



## 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:** Warren-Alvarado-Oslo ISD 217  
**Date of Last Revision:** April 8, 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

#### Goal 1:

Enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Warren-Alvarado-Oslo school district.

#### Objectives:

- Implementation of an approved curriculum tailored to the MTSS framework for grades K-5, ensuring alignment with individualized student needs and learning goals.
- Establishment of an intensified intervention support team comprising specialized educators, counselors, and administrators to provide targeted assistance for students identified as needing additional support within the MTSS framework.
- Increase support and coordination through our Student Assistance Team (SAT) to facilitate seamless collaboration between teachers, parents, and external stakeholders, ensuring holistic support for students across all tiers of the MTSS.

**Goal 2:**

Implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Warren-Alvarado-Oslo School District.

**Objectives:**

- Provide Licensed Teachers with LETRS (Language Essentials for Teachers of Reading and Spelling) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles.
- Offer support staff CARIALL (Comprehensive Assessment of Reading and Instruction for Language and Literacy) training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings.

**Goal 3:**

Develop a comprehensive system of screening for all K-12 Grade students within the Warren-Alvarado-Oslo School District to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.

**Objectives:**

- Implement a universal screening process for all K-12 Grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures.
- Analyze screening data to establish district-wide goals and objectives focused on improving literacy proficiency among identified students.
- Develop targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources.

## 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 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 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> <b>FastBridge:</b> <b>aReading (4-6)</b> <b>AUTOreading (4-6)</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" 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 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)
<b>Name of Screener:</b> <b>FastBridge:</b> <b>aReading (7-12)</b> <b>AUTOreading (7-12)</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input 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 type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

### Notification Methods:

- **Progress Reports:** The district will include reading proficiency information in progress reports sent home periodically, highlighting areas where improvement is needed.
- **Parent-Teacher Conferences:** Teachers discuss students' reading progress during scheduled conferences, providing insights into strengths, weaknesses, and strategies for improvement.
- **Formal Assessments:** Standardized tests and reading assessments may be used to identify students struggling with reading, with results communicated to parents along with recommendations for support.
- **Individual Education Plans (IEPs) or 504 Plans:** For students with identified learning disabilities or special needs, schools develop personalized plans that outline reading goals, interventions, and progress monitoring. Parents are actively involved in these plans.
- **Intensive Reading Intervention:** Schools offer targeted interventions such as one-on-one or small-group reading instruction focused on building foundational skills like phonics, fluency, vocabulary, and comprehension. Families of students offered these services are notified and permission is requested prior to beginning services.
- **Extended Learning Opportunities:** After-school programs, summer school or tutoring services may be offered to provide additional time and support for improving reading skills. These programs seek parent permission prior to enrolling students.

### Strategies Shared with Parents/Families:

- **Home Reading Activities:** Encouraging parents to engage in daily reading activities at home, such as reading aloud together, discussing books, or visiting the library regularly.
- **Access to Reading Materials:** Providing recommendations for age-appropriate books, ebooks, audiobooks, and other resources that match the child's interests and reading level.
- **Setting Reading Goals:** Collaborating with parents to set achievable reading goals for their child, monitoring progress, and celebrating milestones.
- **Modeling Reading Behaviors:** Encouraging parents to model positive reading habits by reading themselves, discussing their reading experiences with their child, and creating a literacy-rich home environment.
- **Supporting Literacy Across Subjects:** Highlighting the importance of reading in all subjects and suggesting ways to integrate reading into daily activities beyond English/language arts classes.
- **Communication Channels:** Establishing clear lines of communication between teachers and parents to share updates on progress, strategies that work well, and areas needing further attention or support.

By employing these notification methods, providing tailored reading services, and empowering parents with effective strategies, schools aim to support children in improving their reading skills and achieving grade-level proficiency.

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

### 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.

<b>Grade</b>	<b>Total Number of Students</b>	<b>Number of Students Identified as Not Reading at Grade Level</b>	<b>Number of Students Screened for Dyslexia</b>	<b>Number of Students Identified with Characteristics of Dyslexia</b>
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				



## 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 Literacy</li> <li>2. Heggerty Phonemic Awareness</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Foundational Skills</li> </ol>	<ol style="list-style-type: none"> <li>1. 20 minutes whole group + 80 Differentiated</li> <li>2. 15 minutes whole group</li> </ol>
1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Literacy</li> <li>2. Heggerty Phonemic Awareness</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Foundational Skills</li> </ol>	<ol style="list-style-type: none"> <li>1. 20 minutes whole group + 80 Differentiated</li> <li>2. 15 minutes whole group</li> </ol>
2 <sup>nd</sup>	<ol style="list-style-type: none"> <li>1. Benchmark Literacy</li> <li>2. Heggerty Phonemic Awareness</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive</li> <li>2. Foundational Skills</li> </ol>	<ol style="list-style-type: none"> <li>1. 20 minutes whole group + 80 Differentiated</li> <li>2. 15minutes whole group</li> </ol>
3 <sup>rd</sup>	Benchmark Literacy	Comprehensive	20 minutes whole group + 80 Differentiated
4 <sup>th</sup>	Benchmark Literacy	Comprehensive	20 minutes whole group + 80 Differentiated
5 <sup>th</sup>	Benchmark Literacy	Comprehensive	20 minutes whole group + 80 Differentiated

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

## 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.*

## 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.

<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	2	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)				
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	0	4	4
K-12 Reading Interventionists	2	0	1	1
K-12 Special Education Educators responsible for reading instruction	7	0	2	5
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support				

<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	16	0	6	10
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	6	0	2	4
Grades 6-12 Instructional support staff who provide reading support	9	0	0	9
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	8	0	0	8

## 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.*