



Local Literacy Plan: 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: Kelliher School District #036

Date of Last Revision: 5/21/2024

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.

The district is working to complete the LETRS training for all Phase 1 reading educators. The district continues to enhance its multi-tiered systems of support (MTSS) by providing intervention services to students who may need additional targeted instruction.

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	<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)
DIBELS Data System (DDS) with DIBELS 8th Edition	<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)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" 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)

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.

- ✓ Open House
- ✓ Conferences
- ✓ School Literacy Events
- ✓ Kindergarten Round-Up
- ✓ Newsletters from Classroom Teachers
- ✓ Phone Calls home

STRATEGIES SHARED WITH FAMILIES TO USE AT HOME:

- Invite a child to read with you every day.
- When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
- Read a child's favorite book over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, songbooks, poems and information books.
- Word games

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	23	4	21	4	23	0
1 st	20	1	20	1	20	1
2 nd	26	8	25	8	26	8
3 rd	24	2	22	0	24	6

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
4 th	25	10	25	1
5 th	22	8	22	2
6 th	20	5	20	0
7 th	29	12	29	0
8 th	26	11	26	1
9 th	19	9	19	1
10 th	26	11	26	0
11 th	23	8	23	0
12 th	20	12	20	1

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	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	90 minutes
1 st	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	90 minutes
2 nd	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support</p>	90 minutes

		<p>whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	
3 rd	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	90 minutes
4 th	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	90 minutes
5 th	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing</p>	90 minutes

		minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.	
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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	F&P	<p>F&P is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, writing minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. F&P is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p>	90 minutes
7 th	Amplify	<p>Amplify ELA is a blended literacy curriculum designed specifically for grades 6–8. The heart of every lesson is the text. Our core English Language Arts curriculum enables teachers to teach skills through texts and develop their students’ muscles for building meaning through reading. With Amplify ELA, students learn to attack any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Available digitally and in print, the student materials guide middle schoolers through complex texts and writing by engaging them with high quality narrative and informational texts; providing videos, audio supports, and digital experiences that capture their attention; and keeping all of their writing in one place with a personal writing journal.</p>	47 minutes
8 th	Amplify	<p>Amplify ELA is a blended literacy curriculum designed specifically for grades 6–8. The heart of every lesson is the text. Our core English Language Arts curriculum enables teachers to</p>	47 minutes

		<p>teach skills through texts and develop their students' muscles for building meaning through reading. With Amplify ELA, students learn to attack any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Available digitally and in print, the student materials guide middle schoolers through complex texts and writing by engaging them with high quality narrative and informational texts; providing videos, audio supports, and digital experiences that capture their attention; and keeping all of their writing in one place with a personal writing journal.</p>	
9 th	Benchmarks	<p>Minnesota's 2020 English Language Arts (ELA) standards for grades K-12 include grade-level benchmarks for reading, communication, listening, viewing, writing, speaking, and exchanging ideas. These standards are organized by strand and are critical to students' lives and future college and career readiness. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Students must also show a steadily growing ability to discern more from and make fuller use of text.</p>	47 minutes
10 th	Benchmarks	<p>Minnesota's 2020 English Language Arts (ELA) standards for grades K-12 include grade-level benchmarks for reading, communication, listening, viewing, writing, speaking, and exchanging ideas. These standards are organized by strand and are critical to students' lives and future college and career readiness. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Students must also</p>	47 minutes

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12 th	Benchmarks	Minnesota's 2020 English Language Arts (ELA) standards for grades K-12 include grade-level benchmarks for reading, communication, listening, viewing, writing, speaking, and exchanging ideas. These standards are organized by strand and are critical to students' lives and future college and career readiness. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Students must also show a steadily growing ability to discern more from and make fuller use of text.	47 minutes

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.

Student Support System is a multi-tier approach to the early identification and support of all students with learning and behavior needs. The process begins with high-quality instruction and an assessment of all children in the general education classroom. The use of data is used to drive instructional decision.

Universal screening is administered three times a year for students in grades K-12, allowing us to gather comprehensive data on their reading abilities. The data serves as a foundation for determining targeted instruction tailored to each student's needs. For students who demonstrate reading skills below grade level undergo diagnostic assessments to guide instruction within the Tier II interventions. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. Each student has a PLP, outlining specific interventions and documenting their progress. Progress monitoring for Tier II interventions occur weekly, ensuring that adjustments can be made based on student needs.

Descriptions of tier levels are listed below.

Tier I - All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention.

Tier II – Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by teachers or paraprofessionals for 3-4 days per week for 20 minutes in addition to the existing high-quality general education teaching in Tier I.

Tier III – Supplemental intense interventions typically totaling 5 days per week for 30 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will be administered by the most highly-trained staff which may include literacy specialists, special education staff or general education teachers. Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

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.

LETRS Training will beginning in the Fall of 2024 for all elementary teachers special education and interventionists who have not completed training previously.

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

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	13	0	0	13
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	5	0	0	5
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

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.

*Completing LETRS training for all individuals teaching reading and ensuring the knowledge gained through the LETRS process is implemented with our core curriculum.

*Continue weekly PLC discussions regarding classroom core instruction and interventions through the use of data driven implementation.

*Continue to meet with interventions to improve our intervention programs for student success