



## 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: Underwood School District 550

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.***

The Underwood School District is committed to ensuring that all students reach their academic potential as well as read proficiently by the end of each grade level. This plan encompasses PreK-3; students in the areas of literacy instruction and interventions.

- Functional Phonics + Morphology, foundational skills program, is an approved curriculum that will be implemented for foundational skill learning in the classroom.
- Benchmark Literacy Comprehensive Program, core comprehensive instruction for K-6, is a researched proven reading program that differentiates instruction for the range of reading levels in each classroom.
- Interventions & What I Need Time instruction for Tier 2 & 3 students based on data.

## 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 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?
<b>FastBridge: CBMreading (4-11 grade)</b>	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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 of K-6 grade students are notified through a written letter after the screening periods (Fall, Winter, & Spring) stating that their child has been identified as not reading at or above grade level for the current school year. Students will receive intervention services throughout each school day for 20-30 minutes to target the skills that are absent from their learning. This will help to guide the students to success in reaching grade level reading.

The parents are given strategies, depending on the skills needed, to help their students to continue to practice the skills at home. These strategies include but are not limited to flashcards, decodable stories, short stories, & fluency practice sheets.

K-6 grade teachers also communicate with parents/guardians through classroom communication tools & parent teacher conferences. Parents are also encouraged to visit with interventionists during parent teacher conferences.

# 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	25	21	26	13	26	2
1 <sup>st</sup>	37	23	37	21	37	3
2 <sup>nd</sup>	44	19	44	24	44	5
3 <sup>rd</sup>	34	17	34	15	34	2

**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
4 <sup>th</sup>	42	29	42	4
5 <sup>th</sup>	47	30	47	1
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>				

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> 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	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction
1 <sup>st</sup>	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction
2 <sup>nd</sup>	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction
3 <sup>rd</sup>	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction



4 <sup>th</sup>	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction
5 <sup>th</sup>	Functional Phonics + Morphology & Benchmark Literacy	Functional Phonics + Morphology: Foundational Skills  Benchmark Literacy: Knowledge Building & Comprehensive	40-50 minutes whole group instruction (leveled) & 20-30 minutes interventions  45-50 minutes whole group instruction

## 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>	Benchmark Literacy	Comprehension, vocabulary, writing	47 minute class periods
7 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods
8 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods
9 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods
10 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods
11 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods
12 <sup>th</sup>	Varies	Comprehension, vocabulary, writing	47 minute class periods

## 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?***

We currently are not using the MnMTSS framework or participating in any professional learning. We will be exploring how to implement the MnMTSS framework in the future. We will use next year to explore this framework and make an implementation plan.

***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.***

We will use fidelity checks throughout the school year to drive instruction. We will use weekly assessments and benchmark assessments to determine our Tier 1 instruction.

***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.***

Our district using Fastbridge Learning to identify students not reading at grade level. We will use earlyReading (K-1) & CBMreading (2-3) to determine entry into Tier 2 or Tier 3 interventions. Fastbridge screening will measure students for overall reading proficiency and Dyslexia indicators. Screenings will happen 3 times a year (fall, winter, & spring). For students who identify as at-risk for reading difficulties, Underwood School provides interventions in addition to core instruction. For students who do not show growth through interventions and core instruction, team collaboration meetings will be held to discuss the next step to take in order to ensure student success.

Following each assessment every students' screening data is analyzed to determine what interventions are needed. Underwood will provide daily interventions for 20-30 minutes every day in addition to core reading instruction for grades K-3. K-3 interventionists implement Functional Phonics & FASTBridge interventions.

## 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.***

We will be going through LETRS training beginning in the 2024-2025 school year with a completion by June 30, 2026. Educators will be completing the asynchronous work outside of their contract time & given a stipend. They will attend synchronous training during the school days throughout the year.

***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.***

Next school year we will continue to use FastBridge for assessments to monitor students. We will also be implementing Functional Phonics + Morphology in our classrooms. We will be using weekly data collected to drive our data meeting conversations.

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

<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	3	0	0	3
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	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.***

Our teachers need to be trained in LETRS to understand what needs to be improved in our district.

Underwood School District will be implementing Functional Phonics + Morphology beginning in the Fall of 2024. Educators in grades preK-5 have been trained in the evidence based curricula. We will be implementing this curriculum during our Tier 1 instruction as well as our Tier 2 & 3 instruction to students. Teachers will have fidelity checks on the curriculum to ensure that the implementation process is being followed to show effectiveness. Teachers will also have discussion meetings with the Curriculum Coordinator & data driven PLC conversations using the data from Functional Phonics + Morphology.