



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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Hinckley–Finlayson Public School ISD#2165

Date of Last Revision: 6/11/24

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.

- Goal 1:** To have completed LETRS Training for all returning Phase 1 educators, and to be in progress for training any new phase 1 staff members.
- Goal 2:** To continue year 3 implementation of Amplify CKLA and ELA for grades: PreK–8th. This year we will identify any gaps that may be present and what can be done to fill them.
- Goal 3:** To increase reading MCA proficiency by 5% district-wide.

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 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?
Name of Screener: FastBridge: CBMreading and AutoReading	☒ 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) 7–9 and all at-risk students. 10–12 identified at-risk.

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.

After the fall and winter screening periods, families (K–3) will be notified by printed letter if their child’s reading proficiency is measured below grade level according to screening assessments. Each letter will reference the current reading–related services (intervention) that are being provided to the child and potential areas of weakness that are being worked to be strengthened. Strategies shared with families will be a mixture of grade level and students’ current reading level activities. We want to foster a partnership that helps the child and families feel successful at home while supporting the learning that is going on at school. Strategies that may be used but are not limited to: letter identification, letter sound identification, reading to your student, choral reading, repeated reading, decodable readers

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	71	39	65	34	71	7
1 st	65	22	69	26	69	16

2 nd	56	26	55	28	56	13
3 rd	62	26	59	31	62	17

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.

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	72	33	72	17
5 th	66	30	66	10
6 th	74	21	74	12
7 th	63	15	63	8
8 th	61	14	61	8
9 th	76	10	76	6
10 th	80	9	80	6
11 th	59	N/A	N/A	N/A
12 th	60	N/A	N/A	N/A

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	Amplify CKLA Skills & Knowledge	Comprehensive	60 Min for Skills 60 Min for Knowledge Delivery varies from day to day: whole class, partners, small groups, ind...
1 st	Amplify CKLA Skills & Knowledge	Comprehensive	60 Min for Skills 60 Min for Knowledge Delivery varies from day to day: whole class, partners, small groups, ind...
2 nd	Amplify CKLA Skills & Knowledge	Comprehensive	60 Min for Skills 60 Min for Knowledge Delivery varies from day to day: whole class, partners, small groups, ind...
3 rd	Amplify CKLA	Comprehensive	90+ Min Delivery varies from day to day: whole class, partners, small groups, ind...

4 th	Amplify CKLA	Comprehensive	90+ Min Delivery varies from day to day: whole class, partners, small groups, ind...
5 th	Amplify CKLA	Comprehensive	80+ Min Delivery varies from day to day: whole class, partners, small groups, ind...

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	Amplify ELA	Comprehensive	80+ Min Block Schedule Delivery varies from day to day: whole class, partners, small groups, ind...
7 th	Amplify ELA	Comprehensive	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class, partners, small groups, ind...
8 th	Amplify ELA	Comprehensive	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class,

			partners, small groups, ind...
9 th	Teacher created based off MN State Standards	Literature based that encompasses writing, vocabulary, comprehension and grammar.	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class, partners, small groups, ind...
10 th	Teacher created based off MN State Standards	Literature based that encompasses writing, vocabulary, comprehension and grammar.	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class, partners, small groups, ind...
11 th	Teacher created based off MN State Standards	Literature based that encompasses writing, vocabulary, comprehension and grammar.	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class, partners, small groups, ind...
12 th	Teacher created based off MN State Standards	Literature based that encompasses writing, vocabulary, comprehension and grammar.	48 min Period 4 x week 40 min Period 1 x week Delivery varies from day to day: whole class, partners, small groups, ind...

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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Tier I - ADSIS supports and services align with MTSS universal supports in that all students in the Hinckley-Finlayson School District first have access to quality core academic instruction in reading and math. The district also implements Positive Behavioral Interventions and Supports (PBIS) in all buildings so that students are provided with explicit instruction and support in the area of behavior. In addition, all buildings across the district have or are preparing to implement explicit universal SEL instruction. Screening systems in all three areas are in place to evaluate the effectiveness of the universal, core (tier 1) supports in reading, math, and behavior. Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams. The District also participates in the MnMTSS grant through the Minnesota Department of Education and has determined that a District goal of focus for the 2022-23 and 2023-24 school years is tier 1 core instruction, most namely in the areas of reading and social emotional learning.

Tier II - Despite access to a guaranteed and viable core curriculum, there are students who demonstrate a need for additional support in order to make adequate progress academically and behaviorally. Through the MTSS structure, Hinckley-Finlayson School District provides these students with access to supplemental supports in reading, math and behavior. Students in need of targeted (Tier 2) supports are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. The Title 1 school-wide program in place at Hinckley Elementary provides supplemental support for students who qualify in the areas of reading and math. ADSIS supports and services directly align with these targeted supports in that they provide intensive intervention to students who demonstrate academic and behavioral needs in addition to the universal support provided. ADSIS supports compliment the MTSS framework within the targeted level of support (Tier 2) in that they are part of a continuum of services that aim to build skills in academics and behavior in a variety of ways with varying levels of intensity. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention.

