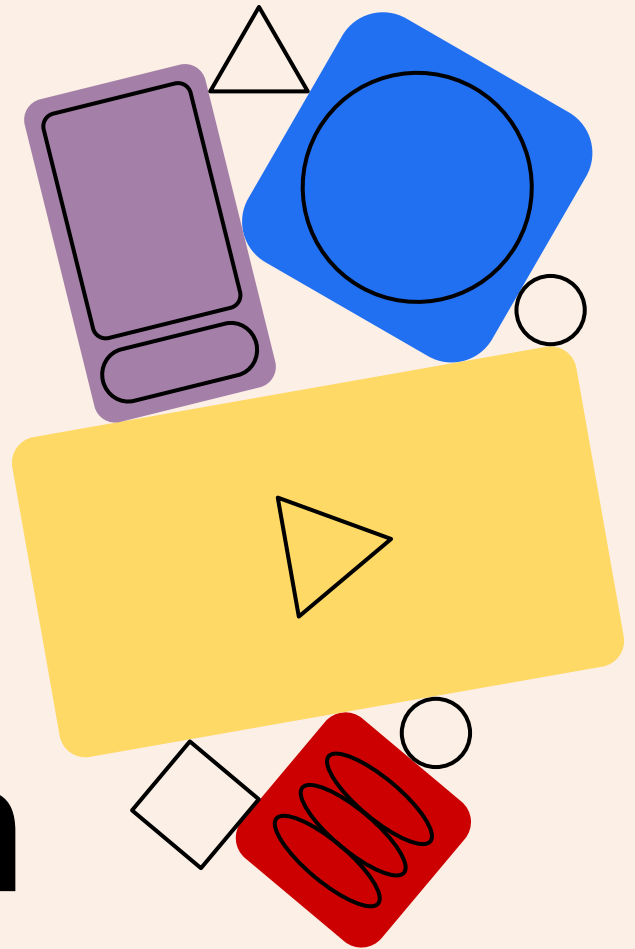


Local Literacy Plan



Intro to the Local Literacy Plan

SECTIONS

1. READ Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Parent Notification & Involvement
5. Data-Based Decision Making
6. MTSS
7. Core Curricular Resources K-5
8. Reading Intervention K-12
9. Professional Development
10. Professional Development Educator Count
11. Literacy Aid Funds
12. Screening Summary Count K-3
13. Dyslexia Screening Summary K-3
14. Dyslexia Screening Summary 4-12

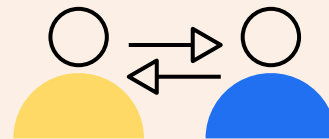
Highlights

Minnesota district and charter school are required to submit to MDE a local literacy plan (LLP) annually by June 15th. The LLP serves a strategic roadmap for enhancing literacy outcomes for all students. The LLP guides the district or charter school's effort to achieve the READ Act's goal of **every child reading at or above grade level annually**, while supporting multilingual learners and student with special education needs.



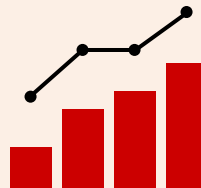
READ Act Goals

Describes what the literacy goals are for the 2025–2026 school year.



Parent Notification & Involvement

Details how CCS involves and notifies families and stakeholders of academic progress.



MTSS & Data-Based Decision Making

Describes the systems and practices that are in place for establishing, implementing, and monitoring academic achievement.



Professional Development

Describes how CCS is training all staff in Structured Literacy and the Science of Reading.

2025 READ Act Goals



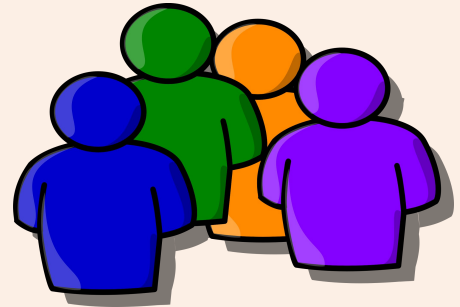
Tier 1 Literacy Core Instruction

Explains CCS' goal in what Tier 1 Core Instruction looks like for students K-12..



MnMTSS

Explains the adoption, implementation, and monitoring of the MnMTSS Continuous Improvement Framework.



On-Going Teacher Support

Explains CCS' goal in continuous support to all staff in regards to literacy.

Tier 1 Literacy Core Instruction Goal in Detail

- Teachers will utilize **explicit, systemic, and cumulative instruction** that addresses foundational reading skills across grade levels, as appropriate for the curriculum.
- Teachers will **regularly analyze core instruction** to ensure it meets the needs of **at least 80% of students**, adjusting practices based on universal screening and formative assessment data, as appropriate for the curriculum.
- Teachers will **collaborate in professional learning communities** (PLCs) to **evaluate Tier 1 curriculum** and **identify areas for alignment** with structured literacy practices, as appropriate for the curriculum.
- CCS will increase depth of **district resources** for adjusting instruction based on student response and needs.

