



## Local Literacy Plan: 2024-25 School Year

### District or Charter School Information

District or Charter School Name and Number: Pierz ISD #484

Date of Last Revision: June 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

- To have all K-4 teachers trained in structured literacy methods.
- To refine our multi-tiered systems of support (screen, identify, intervene, and monitor students who need support). Within our multi-tiered systems, we will refine literacy instruction so at least 80% of students are at benchmark within Tier 1. We will further refine practices and processes in Tier 2 and 3 to support struggling readers.
- To ensure automatic and fluent language knowledge so students can read for meaning and comprehend.

### Universal and Dyslexia Screening

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	x Oral Language x Phonological Awareness x Phonics x 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

At a minimum, twice a year parents are provided with the results of their child’s assessment data during Parent-Teacher conferences. Beyond that, teachers and parents of struggling readers employ a variety of means to communicate, including newsletters, emails, internet apps, and phone calls to explore ways of supporting and accelerating reading growth. We also offer a Kindergarten round-up, summer reading program, summer school, as well as some programs outside of the school day to promote reading including Targeted Services. An assessment schedule is included in the student handbook or on the school’s website. Teachers, including Title I staff, send home a variety of practice sheets, decodable stories, and roll-and-reads.

## Student Summary Level and Dyslexia Screening Data 2023-24 School Year

### Summary Data Kindergarten through 3<sup>rd</sup> Grade

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	88	56	87	76	11	4
1 <sup>st</sup>	80	34	81	52	29	10
2 <sup>nd</sup>	75	36	76	54	22	5
3 <sup>rd</sup>	86	49	86	54	32	2

## Core Reading Instruction and Curricula Grades K-5

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	Kinder Literacy by Tara West Heggerty, Kilpatrick, SPIRE, Science of Reading by Tara West	Knowledge Building Foundational Skills	50 min whole group, 70 min small group reading groups and independent reading task time
1 <sup>st</sup>	Journeys Deedee Wills Engaged Learners SPIRE	Comprehensive Knowledge Building Foundational	55 min whole group, 80 min small group reading groups and independent reading task time
2 <sup>nd</sup>	Journeys SPIRE Kilpatrick	Comprehensive Foundational	80 min whole group, 80 min small group reading and independent reading task time
3 <sup>rd</sup>	Journeys Read Works, EPIC, Freckle, mentor texts SPIRE, Kilpatrick	Comprehensive Knowledge Building Foundational	70 min whole group, 70 small group reading and independent reading task time
4 <sup>th</sup>	Journeys, Mentor Texts SPIRE, Rewards	Comprehensive, Knowledge Building Foundational	60 min whole group, 60 min small group reading and independent reading task time
5 <sup>th</sup>	Minnesota State Language Arts Standards, book club books, picture books, priority standard common assessments, spiral reviews  Evan Moor Grammar- CUPS is also built into anything we turn in that is writing related. Also, IXL is used for both Comprehension and grammar skills, spiral reviews, sentence diagramming assessments  Wonderopolis, The book clubs we choose, other articles and readings that we do throughout the year.	Comprehensive	60 min reading block + 30 min intervention block (part of this block is for reading intervention for students in need)

## Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 <sup>th</sup>	Class Novels, Units built around our collection of 60 folders of TPT and other resources, IXL, e-reading resources	71 min reading block
7 <sup>th</sup>	Class novels	50 min language arts block
8 <sup>th</sup>	Houghton Mifflin - Collections for many units which aligned with standards	50 min language arts block
9 <sup>th</sup>	Houghton Mifflin - Collections for Romeo and Juliet; various novels and short stories	50 min language arts block
10 <sup>th</sup>	Houghton Mifflin - Collections, assorted novels and short stories	50 min language arts block
11 <sup>th</sup>	Houghton Mifflin - Collections, Various Novels, Various Short Stories	50 min language arts block
12 <sup>th</sup>	Animal Farm, Importance of Being Earnest, Choice Novels	50 min language arts block

# Data-Based Decision Making for Literacy Interventions

FastBridge Screening is used to identify students not reading at grade level. Screening is completed at least 3 times a year in September, January and May. Between these screening periods, data is gathered periodically to monitor student progress. After each screening period and periodically in between, grade level teams evaluate the data and determine Title I services for students below benchmark. This year, all screening will be done by Title I teachers. Based on students’ tier and achievements, Title I teachers will either monitor progress weekly or bi-weekly. The criteria for exiting intervention will be determined based on data collected from progress monitoring. Title teachers will meet monthly with grade level teachers to discuss student progress and to discuss individualized programming and exiting.

## Professional Development Plan

Currently, a handful of teachers are trained in LETRS. By February 1, 2025, all PreK to grade 4 teachers, SPED teachers and Title I teachers will be trained in OL&LA. Teachers will use knowledge gained to refine our practices within structured literacy and our current SPIRE curriculum. Furthermore, we will review curriculums this coming school year, select resources and then implement in the 25-26 school year. Throughout the year, FastBridge data will be collected to ensure continuous improvement. We will partner with Sourcewell to provide professional development.

Phase 1 and 2 Educators to be trained in Structured Literacy (OL&LA or LETRS):

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	2	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	16	0	6	10
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	0	0	5
K-12 Reading Interventionists	5	3	1	1
K-12 Special Education Educators responsible for reading instruction	10	2	1	7
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	26	0	0	26

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	10	0	0	10
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	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## Action Planning for Continuous Improvement

As a district, we need to provide a clear expectation for using evidence-based instruction as well as create alignment in our curriculum within grade levels and throughout the K-12 system. We will refine our literacy instruction to ensure an adequate amount of time is spent on decoding, vocabulary, knowledge building, and writing. In particular, our elementary phonics instruction and alignment will be analyzed and refined as teachers work through the OL&LA professional development.

Next year, we plan to improve implementation of evidence-based literacy instruction by having all K-4 teachers trained in structured literacy over the course of the 24-25 school year. We will be reviewing curriculum for implementation in the 25-26 school year. Furthermore, we will work to move towards a Multi-tiered System of Supports (MTSS) process.