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: Verndale School District 0818

Date of Last Revision: 6/12/2024

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.

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)

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 ☐ 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)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ 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)
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: **FastBridge-aReading and CBM-r**	☒ 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:	☐ 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)

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.

Parents and families will be frequently informed of student progress and specific strategies for supporting their child's literacy development. Parents are notified as their child is placed and exited from intervention programs when indicated by diagnostic and progress monitoring data.

The following information is available to parents throughout the school year:
Parent letter 3 times a year
Report Cards 2 times per year
Progress Reports as needed
IEP Meetings as needed
Progress Monitoring graphs 2 times per year
MCA Result-Parent Information Sheet
Parent-teacher conferences in fall and spring
Website-ongoing

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	27	17	29	10	29	13
1st	37	22	36	25	37	11
2nd	42	17	42	23	42	18
3rd	32	19	32	20	32	12

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, 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	21	38	14
5th	32	17	32	15
6th	29	11	29	8
7th	34	13	34	7
8th	32	12	32	8
9th	35	10		
10th	31	11		
11th	37	21		
12th	20	7		

- Juniors and Seniors enrolled in PSEO, did not take the FastBridge Assessment
- Characteristics of Dyslexia- Students scoring High Risk

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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	Heggerty/Spire/Wonders	Heggerty/Spire: Foundational/ Supplemental Wonders: Comprehensive	115 minutes
1st	Heggerty/Spire/Wonders	Heggerty/Spire: Foundational Wonders: Comprehensive	120 Minutes
2nd	Heggerty/Spire/Wonders	Heggerty/Spire: Foundational Wonders: Comprehensive	130 Minutes
3rd	Heggerty/Spire/Wonders	Heggerty/Spire: Foundational Wonders: Comprehensive	120 Minutes
4th	Heggerty/Spire/Wonders	Heggerty/Spire: Foundational Wonders: Comprehensive	115 Minutes
5th	SPIRE/ CommonLit, ReadWorks, Noredink	All of the above	90 Minutes

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	Novels, Short Stories, Fix It Grammar, Spire	All of the above	90 Minutes
7th	Novels, Short Stories, Fix It Grammar, Spire	All of the above	50 Minutes
8th	Novels, Short Stories, Fix It Grammar, Spire	All of the above	50 Minutes
9th	Novels, Short Stories, Fix It Grammar, Spire	All of the above	50 Minutes
10th	MCA Structured Reading, Novels	All of the above	50 Minutes
11th	Novels, Poetry, Drama, Short Stories	All of the above	50 Minutes
12th	Novels, Poetry, Drama, Short Stories	All of the above	50 Minutes

Data-Based Decision Making for Literacy Interventions

Interventions and instructional support will be available to students not reading at or above grade level in grades Kindergarten through Grade 6. Targeted Services and Summer School are programs that offer additional interventions to students in need.   Verndale Elementary Language Arts Block includes instruction, practice, and support in: Reading, Spelling, and Writing.

Tier 1	Tier 2	Tier 3

Core Instruction
  • **K-4 115+ minutes**
  • **5-6 90 minutes**
  • **Differentiation used**
  • **Covers all 5 Pillars**
     ○ **Phonemic Awareness:** Kilpatrick
     ○ **Phonics:** SPIRE
     ○ **Fluency:** S.S.R, Read Live Online Epic
     ○ **Comprehension:** Strategy instruction, Read Live
     ○ **Vocabulary:** Wonders curriculum
	Interventions ~ K-4
	  • Kilpatrick
	  • SPIRE Multisensory Structured Literacy Support
	
	Small Group
	  • Differentiated SPIRE Small Group instruction in the classroom. Based on benchmark and progress monitoring.
		LD and DCD instruction:
		  • Need to qualify for this support
		Interventions ~ K-6
		  • Kilpatrick
		  • SPIRE Multisensory Structured Literacy Support

Using the Minnesota Common Core ELA Standards, each grade level has developed Critical Standards that align the state standards to our literacy plan. Several teachers have started using a Standards based pre and post assessment to measure student mastery of standards in reading. As we move forward with our school-wide reading instruction, all classrooms have been given professional development on using SPIRE, Kilpatrick, and ELA standards as their foundational curriculum. Students not meeting grade level in any of the five pillars of core literacy instruction will be given research based intervention opportunities to enhance their reading to meet or exceed grade level. Students "near target" receive Tier 2 services during intervention time, while students "below target" receive additional Tier 3 services in class, Special Education, or with intervention staff.

Professional Development Plan

All teachers are actively participating in Professional Learning Communities that are driven with a focus on student learning. PLC groups collaboratively reflect on instruction that is research-based and proven to be effective. The district has allocated eight 2-hour late start days to accommodate job-embedded professional development. This job-embedded professional development has allowed teachers to implement new ideas and pedagogy into their classroom instruction. The district promotes development of instructional strategies that are effective for all students, The two- hour late starts also allow time for professional collaboration on implementation of these strategies.

Our school is also involved in the Marzano High Reliability Schools grant for Region 5. Teachers have achieved Level 1 certification, safe, supportive and collaborative learning environments. Level 1 focus includes specific strategies for shared decision making and developing collaborative processes that clarify the work of teacher teams and help schools operate as a cohesive network of teams clearly focused on curriculum, instruction, assessment, and achievement for all students. The school has also achieved Level 2 certification, effective teaching in every classroom with a school wide instructional model. This level creates a culture of supporting teachers with their pedagogical growth.

Teachers are currently working on Level 3 certification, guaranteed and viable curriculum. Teachers are building instructional strategies and creating standards-based unit plans. Unit plans include proficiency scales to assess student progress toward proficiency of the standard and assessments. Teachers are observed by administration focusing on their High Reliability work. Administration uses a combination of informal walkthroughs, as well as formal observation to monitor instructional practices in the classrooms.   Mentor teachers are assigned to new teaching staff members to ensure high quality literacy instruction. All staff are required to develop an Individual Growth and Development Plan that includes SMART goals for professional growth that are measured with student data.

During the 2024-2025 school year, Verndale Elementary Teachers in Phase One will complete Unit one of LTR's, as well as PD due to a new math curriculum, and a continued priority to align and prioritize standards.

The District Leadership Team and Elementary Leadership Team are in place to monitor the professional development needs of the staff , including the area of literacy instruction. PLCs and in-service topics cover the areas of literacy that support strong teaching practices. This Leadership team will be meeting for 2 full days, the end of June to continue with planning for the 2024-2025 school year.

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

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 7-12 Classroom Educators responsible for reading instruction	2	0	0	2
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	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.

Verndale Public School Employees will spend the 2024-2025 school year, completing the READ Act, Phase I training requirements. VPS Elementary will continue year two of the foundational skills training/implementation, while tracking data to ensure effectiveness of the program.

Verndale Public School will evaluate their curriculum choices in 2024-2027. The next ELA curriculum cycle purchase and adoption is the 2028-2029