Local Literacy Plan: 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: **Sleepy Eye Public Schools ISD #84**

Date of Last Revision: **05/15/2024**

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

Describe the district or charter school's literacy goals for the 2024-25 school year.

75% of kindergarteners will be at or above the 40th percentile on FastBridge oral language, phonemic awareness and phonics assessments by May 17th of 2024.

 75% of 1st graders will be at or above the 40th percentile on FastBridge phonemic awareness, phonics and fluency assessments by May 17th of 2024.

75% of 2nd and 3rd graders will be at or above the 40th percentile on the FastBridge fluency assessment by May 17th of 2024.

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)
FastBridge: earlyReading (Grades K-1) and	☐ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional)

CBMReading (Grades 1-3)	☐ Grade 2 ☐ Grade 3	☐ Fluency ☐ Vocabulary ☐ Comprehension		☒ 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)
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 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 CBMReading	☒ 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.

Parent notification for children identified as not reading at or above grade level, along with related services provided and strategies families can do at home:

1. **Notification Process**:
   - When a child is identified as not reading at or above grade level, the school will send a personalized notification letter to the parents or guardians.
   - The letter will include details about the assessment results, areas of concern, and a request for a meeting to discuss the findings and develop an action plan.
   - The notification will also provide information on resources and support/intervention services within the school.

2. **Related Services Provided**:
   - Individualized Reading Plan (IRP): Collaboratively develop an IRP tailored to the child's specific needs, interventions and progress monitoring strategies.
   - Small Group Instruction: Offer targeted small group instruction with a reading support staff to provide additional support and practice in areas of weakness.
   - Access to Intervention Programs: Provide access to evidence-based intervention programs focused on phonics, fluency, vocabulary, and comprehension skills, either through pull-out sessions or in-class support.
   - Special Education Services: If appropriate, initiate the process for special education evaluation and eligibility determination, ensuring access to specialized instruction and accommodations.

3. **Strategies for Families to Implement at Home**:
   - Establish a Daily Reading Routine: Encourage reading at home by setting aside dedicated time each day for independent reading or shared reading with a family member.
   - Create a Literacy-Friendly Environment: Surround the child with books, magazines, and other reading materials at home to promote a culture of reading. Make regular visits to the library to explore new books and resources.
   - Engage in Literacy Activities: Encourage activities that promote literacy skills, such as storytelling, word games, and writing activities. Incorporate reading and writing into everyday tasks, such as writing grocery lists or reading recipes together.
   - Monitor Progress and Celebrate Success: Regularly monitor the child's progress in reading and celebrate achievements, no matter how small. Keep track of reading milestones and encourage perseverance and effort.

By implementing this notification process and providing related services and strategies for families to support their child's literacy development at home, schools can foster a collaborative partnership between educators and parents to help children succeed in reading.

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	35	15	35	9	0	0
1st	49	10	50	27	0	0
2nd	37	21	39	29	0	0
3rd	36	18	36	21	0	0

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
4th	39	20	0	0
5th	34	16	0	0
6th	46	13	0	0
7th				
8th				
9th				
10th				
11th				
12th				

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	Sonday Phonics (Essentials)	Foundational Skills	30 Minutes Whole Class Instruction
	District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
	PALS, Core 5, LIPs	Supplemental	20 Minutes Differentiated Instruction
1st	Sonday Phonics (Essentials)	Foundational Skills	30 Minutes Whole Class Instruction
	District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
	PALS, Core 5, LIPs, Sonday Phonics	Supplemental	20 Minutes Differentiated Instruction
2nd	Sonday Phonics (Essentials)	Foundational Skills	30 Minutes Whole Class Instruction

		District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
		PALS, Core 5, LIPs, Sonday Phonics, Read Naturally, RISE/RISE Up	Supplemental	20 Minutes Differentiated Instruction
	3rd	Sonday Phonics	Foundational Skills	30 Minutes Whole Class Instruction
		District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
		PALS, Core 5, LIPs, Sonday Phonics, Read Naturally, RISE/RISE Up	Supplemental	20 Minutes Differentiated Instruction
	4th	Sonday Phonics	Foundational Skills	30 Minutes Whole Class Instruction
		District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
		PALS, Core 5, LIPs, Sonday Phonics, Read Naturally, RISE/RISE Up	Supplemental	20 Minutes Differentiated Instruction
	5th	Sonday Phonics	Foundational Skills	30 Minutes Whole Class Instruction
		District Created Standards Based Lessons	Knowledge Building	30 Minutes Whole Group/60 Minutes Small

			Group Differentiated Instruction
	PALS, Core 5, LIPs, Sonday Phonics, Read Naturally, RISE/RISE Up	Supplemental	20 Minutes Differentiated Instruction

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	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	50 Minutes Whole Group/60 Minutes Small Group Differentiated Instruction
7th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction
8th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction
9th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction
10th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction
11th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction
12th	District Created Standards Based Lessons	Comprehension, Vocabulary, Writing	47 Minutes Whole Group Instruction

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?

