



## 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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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:** Crosslake Community School #4059

**Date of Last Revision:** May 20, 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.*

District Wide Data and Intervention Goal:

We will complete training and participate in PLCs to better understand the data collected from FastBridge and how it screens students and what additional information is needed to determine students identified with characteristics of dyslexia. We will also be taking a closer look into data driven instruction to help identify students who qualify for tier 2 or 3 intervention in addition to tier 1 classroom interventions.

District Wide Process Goal:

We are continuing to improve our processes in MTSS and interventions to ensure we are meeting the needs of all students, K-12.

District Wide Curriculum Goal:

We are looking at how our current curricula address state standards and as well as meet the READ Act requirements of being evidence based and following the Science of Reading. We will identify where gaps are and where supplemental instruction is needed to support the foundational literacy pillars of phonological awareness, phonics, fluency, vocabulary, and comprehension.

District Wide Professional Development Goal:

Teachers will also receive approved and appropriate professional development on evidence based learning. Phase One 2nd-12th grade staff will be participating in CAREIALL starting summer 2024 and PK-1st grade teachers will be participating in LETRS Early Childhood, starting summer/fall 2024.

# 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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Oral Language: CBMreading (1st-3rd)

Phonological Awareness (Word Segmenting)

Phonics (Letter Sounds)

Fluency (CBMreading, Letter Names, Letter Sounds)

Vocabulary (aReading)

Comprehension (aReading, CBMreading Comp Questions)

The aReading test targets concepts of print, phonological awareness, phonics, vocabulary, and comprehension.

## 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?
<b>Name of Screener:</b> FastBridge	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input 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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input 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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

aReading assesses phonemic awareness in grades 2-12 and phonics in grades K-5

Optional subtest for oral language

## 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.*

District Wide: During Title I Family Nights, with a virtual invite as well, families will be presented with many resources and strategies to practice literacy skills in and out of the classroom and how school and home work together to support students' success.

Seat-Based: Fall Conferences- teachers meet with families to discuss beginning of the year screening data. At this time, parents and families are made aware if their student qualifies for Title I services, based on the 5th-15th percentile tier 2 intervention recommendation, going up to 30th percentile if needed.. We share the family report from FAST, along with any other classroom data that has been collected the first few weeks of school. Title I teachers and special education teachers are encouraged to attend the students' conference for further information and communication. Parents will be presented with a Personal Learning Plan for their student(s) who are not reading at or above grade level from the licensed interventionist and/or the classroom teacher. Teachers share resources to encourage skill and knowledge building at home.

Results will be communicated with parents at conference times, progress reports, and report cards after each screener. Students identified outside these times will be notified based on teacher discretion.

Online: Results will be communicated with parents after each screening window, at conference times, progress reports, and/or report cards. Students identified outside these times will be notified based on staff discretion.

# 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 3<sup>rd</sup> 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	NA	NA	NA	NA	NA	NA
1 <sup>st</sup>	NA	NA	NA	NA	NA	NA
2 <sup>nd</sup>	NA	NA	NA	NA	NA	NA
3 <sup>rd</sup>	NA	NA	NA	NA	NA	NA

## 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 <sup>th</sup>	NA	NA	NA	NA
5 <sup>th</sup>	NA	NA	NA	NA
6 <sup>th</sup>	NA	NA	NA	NA
7 <sup>th</sup>	NA	NA	NA	NA
8 <sup>th</sup>	NA	NA	NA	NA
9 <sup>th</sup>	NA	NA	NA	NA
10 <sup>th</sup>	NA	NA	NA	NA
11 <sup>th</sup>	NA	NA	NA	NA
12 <sup>th</sup>	NA	NA	NA	NA



## 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	<ol style="list-style-type: none"> <li>1. Benchmark Advance</li> <li>2. Heggerty PA</li> <li>3. UFlI</li> <li>4. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Phonemic Awareness</li> <li>3. Phonics</li> <li>4. Comprehensive</li> </ol>	Seat-Based: 90 minutes of structured literacy  Online: asynchronous
1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Advance</li> <li>2. Heggerty PAs</li> <li>3. UFlI</li> <li>4. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Phonemic Awareness</li> <li>3. Phonics</li> <li>4. Comprehensive</li> </ol>	Seat-Based: 90 minutes of structured literacy  Online: asynchronous
2 <sup>nd</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Advance</li> <li>2. Heggerty Phonics</li> <li>3. UFlI</li> <li>4. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Phonemic Awareness</li> <li>3. Phonics</li> <li>4. Comprehensive</li> </ol>	Seat-Based: 90 minutes of structured literacy  Online: asynchronous
3 <sup>rd</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Advance</li> <li>2. Heggerty Phonics</li> <li>3. UFlI</li> <li>4. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Phonemic Awareness</li> <li>3. Phonics</li> <li>4. Comprehensive</li> </ol>	Seat-Based: 90 minutes of structured literacy  Online: asynchronous
4 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Advance</li> <li>2. Heggerty Phonics</li> <li>3. UFlI</li> <li>4. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Phonemic Awareness</li> <li>3. Phonics</li> <li>4. Comprehensive</li> </ol>	Seat-Based: 90 minutes of structured literacy  Online: asynchronous
5 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Holt McDougal Literature: Common Core Edition</li> <li>2. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Comprehensive</li> </ol>	Seat-Based: 60 minutes of structured literacy  Online: asynchronous

