



Spring Grove Local Literacy Plan

District or Charter School Information

District or Charter School Name and Number: Spring Grove Public Schools 0297

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

- The percentage of all students in grades K - 6 at Spring Grove Elementary who met their Rate of Improvement Growth Gain on Fastbridge (Early Reading K - 1 and aReading 2-6) will increase 2% each year.
- The percentage of all students in grades 7 - 12 at Spring Grove Secondary who met their Rate of Improvement Growth Gain on Fastbridge (aReading 7-12) will increase 2% each year.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

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?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Grades 4-12 Screeners.

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 English	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X 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 type="checkbox"/> Phonological Awareness X Phonics X Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: FastBridge aReading	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> 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

The District has developed a parent communication letter that is sent home following the Fall, Winter, and Spring Fastbridge assessment. This letter identifies if their child is in need of additional support to meet the grade-level target reading standard.

Communication Plan and timelines for collaborating with parents and understanding data and support

- Fastbridge assessments are given to Kindergarten through Grade 12 within the first six weeks of school. Letters are sent out to all parents notifying them of their child's score and whether intervention support is needed. This process is done in the fall, winter, and spring, with parent letters sent out all three times.
- Parent Teacher Conferences are held in the fall and spring. The MTSS Coordinator/Interventionist, MN Reading Corp Member, and Title I Teachers meet with classroom teachers regarding their students before conferences, and are available to meet with parents during conference times.

Entrance and exit criteria for students who need instructional interventions or problem solving practices:

- Students who are not making grade level targets on the Fastbridge assessment receive researched-based reading interventions. These interventions are delivered outside of the regular classroom core-reading block.
- Students are progress monitored weekly and reviewed by the MTSS Team quarterly.
- Students are excited when they make and maintain grade level targets.

Include resources and tools for parents, caregivers, and/or community members to support literacy practices at home:

- Kindergarten and Grade 1 students bring home decodable readers to read with an adult.
- All children are invited to participate in Family Literacy Night, which promotes ways for parents to be involved in their child's academic and reading progress. Free books are given to students, as well as literacy activities that can be done at home.
- Families are encouraged to take advantage of the Public Library's summer reading program, as well as the District summer school program.
- Teachers share resources and books with their students and families that address individual student needs.

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	UFLI	Foundational	90 Minutes
1 st	UFLI	Foundational	90 Minutes
2 nd	UFLI	Foundational	90 Minutes
3 rd	Benchmark Literacy	Foundational	90 Minutes
4 th	Benchmark Literacy	Foundational	90 Minutes
5 th	UFLI/Benchmark Literacy	Foundational	90 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	Benchmark Literacy	Comprehension, Vocabulary, Writing	45 minute class period - full year
7 th	Teacher designed scope and sequence using tradebooks, The Write Source, writing, research, and grammar	Comprehension, Vocabulary, Writing	45 minute class period - full year
8 th	Teacher designed scope and sequence using tradebooks, The Write Source, writing, research, and grammar	Comprehension, Vocabulary, Writing	45 minute class period - full year
9 th	Teacher designed scope and sequence using tradebooks, writing, research, and grammar	Comprehension, Vocabulary, Writing	90 minutes - block schedule
10 th	Teacher designed scope and sequence using tradebooks, writing, research, and grammar	Comprehension, Vocabulary, Writing	90 minutes - block schedule
11 th	Teacher designed scope and sequence using tradebooks, writing, research, grammar, Elements of Literature, and Literature Craft and Voice texts by Nicholas Delbanco and Alan Cheuse: Vol. 1: Fiction, Vol. 2: Poetry, and Vol. 3: Drama	Comprehension, Vocabulary, Writing	90 minutes - block schedule, AP option, Concurrent Enrollment option
12 th	Teacher designed scope and sequence using tradebooks, writing, research, grammar, Elements of Literature, and Literature Craft and Voice texts by Nicholas Delbanco and Alan Cheuse: Vol. 1: Fiction, Vol. 2: Poetry, and Vol. 3: Drama	Comprehension, Vocabulary, Writing	90 minutes - block schedule, AP option, Concurrent Enrollment option

Data-Based Decision Making for Literacy Interventions

The district uses the MnMTSS framework and has participated in the MDE MTSS professional learning cohort, beginning in 2016 through a grant under the guidance of MDE and Vicki Weinberg. We have used the SEMI-DLT since 2022 and continue to do so annually to guide our action planning for the following year.

We use the following process to screen and identify students:

1. Collect Data - Fall, Winter, Spring
 - a. Universal screener: Fastbridge (K-2 Early Reading; 3-12 aReading; 3-8 CBM)
 - b. Other information
 - i. Behavior
 - ii. Attendance
 - iii. Grades
 - iv. Classroom Observation
2. Analyze data at the MTSS Team Level
 - a. Locate highest-need students according to data
 - i. Tier 3: 0-10th percentile
 - ii. Tier 2: 11-25th percentile
 - iii. Tier 1: 26th percentile and above
3. Identify concerns in District MTSS Team and tiered grade level team meeting
4. Create an intervention plan.
 - a. Discuss the intervention need with parents
 - b. Notify parents of the plan and send parent letter/permission slip
5. Provide intervention and monitor progress
6. Assess effectiveness of the intervention
 - a. Identify next step
 - b. Notify parents of the next steps

Professional Development Plan

Spring Grove was a part of the LETRS pilot with our primary teachers starting in 2021. Since this time, we have been holding professional development cohorts for LETRS training. So far these teachers have been meeting weekly with Facilitators to complete the two required units, but in the second phase we will be adding summer training for our educators.

The Science of Reading professional development for our district will be LETRS. The in house facilitators are instrumental in introducing all teachers to specific instructional practices. This is done once per week, and follow up continues through the leadership of the PLC lead teachers. They look for examples of these specific instructional practices being carried out in the classroom during their teacher observations, and through their evaluation feedback conversations. Teachers also discuss these reading strategies in their weekly PLC team meetings. The LETRS facilitators train staff to deliver core instruction, instructional interventions, and the scientifically based reading practices embedded within them.

Teachers meet weekly in their Professional Learning Communities (PLCs). These PLC groups are across grades, subjects, and disciplines. PLC groups study literacy practices and instructional strategies that are effective for the students most in need of additional support. Time is devoted specifically to reading instruction in these weekly meetings, including professional development activities regarding modeling instructional strategies, demonstration teaching, team teaching, mentoring, lesson study, analysis of student work, peer or cognitive coaching, and content coaching.

We will be collecting data through universal screeners, benchmarking, and observation. Our principal will be taking the LETRS administrator training throughout the 2024 - 2025 school year. He will learn how to use observation to create data to analyze for improvement of implementation.

Action Planning for Continuous Improvement

The district will be piloting state selected reading curriculums in the coming school year. The staff will reach a consensus on a state approved reading curriculum and we will begin instructional training with our staff using the selected curriculum. We will continue to monitor data, progress, and students through our MTSS structure, meeting once per week at the district level and having grade level tiered team meetings no fewer than 1 time per month. Our MTSS team maintains a yearly action plan for goals and targets we need to meet as a district. Additionally, our Professional Learning Communities, which meet once per week, will set a goal for the year that has a direct impact on student achievement. Our QComp goal is related to literacy growth each year as measured by our universal screening data.