

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: Pequot Lakes Public School #186

Date of Last Revision: 5-24-24

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.

Independent School District #186 will strive to help all students reach proficiency level by the end of each grade, as measured by the Minnesota Comprehensive Assessments. Using a literacy framework for core literacy instruction which is aligned to the English-Language Arts Academic Standards for the State of Minnesota teaching and learning is differentiated to meet the needs of all learners. Universal screening measures identify students needing additional support in order to meet grade level benchmarks.

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) CBMReading (Grades 1-3) aReading (Grades 2 & 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 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 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: Renaissance STAR	<input 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 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 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)

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.

K-4	Parent assessment reports shared with families Parent-Teacher Conferences Infinite Campus Parent Portal Communication via phone calls/emails as needed
5-12	Parent-Teacher Conferences Infinite Campus Parent Portal Communication via phone calls/emails as needed.

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.

Pequot Lakes Schools is in the process of transitioning to an approved screener. Data for each grade from the 23-24 school year is shared at a fall school board meeting.

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						
1 st						
2 nd						
3 rd						

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
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4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

See NOTE, under Summary Data Kindergarten through 3rd 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)
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KG	McGraw Hill Wonders 2023 beginning 24-25 School Year	Foundational Skills: UFLI Phonemic Awareness & Phonics Knowledge Building: Wonders 2023	Foundational Skills UFLI Whole Class 30 minutes Skill Based Small Group 30 minutes Wonders knowledge Building 30 minutes
1 st	McGraw Hill Wonders 2023 beginning 24-25 School Year	Foundational Skills: UFLI Phonemic Awareness & Phonics Knowledge Building: Wonders 2023	Foundational Skills UFLI Whole Class 30 minutes Skill Based Small Group 30 minutes Wonders knowledge Building Whole Class 30 minutes
2 nd	McGraw Hill Wonders 2023 beginning 24-25 School Year	Foundational Skills: UFLI Phonemic Awareness & Phonics Knowledge Building: Wonders 2023	Foundational Skills UFLI Whole Class 30 minutes Skill Based Small Group 30 minutes Wonders knowledge Building Whole Class 30 minutes
3 rd	McGraw Hill Wonders 2023 beginning 24-25 School Year	Knowledge Building: Vocabulary, Grammar, Fluency, Comprehension, Spelling, Phonics, Writing	Whole Group & Small Group 90 minutes

4 th	McGraw Hill Wonders 2023 beginning 24-25 School Year	Knowledge Building: Vocabulary, Grammar, Fluency, Comprehension, Spelling, Phonics, Writing	Whole Group & Small Group 90 minutes
5 th	EL Open Up beginning 24-25 school year	Knowledge Building Comprehension, Fluency, Vocabulary, and Writing: EL Open Up Resource and Thematic Text Sets	Knowledge Skills Whole Class 50 minutes Small Group Skill A/B Days 50 minutes

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	EL Open Up beginning 24-25 school year	Knowledge Building: Comprehension, Fluency, Vocabulary, and Writing: EL Open Up Resource and Thematic Text Sets	Knowledge Skills Whole Class 50 minutes Small Group Skills A/B Days 50 minutes
7 th	EL Open Up beginning 24-25 school year	Knowledge Building: Comprehension, Fluency, Vocabulary, and Writing:	Knowledge Skills Whole Class 50 minutes

		EL Open Up Resource and Thematic Text Sets	
8 th	EL Open Up beginning 24-25 school year	Knowledge Building: Comprehension, Fluency, Vocabulary, and Writing: EL Open Up Resource and Thematic Text Sets	Knowledge Skills Whole Class 50 minutes
9 th	Open Educational Resources	Knowledge Building: Comprehension, Vocabulary, and Writing Thematic Text Sets	Knowledge Skills Whole Class 50 minutes
10 th	Open Educational Resources	Knowledge Building: Comprehension, Vocabulary, and Writing Thematic Text Sets	Knowledge Skills Whole Class 50 minutes
11 th	Open Educational Resources	Knowledge Building: Comprehension, Vocabulary, and Writing Thematic Text Sets	Knowledge Skills Whole Class 50 minutes
12 th	Open Educational Resources	Knowledge Building: Comprehension, Vocabulary, and Writing Thematic Text Sets	Knowledge Skills Whole Class 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