In our approach to supporting students' literacy development, the initial tier of assistance takes place within the classroom setting, where teachers deliver 120 minutes of core instruction using our district's reading curriculum, aligned with the 2010 English Language Arts Standards. Following screening and diagnostic assessments, the second tier of support targets students who are not meeting grade-level benchmarks. These students receive supplemental reading interventions tailored to address their specific skill gaps, delivered by trained Title I staff.

For those students who do not exhibit significant progress with the interventions provided in the second tier, a more intensive and personalized level of support is offered. After undergoing thorough intervention and progress monitoring, these students are referred to the Problem Solving Team (PST) for further assessment. At this stage, consideration may be given to initiating special education evaluation or services. It's important to note that students already receiving Special Education services are also encompassed within this level of support.

It's worth mentioning that Sleepy Eye has not engaged in the MnTSS professional learning cohorts nor conducted the Self-Evaluation of MnTSS for District Leadership Teams.

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.

The district benchmark team will administer screening and diagnostic assessments to identify students who require specific reading interventions due to deficiencies in various reading domains, such as phonics, phonemic awareness, fluency, vocabulary, or comprehension. These assessments inform the selection of research-based

interventions, which are implemented collaboratively by classroom teachers and trained Title I personnel. Weekly progress monitoring is conducted for each student receiving a reading intervention, utilizing various features offered within these programs.

The district assessment team convenes monthly with classroom teachers to review student progress and assess the effectiveness of the chosen interventions. If a student fails to respond to the intervention within 4-6 weeks, an alternative intervention is identified, implemented, and monitored. Students who do not respond to a minimum of two research-based literacy interventions are referred for special education evaluation or services.

In grades K-3, all students undergo the FAST screening/benchmarking assessment three times throughout the school year (fall, winter, and spring). The FAST data aids teachers in identifying struggling and at-risk students in the areas of phonics and fluency. Additionally, the Early Reading assessment is administered in kindergarten and 1st grade, providing composite scores for multiple subtests, with detailed information available in individual student reports. Oral Reading Fluency tests are administered in grades 1-3 to evaluate reading accuracy and rate, with target scores specified for each grade level.

The FAST database not only facilitates benchmark assessments but also enables teachers and Title I staff to progress monitor students. Data from progress monitoring informs decisions regarding the effectiveness of phonics and fluency interventions for Tier I and Tier II students.

The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test that offers a personalized assessment experience, measuring progress and growth for each student. At SEPS, students take the MAP Growth test, which assesses academic growth from benchmark to benchmark. These assessments provide detailed insights into students' acquired academic skills and readiness to learn, regardless of grade level. MAP scores guide teachers in planning interventions or enrichment activities based on individual student needs.

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.

In May 2024, all Early Childhood teaching staff and the speech pathologist successfully completed the Early Childhood LETRS professional development. Additionally, the OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE) training will be undertaken by all other certified teachers, the 7-12 curriculum coordinator, and instructional support staff providing reading assistance. This training, facilitated by a grant opportunity, is scheduled for completion no later than September 10, 2024.

Furthermore, three teachers within the K-3 grade range, alongside our Lead Title teacher, will commence LETRS training during the upcoming summer of 2024.

With the support of the READ Act, we will procure a new reading curriculum resource approved by the MDE. This resource, Wit & Wisdom-Great Minds, copyrighted in 2023, will be supplemented with professional development sessions offered by Great Minds. Additionally, we will integrate the University of MN Functional Phonics+Morphology K-5 curriculum, copyrighted in August 2023, into our reading program starting in the fall of the 2024 school year.

To monitor progress, we will implement weekly assessments through the Functional Phonics program. Coupled with the administration of FastBridge assessments in the fall, winter, and spring, we will gather the necessary data to make informed decisions regarding interventions.

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	4	4	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	9	0	9	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	3	0
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	16	0	16	0

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	5	0	5	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	2	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	1	0	1	0
Grades 6-12 Curriculum Directors	1	0	1	03
Employees who select literacy instructional materials for Grades 6-12	3	0	3	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.

It's crucial to carve out time for classroom teachers to convene and exchange insights regarding the effectiveness of our curriculum. These sessions are invaluable for refining curriculum delivery and scheduling. Ideally, these meetings should occur at least biweekly, with a preference for weekly gatherings if feasible.

Additionally, we must outline a clear plan delineating the structure of interventions at both Tier 1 and Tier 2 levels. This plan should detail the requisite time allocation, necessary materials, and essential training for Title I support staff to facilitate successful interventions.

Furthermore, as a district, we must formulate a comprehensive intervention strategy tailored specifically for the high school level. This entails determining the responsible parties for administering interventions, establishing the requisite time commitment, and identifying the most suitable materials to foster student progress.