a variety of graphic organizers, we are setting our students to attain new knowledge.

All elementary teachers provide comprehensive reading instruction aligned to the Minnesota ELA standards using the Scholastic Education reading curriculum. Weekly classroom instruction is focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension through daily work, small group activities, and whole group activities.

Reading instruction is provided to students in a way that scaffolds concepts with a specific progression of learning from kindergarten through 6th grade. For example, analyzing story structure is taught at each grade level with varying complexity. Kindergarten students will analyze beginning, middle, and end orally using picture cues guided by the teacher. First grade students will analyze beginning, middle, and end using a numbered graphic organizer where the teacher leads students to retell and fill in with written sentences. Second grade students will analyze beginning, middle, and end using a graphic organizer where the teacher leads the beginning and the students lead the middle and they do the end independently (I do, we do, they do). Third grade students will analyze beginning, middle and end by using details from the text retold through class discussion to fill in with written sentences.

A multi-tiered system of support is provided in each classroom. Students receive guided reading in small groups at an appropriate level (grouped by ability and skill needs). Students who are below grade level will receive extra support using tier II materials and additional resources from the Title I department to help them close the gap and advance to the next reading level using PRESS as the main intervention source.

Professional Development Plan

Teachers and qualifying staff grades PK-6 as well as grades PK-12 special education and language arts teachers will begin Science of Reading professional development through CORE the summer of 2024.

As we have decided to implement CORE phase 1 and phase 2 at the same time, we will be emersed as a district in structured literacy during the 2024-2025 school year.

Data will be collected through Fastbridge for grades K-3 starting in the fall of 2024. Staff and administration will go through Fastbridge training in the fall of 2024. STAR testing will continue for grades 4-9 as well as within the high school special education department grades 10-12.

Universal screening is done in the fall, winter and spring.

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	2	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	7	0	7	7
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	0	3	4
K-12 Reading Interventionists	1	0	1	1
K-12 Special Education Educators responsible for reading instruction	4	0	3	4
Pre-K through grade 5 Curriculum Directors	1	0	1	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	2	0	2	2
PK-12 Administrator	1	0	1	1

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	0	0	0	0
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	0	0	0	0

Action Planning for Continuous Improvement

We are at the starting point of implementing the Science of Reading at Isle Schools. Our training through professional development from CORE as well as our Fastbridge training will help us develop our next steps. Scholastic offers our students evidence-based literacy instruction.

We expect the addition of CORE to help us focus on and align our teaching and intervention strategies especially around phenetic awareness and dyslexia screening.

Our Special Education Coop has also added a MTSS specialist to their staff for the 2024-2025 school year. This individual will be available for our use in helping us with our MTSS framework data collection, focus and robust implementation of strategies and best practices.