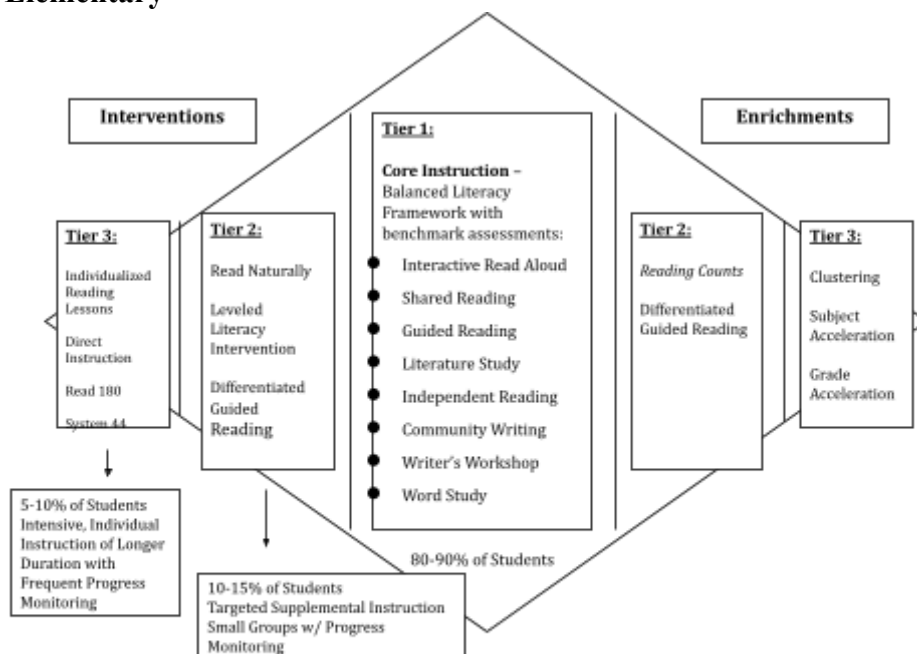
program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. 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.

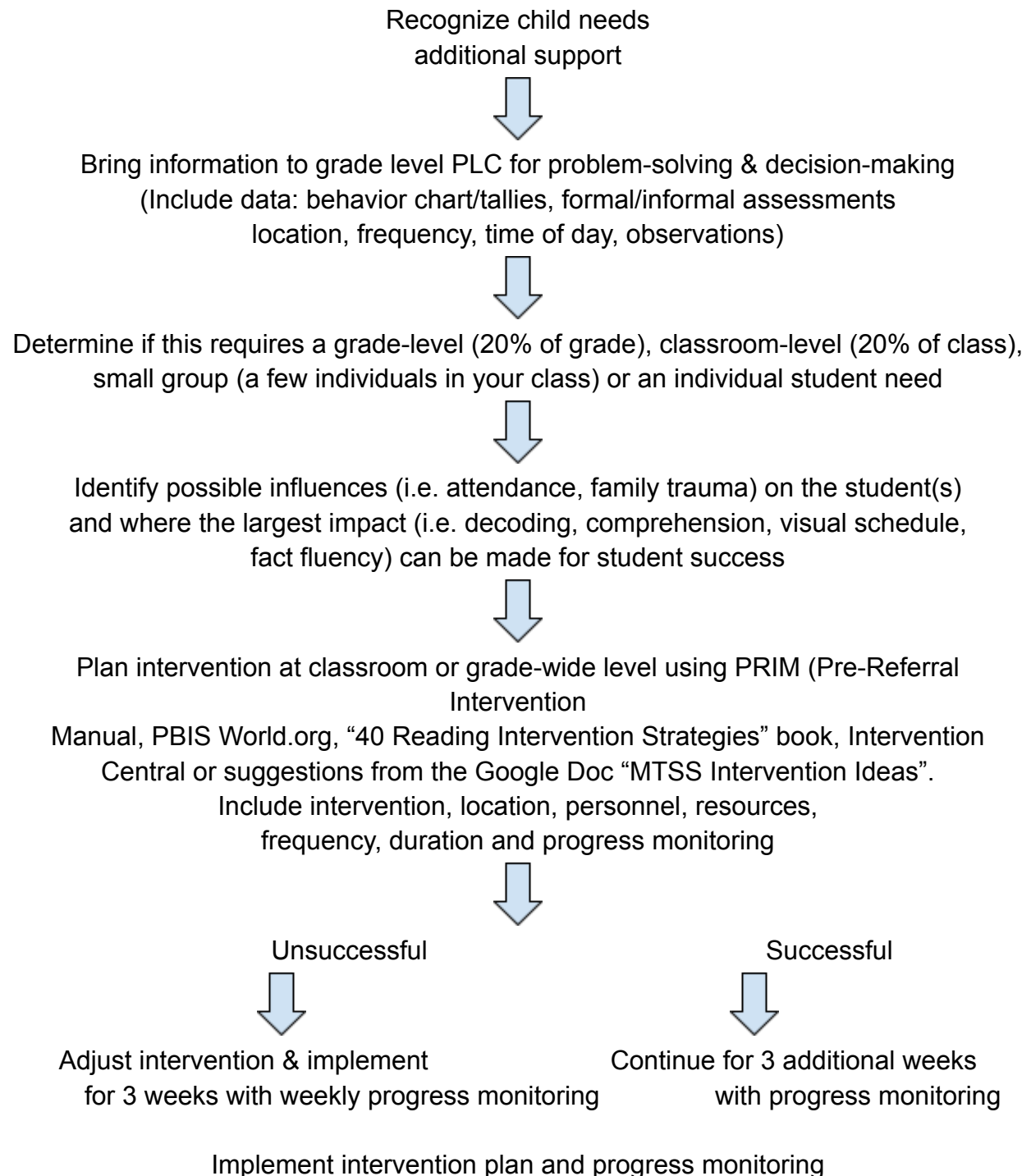
Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. 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.

