

Crosslake Community School

Local Literacy Plan

SY 2024-2025

Why a New Local Literacy Plan?

Minnesota districts and charter schools are required to annually submit a local literacy plan to MDE, and data on student performance in kindergarten, grade 1, 2 and 3 on foundational reading skills including phonemic awareness, phonics, decoding, fluency and oral language; students who demonstrate characteristics of dyslexia; and students in grades 4 to 12 who are identified as not reading at grade level Minn. Stat. 120B.12, subd. 4a (2023).

More About the WHY

RWBTG

This submission replaces the Read Well By Third Grade data and local literacy plan submission

MTSS

Inclusive of all MnMTSS components, ensuring every child is reading at or above grade level K-12; not just K-3

MDE

Statewide Model for Continuous Improvement and Statewide Framework for Continuous Improvement

Local Literacy Plan Template



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: _____

Date of Last Revision: _____

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.

Introduction and legislative requirement

District/Charter School Name and Revision Date

Minnesota READ Act Goal

District/Charter School Goal

- Data and Intervention Goal
- Process Goal
- Curriculum Goal
- Professional Development Goal

Universal & Dyslexia Screening

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)

Identification of Universal and Dylsexia Screening Tool

- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades K-3)

Universal & Dyslexia 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.

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?
<u>mCLASS with DIBELS 8th Edition</u>	<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)
<u>DIBELS Data System (DDS) with DIBELS 8th Edition</u>	<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)
<u>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</u>	<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)

Name of Assessment

- FastBridge

Grade level(s)

- K-3

Assessed skills

- All listed

Assessment Type – Universal and/or Dyslexia Screening

- Both Universal Screening & Dyslexia Screening

Frequency of Administration

- Fall, Winter, and Spring

Universal & Dyslexia Screening

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:	<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)
Name of Screener:	<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)

Name of Assessment

- FastBridge

Grade level(s)

- 4th-12th

Assessed skills

- All listed
- Assessment Type – Universal and/or Dyslexia Screening

- Both Universal Screening & Dyslexia Screening

Frequency of Administration

- Fall, Winter, and Spring

Summary Data K-3rd Grade

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						

We do not have current data

Refer to STAR report presented in May

Parent Notification & Involvement

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.

Description of the method(s) used to notify parents or guardians

- Title I Family Nights
- SB: Fall Conferences
- OL: Share after screening windows, staff discretion

Description of the reading related services provided

- SB: Title I & Reading Coprs
- OL: Reading Interventionist

Description of strategies shared with parents/families for home use

- Title I Family Nights

Students Grades 4th-12th Not Reading at Grade Level

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

We do not have current data

Refer to STAR report presented in May

Core Reading Instruction & Curricula Grades K-5th

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			
1 st			
2 nd			
3 rd			
4 th			
5 th			

Curricula used for each grade level

- SB: Benchmark Advance (comprehensive)
- SB: Heggerty (K-2nd) (Phonemic Awareness)
- SB: UFli (starting 2024) (Phonics)
- SB: Holt McDougal Literature (5th) (Comprehensive)
- OL: Edgenuity (Comprehensive)

Description of how the curricula is used (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)

Model of delivery (Include minutes dedicated to whole class and differentiated instruction)

- SB: 90 minutes K-4th
- SB: 60 minutes 5th-8th
- OL: asynchronous

Core Reading Instruction & Curricula Grades 6th-12th

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			
7 th			
8 th			
9 th			
10 th			
11 th			
12 th			

Curricula used for each grade level

- SB: Holt McDougal Literature (5th) (Comprehensive)
- OL: Edgenuity (Comprehensive)

Description of how the curricula is used (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)

Model of delivery (Include minutes dedicated to whole class and differentiated instruction)

- SB: 60 minutes 5th-8th
- OL: asynchronous

Data Based Decision Making for Literacy Interventions

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.

Districts are strongly encouraged to adopt the MnMTSS (multi-tiered system of supports) Framework

Describe Implementation of MTSS

Describe the data and method(s) used for Tier 1 evidence-based reading instruction

Describe the data and method(s) used to identify students not reading at grade level

This information depends on the program. Please see Local Literacy Plan SY 24-25 for specific detail

Professional Development 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.

Describe the district/charter school professional development plan for training educators on structured literacy

- Phase One Educators/Staff are participating in CAREIALL, LETRS Early Childhood, or LETRS Administrators starting May 2024

Identify the approved professional development program to be used and timeline for completion

- Plan to be done end of 2024-2025 School Year

Describe the support for implementing structured literacy practices provided by the district/charter school

- Area of growth for us- will monitor and adjust as needed focusing on effective methods for explicit literacy instruction

Professional Development Plan

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

PreK Classroom Educators – **2**

K–3 Classroom Educator **8** (3 already trained)

Grades K–12 Reading Intervention Educators- **4** (2
already trained)

Grades K–12 Special Education Educators- **9**

Grades PreK–5 Curriculum Directors- **2** (1 already
trained)

Grades PreK–5 Instructional support staff- **3**

Employees who select literacy instructional materials
for grades PreK–5- **3**

4th and 5th grade- **2**

Professional Development Plan

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				
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				

Grades 4-12 Classroom Educators **7**

Grades 4-12 Educators who work with English learners **1**

Grades K- Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68 **0**

Grades 6-12 Instructional support staff **14**

Grades 6-12 Curriculum Directors **2** (1 already trained)

Employees who select literacy instructional materials for Grades 6-12 **3**

Action Planning for Continuous Improvement

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.

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction

- Monitoring the implementation of effective explicit instruction

Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction

- Completing required PD for Phase One Educators and Staff