Tier III - Students in need of intensive (Tier 3) support are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports at the Tier 3 level compliment the other initiatives and structures within the Tier 2 level of support in that they are part of a continuum of services that aim to build skills in academics and behavior with increased intensity, including small group or individualized instruction. Students receiving support at this level have their progress monitored to determine if a) adequate

progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention or referral for a special education evaluation.

School	Reading screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Finlayson Elementary School	FastBridge Measures: • Early Reading Composite • CBMreading • AUTOreading • aReading	3x/year	The reading skills of students are screened three times per year using the designated FastBridge General Outcome Reading measure for the grade level. Scores from these measures are then reviewed in combination with each student's aReading, to measure student growth in response to instruction, from fall to winter and from winter to spring. Target scores for each measure, determined by their correlation with the probability of reaching grade-level standards are provided to interventionist teams at the start of the school year in an annual target packet. Grade Level Teams meet to review student screening data, at least monthly, and identify students who fall in the high-risk range. It is students who fall within the high-risk range who are identified for ADSIS intervention.
Hinckley Elementary School	FastBridge Measures: • Early Reading Composite	3x/year	The reading skills of students are screened three times per year using the designated FastBridge

	● CBMreading ● AUTOREading ● aReading		General Outcome Reading measure for the grade level. Scores from these measures are then reviewed in combination with each student's aReading, to measure student growth in response to instruction, from fall to winter and from winter to spring. Target scores for each measure, determined by their correlation with the probability of reaching grade-level standards are provided to interventionist teams at the start of the school year in an annual target packet. Grade Level Teams meet to review student screening data, at least monthly, and identify students who fall in the high-risk range. It is students who fall within the high-risk range who are identified for ADSIS intervention.
Hinckley-Finlayson Secondary School	FastBridge Measures: ● aReading ● FastBridge AutoReading ● CBMreading	2x/year	The reading skills of all students in Grade 7 & 8 are screened in the fall, winter and spring of each school year using FastBridge aReading and AutoReading. In addition, a gated procedure is in place requiring some students to also complete an CBMreading measure. All 9th grade students are screened in the fall, winter and spring of each school year using FastBridge aReading and AutoReading. 10th grade students are screened in the fall and winter of each school year using FastBridge aReading

			and AutoReading. Students who are identified as at-risk in Grades 9-12, complete the aReading and are screened in a CBMreading measure as needed. Target scores for each measure, determined by their correlation with the probability of reaching grade-level standards are provided to interventionist teams at the start of the school year in an annual target packet. Tier II Data Teams/Grade Level Teams/Department Teams review results from this screening in conjunction with other available achievement data to identify students whose performance falls within the high-risk range. It is students who fall within the high-risk range who are identified for ADSIS reading intervention.
--	--	--	---

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.

To address implementation of structured literacy, we have a district implementation team that meets monthly to review data and the action plan. We are addressing the following areas:

Training: Our district has chosen LETRS as the training program. With the potential exception of new hires, we will complete training by June 1st, 2025.

Our district team is reviewing training data through teacher surveys, completion rates, and training pre-and post-tests.

Fidelity: We are monitoring fidelity of implementation through OTISS observations for core instruction 2–3 times a year in grades K-5. Data is reviewed using [this template](#) for trends and areas of growth; action steps are determined.

We also ensure fidelity of tier 2 and 3 interventions using fidelity checklists specific to each intervention. These are completed at least annually by SCHOOL PSYCHOLOGISTS, ADSIS LEAD TEACHERS, and/or ADMINISTRATORS.

Coaching: We currently offer coaching to all staff on an as needed basis. Beyond offering coaching to all, district administrators identify areas of coaching need and assign coaches to individual teachers. Data collected surrounds the areas of coaching satisfactions, staff engaged in coaching, coaching goals met, different areas of literacy focused on during coaching, and the total time engaged in coaching. This is an area that needs improvement district-wide. Sometimes district capacity for coaching is limited depending on funding sources and job responsibilities.

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)	17	11	6	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	4	5	0
K-12 Reading Interventionists	5	2	3	0

K-12 Special Education Educators responsible for reading instruction	8	3	4	1
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	0	3

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	4	0	1	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	1	4
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

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.

- **Description of district implementation team:** Our district is building a new district implementation team that will meet monthly and follow an agenda that addresses some identified drivers of implementation science (selection, training, coaching, fidelity) as well as reviewing select student data.
- **Description of DCA data:** We have taken the District Capacity Assessment developed by NIRN in the past, and will be revisiting it this year with our new district implementation team. Each year our district team will review the results and determine action items. For the coming year, the following action items have been identified:

NEXT STEPS:

- We are going to establish a new district implementation team, and start with a new District Capacity Assessment.
- We will continue our year 3 implementation of the Amplify comprehensive curriculum in grade PreK–8. This year we will start to identify any potential gaps within the curriculum and identify potential resources to help us fill those needs.
- We are working to increase our pacing within lessons in order to provide students with increased practice opportunities and engagement. Our plan to address this includes individual coaching, training for new teachers, and recording and sharing models of well-paced instruction.
- We are working to improve coaching by regularly reviewing coaching data at our district team meetings. We want to ensure that the amount of time designated for coaching at each grade level aligns with needs seen in student data and fidelity data (OTISS).
- Some of our staff have completed LETRS training, while many others have completed Volume 1 (with the exception of new hires). Just over half our required staff will be completing LETRS Volume 2 this school year.