



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: Nashwuak-Keewatin Public Schools ISD 319

Date of Last Revision: May 9, 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

During school year 2024-2025 we will increase student reading proficiency as measured by Fastbridge testing by implementing evidence-based reading practices as defined by the state of Minnesota.

By Spring of 2025, achieve 100% compliance with the READ Act, as evidenced by the successful implementation and staff training of all mandated literacy programs, documentation of student progress through compliant testing platforms, and submission of required reports to Minnesota Department of Education.

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: Guidance is forthcoming from MDE	☐ 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.

When the student's test score indicates the need for additional servicing, the general education teacher and interventionist will contact the parent/guardian to express concerns. The general education teacher and interventionist will be expected to provide data to the family to support their recommendation for intervention.

Parents will be invited to participate in the goal setting process. Parents will also be given information on how to support their child at home. Parents will be notified after progress monitoring.

Over the course of the intervention, the interventionist will provide updates on their child's progress. This will include, but not limited to, updated local assessment scores, progress monitoring information, and anecdotal notes from both the interventionist and classroom teacher.

At the Open House in the fall, parents will be informed of ISD 319 ADSIS/Title One so when parents are contacted after initial screening has been completed, they will know why they are being contacted. Teachers or interventionist will talk to parents to let them know how their child did on the initial screening assessment and how the next steps will be. Teachers or interventionist will also let parents know that progress monitoring will happen bi-weekly and the reports will be sent home. If interventions change, parents will be informed. They will also be informed when the data shows the child isn't making the progress we hoped for and will move forward with special education testing.

Prior to the start of the school year, a newsletter will be emailed home describing the ISD 319 ADSIS/Title One program and how it will support students. Parents will be given ideas on how to help their child at home each week through a monthly newsletter. This information will also be shared on the school website. Parents will also have an opportunity to learn how to help their child in areas where theyWhen the student's test score indicates the need for additional servicing, the general education teacher and interventionist will contact the parent/guardian to express concerns. The general education teacher and interventionist will be expected to provide data to the family to support their recommendation for intervention.

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	38	20	37	9	37	This guidance is coming this summer
1 st	34	13	34	13	34	This guidance is coming this summer
2 nd	50	22	49	21	49	This guidance is coming this summer
3 rd	45	25	46	23	46	This guidance is coming this summer

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	Guidance from MDE is forthcoming			
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

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	Heggerty UFLI Wonders	Foundational Foundational Comprehensive	60 min Whole Group 30 min Differentiated
1 st	Heggerty UFLI Wonders	Foundational Foundational Comprehensive	60 min Whole Group 30 min Differentiated
2 nd	Heggerty UFLI Wonders	Foundational Foundational Comprehensive	60 min Whole Group 30 min Differentiated
3 rd	UFLI Wonders	Foundational Comprehensive	60 min Whole Group 30 min Differentiated
4 th	Wonders	Comprehensive	60 min Whole Group 30 min Differentiated
5 th	Wonders	Comprehensive	55 minutes Whole Group

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	Wonders	Comprehensive	55 minute class period
7 th	Houghton Mifflin Harcourt - Into Literature	Comprehension, Vocabulary, Writing	55 minute class period
	Holt "Elements of Literature"	Comprehension, Vocabulary, Writing	
8 th	Houghton Mifflin Harcourt - Into Literature	Comprehension, Vocabulary, Writing	55 minute class period
9 th	Houghton Mifflin Harcourt - Into Literature	Comprehension, Vocabulary, Writing	55 minute class period
	Holt "Elements of Literature"	Comprehension, Vocabulary, Writing	
10 th	Houghton Mifflin Harcourt - Into Literature	Comprehension, Vocabulary, Writing	55 minute class period
	Holt "Elements of Literature"	Comprehension, Vocabulary, Writing	
11 th	Holt "Elements of Literature"	Comprehension, Vocabulary, Writing	55 minute class period
	Harcourt "Adventures"	Comprehension, Vocabulary, Writing	
12 th	Holt "Elements of Literature"	Comprehension, Vocabulary, Writing	55 minute class period

	Harcourt "Adventures"	Comprehension, Vocabulary, Writing	
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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 MTSS team at Keewatin Elementary have an established meeting monthly and will meet on an as-needed basis. Teachers fill out a form to request a time to discuss the student. They are required to have areas of concern noted, assessment data to support, and parental consent. The MTSS team makes recommendations for interventions and revisit the students' progress after 6 weeks. If the student has demonstrated progress, we continue to monitor but do not move forward with additional intervention. If the student does not demonstrate progress, the intervention is changed and we monitor growth for another 6 weeks. At the end of the second intervention and if no progress is made, the student is referred to the Child Study Team for possible special education testing.

During screening periods, the intervention team analyzes the data to create intervention groups. Students are progress monitored on a weekly or bi-monthly basis. If students are not making progress, the intervention is changed/intensified. Additionally, we use our reading data to guide our What I Need (WIN) time groupings. Students that are showing the most need work in the smallest possible group setting with licensed staff. Teachers will use the interventions available in Fastbridge, UFLI Foundations, or West Virginia Phonics to close gaps in foundational skill areas. Students demonstrating a deficit in comprehension will work on vocabulary and reading a wide range of text to build knowledge.

Keewatin Elementary school adopted Fastbridge testing for grades K-4. Students below the 40th percentile are identified as students in need of intervention. We work to schedule pull-out interventions outside of core instruction. Students are progress monitored weekly or bi-monthly and results are shared with teachers and families.

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.

All of our Phase One educators have been enrolled in LETRS training. We have one group that will finish the Fall of 2026 and a second group that will finish late spring of 2027.

At this time, we are anticipating further guidance from MDE on approved training for our 4-12 staff. They have started Lexia Aspire and will finish June of 2024.

Our instructional coach is also our certified local facilitator for LETRS training. She works directly with staff on implementing structured literacy practices and adjusting instruction based on data in Fastbridge. If additional diagnostic testing is needed, she works with staff to determine the appropriate assessment to glean more data on the students' needs. Progress is monitored through the Fastbridge platform.

The K-2 staff have elected to use UFLI Foundations for their foundational skills. We will utilize the UFLI webinars during our workshop week and continually meet to work on any needs. Our 3rd grade staff will also continue to use UFLI as needed to fill in foundational gaps. We are also training our intervention staff on UFLI so that it can be used during the intervention time for students showing more intense needs.

We will continue to utilize our Fastbridge data to drive our instruction and decision making.

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	1	0	1	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	8	3	5	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	This group will train with Phase 2 Educators	0	0	0
K-12 Reading Interventionists	2	1	1	0
K-12 Special Education Educators responsible for reading instruction	7	1	6	1
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	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.

1. Shifting Tier 1 foundational curriculum from Wonders to UFLI.
2. Using UFLI in K-2 intervention to support learning in the classroom
3. Instructional Coaching to support LETRS training and best practice implementation.
4. Purposefully designed PLCs to work as a literacy team to refine learning and practice.
5. Using data to drive instruction and decision making. We will utilize our MTSS flowchart to make instructional decisions for students not meeting grade-level benchmarks.