Local Literacy Plan Template: 2025-26 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: 544

Date of Last Revision: 5/22/2025

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

For the 2025-26 school year, Fergus Falls Public Schools is committed to supporting literacy development by ensuring that all students learn the essential reading skills needed for academic success. Our primary goal is to increase grade-level proficiency across all student demographics through high-quality instruction, targeted interventions, and evidence-based practices.

A key component of this is the continuation of OL&LA training to support the remaining Phase 1 elementary teachers, interventionists, and other designated staff. For those who have already completed the training, we will provide opportunities for ongoing collaboration and professional discussions to refine instructional strategies.

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?
mCLASS with DIBELS 8th Edition	✅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.

Students are first universally screened in the fall within the first 6 weeks of school. Using the screening data in conjunction with other district-established qualifying criteria, students who are not reading at or above grade level are identified as qualifying for intervention support. A letter is sent home for the students who meet qualification criteria for reading intervention services. This letter includes school contact information, an explanation of the program, and their child's qualifying data. Through the District Dyslexia Process, parents are notified if their child shows significant indicators of dyslexia. This process shares extended progress monitoring data, intervention services, and offers collaborative meetings with parents/guardians regarding their child's reading needs.

Additionally, progress monitoring data, screening scores, and student work samples are shared by interventionists with the student's classroom teacher to share with families at conferences. Interventionists are also available during parent-teacher conferences to provide a direct line of communication. Classroom teachers and reading interventionists are available via phone and email to communicate with parents.

As part of our commitment to fostering literacy growth both inside and outside the classroom, we actively engage parents and families by providing them with valuable resources and strategies to support their child's literacy development at home. For example, teachers regularly send home the Home Practice sheets from the UFLI curriculum that outline the specific reading concepts being taught in class, empowering parents to reinforce learning in a familiar environment. These sheets not only provide clarity on the skills being targeted but also offer simple activities and prompts for families to practice together. Additionally, we encourage parents to establish consistent reading routines at home, incorporating activities such as read-aloud sessions, shared reading, and independent reading time. By reinforcing literacy skills in everyday settings and fostering a love for reading within the home, we aim to strengthen the partnership between school and family in nurturing confident and proficient readers.

Student Summary Level and Dyslexia Screening Data 2024-25 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	164	120	167	122	167	18
1st	147	104	150	115	150	31
2nd	187	135	185	121	185	50
3rd	167	127	168	101	168	34

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
4th	163	66	163	N/A
5th	203	73	203	N/A
6th	185	71	185	N/A
7th	0	N/A	N/A	N/A
8th	0	N/A	N/A	N/A
9th	0	N/A	N/A	N/A
10th	0	N/A	N/A	N/A
11th	0	N/A	N/A	N/A
12th	0	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 Instuction)
KG	Wonders UFLI Heggerty's Phonemic Awareness	Comprehensive/ Knowledge Building Foundational Skills Foundational Skills	Whole Class: 30min. Differentiated Instruction: 45min. Additional Intervention Reading Instruction for Qualifying Students: 25min.
1st	Wonders UFLI Heggerty's Phonemic Awareness	Comprehensive/ Knowledge Building Foundational Skills Foundational Skills	Whole Class: 30min. Differentiated Instruction: 45min. Additional Intervention Reading Instruction for Qualifying Students: 25min.
2nd	Wonders UFLI Heggerty's Phonemic Awareness	Comprehensive/ Knowledge Building Foundational Skills Foundational Skills	Whole Class: 30min. Differentiated Instruction: 45min. Additional Intervention Reading Instruction for Qualifying Students: 25min.
3rd	Wonders	Comprehensive/ Knowledge Building	Whole Class: 30min. Differentiated Instruction: 45min.

			Additional Intervention Reading Instruction for Qualifying Students: 25min.
4th	Wonders	Comprehensive/ Knowledge Building	Whole Class: 30min. Differentiated Instruction: 45min. Additional Intervention Reading Instruction for Qualifying Students: 25min.
5th	Wonders	Comprehensive/ Knowledge Building	Whole Class: 30min. Differentiated Instruction: 45min. Additional Intervention Reading Instruction for Qualifying Students: 25min.

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	Wonders	Comprehensive	50 minutes
7th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 minutes
8th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 minutes
9th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 minutes
10th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 minutes
11th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 minutes
12th	CommonLit NoRedInk	Comprehension, Vocabulary Writing, Vocabulary	50 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).