## 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 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Holt McDougal Literature: Common Core Edition</li> <li>2. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Seat-Based: 60 minutes of structured literacy  Online: asynchronous
7 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Holt McDougal Literature: Common Core Edition</li> <li>2. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Seat-Based: 60 minutes of structured literacy  Online: asynchronous
8 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Holt McDougal Literature: Common Core Edition</li> <li>2. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Seat-Based: 60 minutes of structured literacy  Online: asynchronous
9 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Online: asynchronous
10 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Online: asynchronous
11 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Online: asynchronous
12 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Edgenuity</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> </ol>	Online: asynchronous

## 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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

*Discuss if and how the district is implementing a multi-tiered system of support framework.*

*Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.*

### Seat-Based:

MTSS: The Seat-Based program's MTSS team meets bi-monthly to discuss student progress, evaluate program fidelity, and analyze student outcomes and needs in order to design and implement ongoing evidence-based instruction and interventions, as needed. The team discusses specific evidence-based interventions that are being used as well as discuss possible interventions that may need to be implemented based on a student's needs. This is a literacy goal area for us.

Targeted Evidence-Based Reading Instruction: Based on a student's screener data and classroom assessment data, needs are identified and used as the basis for targeted tiered evidence-based interventions. The skills are also compared to the MN Reading Standards to determine gaps in students' skills to meet individual targeted needs.

Identify Students Not Reading at Grade Level: The FastBridge reading screener is used to identify students that are not reading at grade level. For entry into Title I intervention, students must be between the 5th and 30th percentile. For Reading Corps, students must be between the 30th and 40th percentile. We also gather teacher input on if the screener accurately reflects the students' ability, or if the data collected is not consistent with what is observed in the classroom. We meet bi-monthly to discuss data in our classrooms and use that time to identify tier 1 intervention needs. If students are identified for Title I services, we use the Individual Skills report in FastBridge to identify specific skills students need intervention in, as well as the Detailed Group Report to identify what pillar of literacy students need support in. Progress Monitoring is done weekly to bi-weekly for students in tier 2 and tier 3 of intervention, using FastBridge's recommended progress monitoring tools. To exit the Title I intervention, students must be above the 30th percentile. To exit Reading Corps, students must be consistently at grade-level benchmark.

### Online:

Identify Students Not Reading at Grade Level: The FastBridge reading screener is used to identify students that are not reading at grade level. We also gather teacher input on if the screener accurately reflects the students' ability, or if the data collected is not consistent with what is observed in the classroom. We meet weekly to discuss data and use that time to identify tier 1 intervention needs. If students are identified, we use the Individual Skills report in FastBridge to identify specific skills students need intervention in, as well as the Detailed Group Report to identify what pillar of literacy students need support in. Progress Monitoring is done weekly to bi-weekly for students in tier 2 and tier 3 of intervention, using FastBridge's recommended progress monitoring tools. To exit the intervention, students must be above the 30th percentile.

Targeted Evidence-Based Reading Instruction: Based on a student's screener data and additional assessment data, needs are identified and used as the basis for targeted tiered evidence-based interventions. The skills are also compared to the MN Reading Standards to determine gaps in students' skills to meet individual targeted needs.

MTSS: The Online program's MTSS team meets weekly to discuss student progress, evaluate program fidelity, and analyze student outcomes and needs in order to design and implement ongoing evidence-based instruction and interventions, as needed. The team discusses specific evidence-based interventions that are being used as well as discuss possible interventions that may need to be implemented based on a student's needs.

## **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.*

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.

### [CCS' Literacy PD Tracker](#)

District Wide Professional Development Plan: All phase one staff, and the seat-based director, are receiving CAREIALL training starting May 2024 and ending May 2025. Four early childhood teachers will be participating in LETRS Early Childhood and the two online directors are participating in the LETRS Administrators, starting either summer or fall of 2024. This Professional Development will help staff better understand screening data, data informed instruction regarding evidence based learning and the implementation of structured literacy.

District Wide Support of Structured Literacy Implementation: We are focusing on our K-4 literacy instruction this year. We will be monitoring how we implement the following effective methods for explicit literacy instruction.

- Use hands-on methods: For example, move tiles into sound boxes, use hand gestures to help

with memory, or build words with letter tiles

- Use a sequential approach: Progress from least complex to most complex skills
- Monitor progress: Monitor instruction every one to three weeks
- Practice strategic coaching: Constantly reflect on and improve your own practice
- Create a culture of continuous improvement: Emphasize that "we're all in this together"
- Use regular assessment and feedback: Analyze data to ensure that students aren't losing skills or forgetting concepts
- Integrate technology: Address diverse learner needs
- Provide individualized instruction: Identify areas that need reinforcement
- Adjust understandings and improve performance: Help students learn new skills

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	2	0	2	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	8	3	6	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	1	2	-
K-12 Reading Interventionists	4	2	3	0
K-12 Special Education Educators responsible for reading instruction	9	0	9	0
Pre-K through grade 5 Curriculum Directors	2	1	2	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	3	0

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	7	0	4	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
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	14	0	1	13
Grades 6-12 Curriculum Directors	2	0	2	0
Employees who select literacy instructional materials for Grades 6-12	3	0	3	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.*

District Wide: Phase One required staff are participating in CAREIALL to learn more about what we need to do. We are continuing to find and use evidence-based resources and practices to support students' needs and implement what we learn into classrooms and interventions. We are focusing on having consistent discussion about students' tiered interventions, maintaining a structured literacy approach to instruction, and overall communicating as a team what interventions are being used school-wide. We continue to refine our knowledge of evidence-based literacy instruction and what structured literacy instruction looks like.