Eagle View Elementary

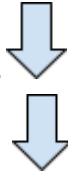


Eagle View Elementary Student Focus Flowchart

(This flowchart is to be used as a guide as student needs are unique. Please contact a member of the Student Focus Team or Child Study Team at any point you have questions or need additional support.)



For 3 weeks



After 6 weeks of intervention,
either continue intervention plan or establish a new plan.

Unsuccessful

Successful



Complete electronic referral form
for the Student Focus Team.



Continue interventions if needed or for
discontinue intervention if not needed

Form links:

Class of 2031 SFT referral [link](#)

Class of 2032 SFT referral [link](#)

Class of 2033 SFT referral [link](#)

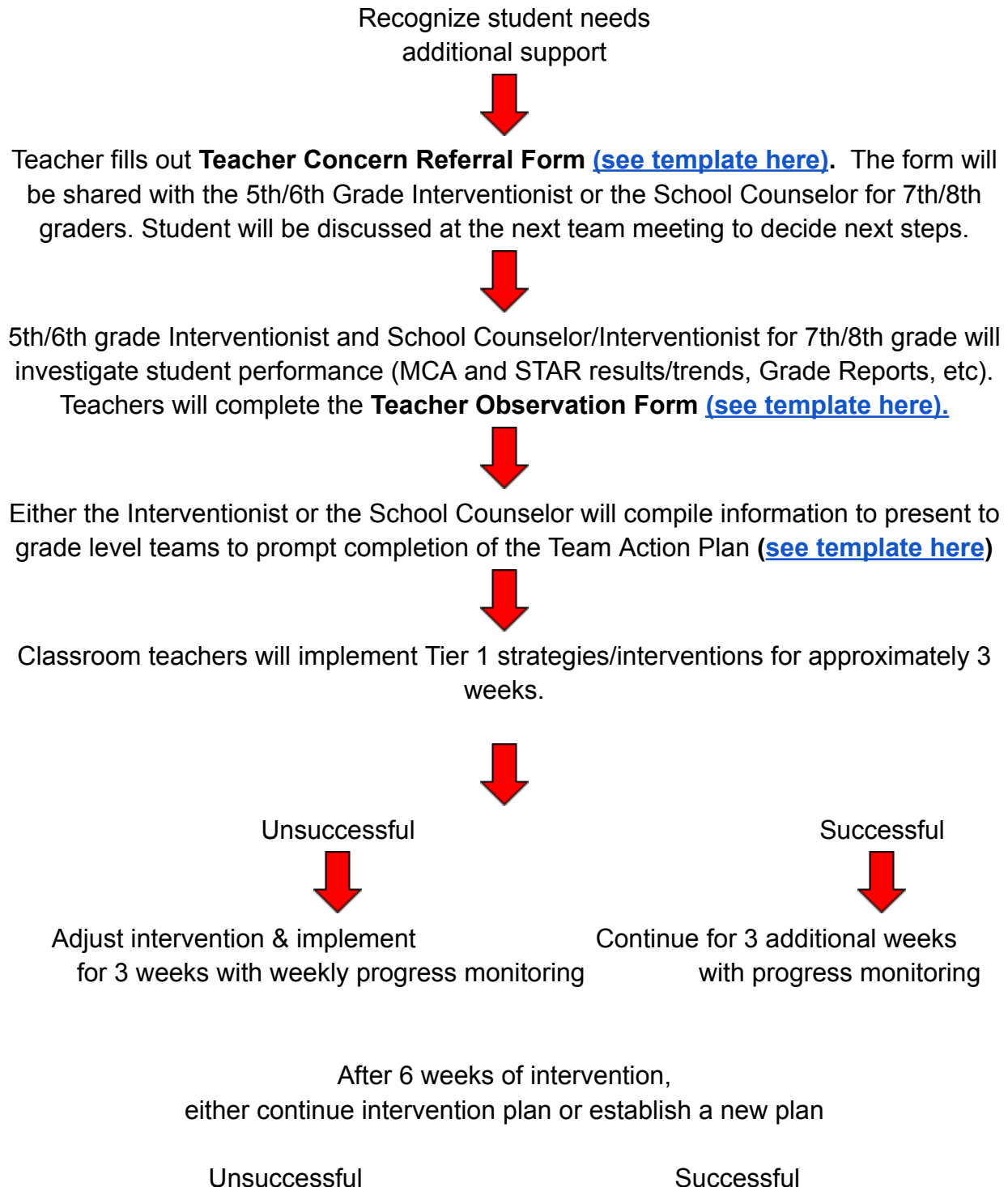
Class of 2034 SFT referral [link](#)