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.

The district has taken a proactive approach in implementing a comprehensive multi-tiered system of support (MTSS) framework, guided by a detailed MTSS Program Guide aligned with the Minnesota Multi-Tiered System of Support (MnMTSS) framework. This guide serves as a roadmap for identifying students in need of reading intervention services and outlines clear qualifying criteria for entry into intervention, ensuring consistency and equity across schools. Additionally, the guide provides detailed exit criteria, ensuring that students receive support until they have achieved proficiency in reading skills. Per the guide, students qualify to exit from intervention services if they meet instructional goals by achieving benchmark on screening and progress monitoring measures.

Embedded within this guide are the curricular and screening resources aligned with evidence-based practices. Qualifying criteria are established using the guidelines as it pertains to the Science of Reading. Some of these resources include UFLI, Bridge to Reading, Heggerty's Phonemic Awareness, and mCLASS Intervention. These resources are carefully selected to meet the diverse needs of students and to support differentiated instruction within a tiered intervention model.

The guide also emphasizes the importance of progress monitoring as a component of the intervention process. It outlines specific progress monitoring measures and frequency guidelines to assess student growth and the effectiveness of interventions. In addition to comprehensive screening three times during the course of the academic year, students receiving reading intervention services are progress monitored every 1-2 weeks to determine growth and identify current instructional needs. By closely monitoring student progress, educators can make data-informed decisions and adjust instruction as needed to ensure continued growth.

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.

Fergus Falls Public Schools is dedicated to supporting educators with the necessary tools and knowledge to implement literacy instruction effectively. To achieve this, we have developed a comprehensive professional development plan centered around the Online Language & Literacy Academy (OL&LA) program, approved by the Minnesota Department of Education. Two highly skilled educators completed OL&LA training and received certification, enabling them to serve as in-house trainers within our district.

Our professional development timeline provides Phase 1 teachers, as established by the Minnesota Department of Education, training during either the 2024-25 or 2025-26 school years, ensuring alignment with state training requirements.

Throughout the implementation process, data collection plays a vital role in assessing the effectiveness of literacy instruction. Student learning progress will be monitored through universal screenings, providing valuable insights into the impact of instructional practices on student outcomes. Additionally, PLC (Professional Learning Community) time will be dedicated to ongoing collaboration, allowing educators to share ideas, troubleshoot challenges, and refine instructional strategies based on student data and feedback.

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	9	0	0	9
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	ISD 544 = 33 iQ= 4	23 iQ= 0	0 iQ= 0	10 iQ= 4
Grades 4-5 (or 6) Classroom Educators (if applicable)	14 iQ= 2	0 iQ= 1	0 iQ= 0	14 iQ= 1
K-12 Reading Interventionists	11 iQ=1	11 iQ=1	0 iQ=0	0 iQ=0
K-12 Special Education Educators responsible for reading instruction	21 iQ=6	8 iQ=4	0 iQ=0	13 iQ=2
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	N/A	N/A	N/A	N/A

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

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.

As we reflect on our district's implementation of evidence-based literacy instruction, we recognize the importance of continuous refinement to ensure expected outcomes for all students. One area requiring continued attention is the review and alignment of elementary curricular resources. To address this, K-5 classroom teachers reviewed the approved curricular options presented by the READ Act. We will be revising and updating our standard alignments across grade levels to determine areas of strength and need as our resources align to the Science of Reading and instructional approaches necessary to support literacy success. This evaluation will enable us to identify and support any gaps or areas for improvement in our current instructional materials and make informed decisions to enhance the quality and coherence of our literacy curriculum.

In addition to resource refinement, our next steps include prioritizing professional development in structured literacy for our Phase 1 educators. By equipping these educators with the necessary knowledge and skills, we aim to strengthen our capacity to deliver evidence-based instruction effectively across all grade levels. To support this initiative, we implemented mCLASS with DIBELS 8th Edition for universal screening in fall 2024. This comprehensive screening tool provides valuable data in establishing a strong baseline for initial student performance and guide our instructional planning. Additionally, we will continue with OL&LA training for the remaining Phase 1 teachers as established by the READ Act.

Through these targeted efforts, we are committed to improving the implementation of evidence-based literacy instruction in our district. By reviewing and refining curricular resources, providing ongoing professional development in structured literacy, and utilizing data-driven practices, we strive to create an environment where every student has the opportunity to achieve proficiency in reading and reach their full potential.