MnMTSS Goal in Detail

- The MnMTSS District Lead Team will **provide training for all staff on the five MnMTSS Components** specifically focusing on components 3 (MTSS), 4 (Assessment), and 5 (Data-Based Decision Making)
- CCS will **create a unique process which will assist in identifying student in need** of Tier 1, Tier 2, and Tier 3 support to ensure each student is successful.
- CCS will **establish a systematic procedure for the use of eduCLIMBER**, a data management and analysis platform, to track student progress.

On-Going Teacher Support Goal in Detail

- CCS will create and establish a Hub for District-Wide Resources to be used across content areas to support students in their language comprehension skills
- Staff will participate in PLCs approximately every other week, focusing on MnMTSS components, Structured Literacy, and cross-content collaboration.

Parent Notification & Involvement



Notification

Are parents and guardians notified when children are identified as not reading at grade level?



Frequency & Method

What is the frequency and method of parent/guardian notification?



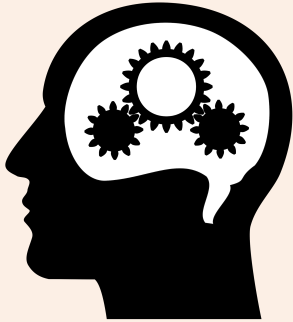
Information Shared

What is included in the parent notification?

Parent Notification & Involvements Takeaways

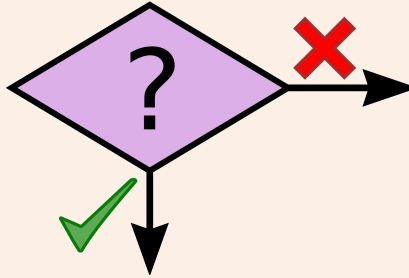
- Yes, **parents and guardians are notified** when a student is not reading at grade level.
- Reports are sent home, typically by teacher or learning coach, **after each screening window** (fall, winter, and spring).
- In the fall, most communication happens **during parent-teacher conferences**
- Methods include, but are not limited to **digital messaging, conferences**, and a **letter/report sent home with the student**.
- Parents/Guardians are notified of
 - **Student's reading proficiency level**
 - **Reading related services** currently being provided to the student
 - **Strategies** parents/families can use at home in helping their student succeed
- **Restructuring occurring in the 2025-2026 school year**

Data-Based Decision Making & MTSS



Process

Describes the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.



Criteria

Describes the criteria for entering and exiting interventions, as well as how to progress monitor.



Continuous Improvement

Describes CCS' commitment to review, revise, and revisit these systems and practices.

Data-Based Decision Making Takeaways

- Staff participation in data digs after each screening window (fall, winter spring)
- Reviewing process for monitoring fidelity and differentiation of Tier 1 core instruction
- Progress monitor at least twice a month
- Reviewing unique processes for entrance and exit from supplemental (tier 2) and/or intensive (tier 3) targeted reading intervention at both primary and secondary levels
- Possible changes
 - Personal Learning Plans for students not achieving grade level benchmarks
 - Decision making for identifying screening next steps (balanced and comprehensive assessment system)

MTSS Continuous Improvement Components

- **Infrastructure for Continuous Improvement**
 - Systems are in place to support staff as they coordinate and work efficiently together
- **Family and Community Engagement**
 - Process and practices rooted in relational trust which creates opportunities for equitable partnerships between families and school/district staff
- **Multi Layered Practices and Support**
 - Tiered services that differentiates and intensifies instruction and supports needed so that each student met rigours and meaningful academic, and SEB benchmarks
- **Assessment**
 - Assuring the process of gathering evidence is aligned to a specific purpose to be used to make educational decision that improve learning conditions for every student.
- **Data-Based Decision Making**
 - Ensuring that data is used to solve problems and make important decision that impact student academic, behavior, and social-emotional well-being.

Professional Development



Who?

Identifies what staff need to receive approved professional development.



What?

Describes what staff will be learning in their specific professional development..



How?

Addresses how CCS is training our staff, meeting the requirements in the READ Act.

Professional Development

- 23 participants successfully completed CAREIALL
- 4 participants successfully completed LETERS Early Childhood
- **All staff** who did not participate in Structured Literacy training during the 2024-2025 school year will participate in an 8-hour training, broken into four 2-hour sessions, to be facilitated by District Literacy Lead.
- Restructuring of the process to describe the fidelity data that is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five foundational areas of literacy.
- Seat based colleagues will participate in an ELA overhaul, taking a deep dive into the 2020 ELA standards and curriculum, beginning fall of 2025, in partnership with Sourcewell
- Online colleagues will participate in a curriculum review and pilot of Edgenuity and FlexPoint.

Recap

READ Act Goals

Each goal and criteria were selected based off of what CCS is already doing for continuous improvement and to ensure purpose and intent to our commitment to our students and families.

MTSS & Data-Based Decision

Making systems and process established by leadership, staff will have access to the data, resources, and supports they need to address student learning and enrichment in academics, behavior, and social-emotional well-being.

Parent Notification & Involvement

CCS prides itself on our close relationship with our families. This restructure of a unique and streamlined notification system will ensure that parents and guardians have the best information to support their student.

Professional Development

This essential training lays the groundwork for all learning in all subjects., as literacy is the foundation of all learning.. It promotes consistency across grades, reduces gaps, and boosts academic success.