Class of 2035 SFT referral [link](#)

Ashley Ingman will receive a notification of the referral and will be in touch with you.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Tier 1	UFLI (for phonics) Benchmark (Rdg./Writing)	UFLI (for phonics) Benchmark (Rdg./Writing)	UFLI (for phonics) Benchmark (Rdg./Writing)	Benchmark	Benchmark
Assessment	ESGI, UFLI, Benchmark Advance	SPELLING INVENTORY, Benchmark Advance, UFLI	SPELLING INVENTORY, Benchmark Advance, Text Leveling	SPELLING INVENTORY, Benchmark Advance, Text Leveling	SPELLING INVENTORY, Benchmark Advance, Text Leveling
Tier 2	PRESS/UFLI	PRESS/UFLI	PRESS/UFLI	PRESS/UFLI	PRESS/UFLI
Assessment	ESGI data (LN/LS) PRESS phonemic awareness test PAST (mid-year)	FASTbridge Screener (DW) PRESS Phonics Inventory PAST	FASTbridge Screener (ORF) PRESS Phonics Inventory PAST	FASTbridge Screener (ORF) PRESS Phonics Inventory PAST	FASTbridge Screener (ORF) PRESS Phonics Inventory PAST
Tier 3	UFLI (Reynolds)	UFLI (Reynolds)	PRESS (Larson)	PRESS/UFLI (Larson & Dunn)	UFLI HILL-RAP (Dunn)

Pequot Lakes Middle School Interventions Flowchart (MTSS)





Bring student concerns and information
needed or
to Child Study Team
not needed



Continue interventions if
discontinue interventions if

[PBIS Intervention Ideas](#)

Universal Screening Measures

The district utilizes various screening measures to track student progress toward grade level targets.

Interventions & Enrichments

In an effort to reach proficiency for all, Pequot Lakes School has a Multi-Tiered Systems of Support in place (see below) and offers various interventions and enrichments to meet the needs of all learners. A Student Focus Team meets twice each month to review individual student cases and support classroom teachers in the implementation of interventions. The Child Study team meets weekly to review the data from the previous interventions and determine if the child is a possible candidate for special education assessment and placement. Both of these teams are designed to address the needs of all students and determine the level of support needed to meet grade level benchmarks. The Enrichment Committee meets regularly to review and develop academic programming for high-achieving students, as well as to plan for differentiated instruction within the classroom.

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.

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	3	0	6
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	8	10	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	4	1	4
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	14	0	3	11
Pre-K through grade 5 Curriculum Directors	2	1	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	5-14	0	0	5-14

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	16	4	1	11
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	1	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	MS: 0-12 HS: 0-4	0	0	0-16
Grades 6-12 Curriculum Directors	1	0	0	1
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.