



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: Swanville School District 0486

Date of Last Revision 5/28/2024

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.

1. Reading Proficiencies: The school aims to increase the percentage of students reading at or above grade level across all grades. This will involve implementing evidence-based reading programs, providing targeted interventions for struggling readers, and regularly assessing students' reading abilities to track progress. Classroom teachers and paraprofessionals administer NWEA Map Growth testing in Fall, Winter and Spring. Student progress is monitored monthly and/or weekly by the Response to Intervention Team and K-3 staff. Interventions are assigned and/or changed depending on the student's progress.

2. **Writing Skills:** The school seeks to enhance students' writing skills by incorporating writing instruction across all subject areas. This will involve explicit writing instruction, opportunities for students to practice various types of writing (e.g., narrative, expository, argumentative), and providing feedback to help students improve their writing.
3. **Vocabulary Development:** Improving students' vocabulary is a key aspect of literacy development. The school will focus on strategies for teaching vocabulary in context, providing opportunities for students to encounter and use new words in meaningful ways, and fostering a culture of word-rich classrooms.
4. **Comprehension Strategies:** Helping students become better at comprehension skills is essential for academic success. The school will emphasize teaching comprehension strategies such as summarizing, making predictions, asking questions, and making connections between texts.
5. **Literacy Across the Curriculum**:** Recognizing that literacy skills are essential for success in all subject areas, the school aims to integrate literacy instruction into all content areas. This could involve providing professional development for teachers on how to incorporate literacy strategies into their instruction and creating interdisciplinary units that emphasize reading and writing skills.
6. **Family and Community Engagement**:** The school recognizes the importance of involving families and the broader community in supporting students' literacy development. This might involve offering workshops and resources for parents on how to support literacy at home, partnering with community organizations to provide literacy-related programming, and fostering a culture of literacy within the school community.
7. **Technology Integration**:** Leveraging technology can enhance literacy instruction and provide additional support for students. The school may explore ways to integrate technology tools such as digital reading platforms, adaptive literacy software, and multimedia resources into literacy instruction.
8. **Data-Driven Decision Making**:** The school uses data to inform instructional practices and make informed decisions about literacy instruction. This includes regularly assessing students' literacy skills, analyzing assessment data to identify areas of strength and areas for improvement, and adjusting instruction accordingly.

By focusing on these goals, the district or charter school aims to provide all students with the skills and knowledge they need to become proficient readers and writers, setting them up for success academically and beyond.

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) and CBMReading (Grades 1-3)	<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 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	<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 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)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 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)

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 a student is not meeting grade level reading benchmarks, the parents receive a letter indicating the area of service needed (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The parent has the choice to accept or decline services. Phone numbers and emails are also provided to give a variety of contact methods for parents.

Strategies include:

- Phonemic Awareness - Sound fluency, Rhyming, Adding/deleting/substituting sounds
- Phonics - Blending, Letter sound correspondence, spelling rules
- Vocabulary - Semantic mapping, Graphic organizers,
- Fluency - Repeated reading, duet reading, word construction
- Comprehension - Repeated reading, Read, Cover, Remember, Retelling

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	26	10	26	14	26	4
1 st	24	6	24	8	24	5
2 nd	34	10	35	18	35	2
3 rd	24	11	24	14	24	3

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	29	22	29	5
5 th	20	11	20	4
6 th	20	11	20	4
7 th	29	17	29	6
8 th	29	14	29	4
9 th	NA	NA	NA	NA
10 th	23	10	NA	NA
11 th	NA	NA	NA	NA
12 th	NA	NA	NA	NA

Beginning in the 24/25 school year we have made the decision as a district to add grades 9-12 to Fastbridge Screening to determine reading at grade level and dyslexic characteristics.

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	McGraw Hill Treasures	Comprehensive	120 minutes
1 st	McGraw Hill Treasures	Comprehensive	120 minutes
2 nd	McGraw Hill Treasures	Comprehensive	120 minutes
3 rd	McGraw Hill Treasures	Comprehensive	120 minutes
4 th	McGraw Hill Treasures	Comprehensive	90 minutes
5 th	McGraw Hill Treasures	Comprehensive	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	McGraw Hill Treasures	Comprehensive	90 minutes
7 th	Holt Rinehart Winston	Comprehensive	48
8 th	Holt Rinehart Winston	Comprehensive	48
9 th	Holt Rinehart Winston	Comprehensive	48
10 th	Holt Rinehart Winston	Comprehensive	48
11 th	Holt Rinehart Winston	Comprehensive	48
12 th	Holt Rinehart Winston	Comprehensive	48

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?

Since 2005, we have implemented RTI/ADSIS in the Swanville School District. This framework is a multi-tiered system that aligns with the current MTSS framework. Our district has not participated in the MDE professional learning cohorts. Our leadership team has been trained prior to the MTSS framework on the RTI(Response to Intervention) model. We will begin training the ADSIS team on MTSS in the summer of 2024.

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.

Our district uses the NWEA universal screener to collect data, customize instruction, and support the individualized needs of students for Tier I. We benchmark 3 times a year. Following each benchmark period, the leadership team reviews the data. All classroom teachers and specialists look at their whole class data to identify their class needs. Beginning in SY 2024/25 we will add screening to include ALL students K-12.

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.

Students who are below grade level target and in the Yellow Tier 2 will receive services 3 times a week for 20 minutes. Students who are in the Red Tier 3 will receive services 4-5 times a week for 20 minutes. The students who are being serviced under tier 2 and 3 are progress monitored weekly using Fastbridge. During our monthly meetings the progress monitor data is reviewed by the leadership team. If a student is at or above the upcoming benchmark target 2 times, they are exited from our ADSIS intervention program. Each month the leadership team will meet to monitor the progress of each student. During these team meetings we discuss what is working or what needs to be changed. The changes are then communicated to the general education teachers and ADSIS personnel. If questions about progress are raised, classroom teachers are consulted about what they are seeing in the mainstream classroom. MCA/NWEA/Fastbridge scores are referenced to help determine the most effective intervention. Before the ADSIS personnel begin services, they are trained in

administering all interventions. Each intervention has fidelity checks that are given to each ADSIS staff member periodically. The number of fidelity checks that are given to each ADSIS staff member is determined by their performance proficiency.

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.

Our district has selected the LETRS program for our professional development plan on structured literacy. Our plan is for our K-3 and specialist to begin this training in September 2024 with completion of year one by May 2025. Our 4-12 teachers will begin training in September 2025 with completion of year one by May 2026

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.

We will use our screening data to continually monitor all students. Interventions will continue as described previously. As our LETRS training unfolds, we will use the guidelines as prescribed by the LETRS program.

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

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

Our district is in the process of choosing a reading curriculum. We are anxiously awaiting the state's final approved list. We are moving forward with LETRS training beginning in Fall of 2024. We will also be reviewing several reading curriculums to narrow down the best evidence-based literacy programs that will meet the needs of our students.