



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: Red Lake Falls School District 0630

Date of Last Revision: June 11, 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.

Red Lake Falls Schools literacy goal for the 2024-2025 school year will be to have all students Kindergarten-12th grade reading at or above grade level. We will work to achieve this goal by ensuring that all elementary and high school special education staff completes the CAREIALL Phase I training. We will work to ensure that all students are provided grade level reading standards, that our curriculums and interventions are delivered with fidelity. Our high school will work to find a universal and dyslexia screening tool to ensure that all 7th-12 grade students are making adequate progress to be reading at grade level proficiency.

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: FAST aReading (Grades 4-6)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" 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 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: Screener needs to be determined. (Grades 7-12)	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" 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 checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" 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 identified as not reading at or above grade level, that child's classroom teacher, notifies the parents or guardians of that child and informs them of their concern that their child is not reading at or above grade level and asks for permission to refer their child to the Student Assistance Team (SAT). Once referred the classroom teacher, special education teachers, school social worker, school psychologist, speech pathologist and reading and math intervention teachers meet to discuss the student and determine what the best steps would be for the student. Once those decisions have been made the student receives the individually determined intervention and is assessed on a weekly basis to determine accuracy of intervention provided and growth or lack of. Prior to the student receiving any intervention the classroom teacher and/or the reading intervention teacher will contact parents to get permission and share what the school proposes. Throughout the intervention parents are shared with a FAST Reading report that identifies how the students is doing, what their weekly progress looks like. Families are also provided an individual report that shows how their child is doing on foundational, reading literature, language and information reading skills and what areas they are doing well on and what areas they continue to struggle with. Once a screening tool is determined at the high school, that will help determine how strategies are shared with parents/families of 7-12 grade students.

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	14	25	19	26	2
1 st	24	15	24	17	24	2
2 nd	32	23	31	19	31	1
3 rd	31	23	31	24	31	2

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	33	2	33	2
5 th	34	5	34	4
6 th	31	2	31	3
7 th	N/A			
8 th	N/A			
9 th	N/A			
10 th	N/A			
11 th	N/A			
12 th	N/A			

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	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
1 st	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
2 nd	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
3 rd	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
4 th	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group

5 th	Benchmark Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
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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 Advance, Words Their Way	Benchmark Advance - Comprehensive Words Their Way- Knowledge	Whole Group Small Group
7 th	The Language of Literature	Language of Literature- Comprehensive	47 min/day
8 th	The Language of Literature	Language of Literature- Comprehensive	47 min/day
9 th	ISD 630 Created Literary Units	Comprehensive	47 min/day
10 th	ISD 630 Created Literary Units	Comprehensive	47 min/day
11 th	The Language of Literature	Language of Literature- Comprehensive	47 min/day
12 th	ISD 630 Created Literary Units	Comprehensive	47 min/day

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?

Red Lake Falls Elementary has implemented the Response to Intervention Model (RTI) over the past 11 years. This model has worked well as a supportive framework for our Tier I, II and III students. With the change being made to MnMTSS, our district will need to begin reviewing this framework and make changes and updates to our current model. Staff will need to be trained in effective implementation and begin attending professional learning cohorts and go through the Self-Evaluation of our District Leadership Team and identify those areas that are need of improvement. This will be a work process that we begin looking into and participating in throughout the 2024-2025 school year.

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.

All students are initially screened using Benchmark Advance and FastBridge Learning assessments. If results show they are struggling in a specific area, staff may further screen students using the Benchmark Assessment System (BAS). Classroom teachers, Intervention staff, and Special Education staff meet throughout the year to discuss the results from FastBridge Learning and BAS assessments and determine the best programming needs for each individual student.

At this time, adjustments are made to student instruction and teachers continue to modify their delivery of instruction and/or curriculum as needed.

Staff continues look at student data and other relevant information to determine if a student should receive intervention services. We discuss what specific areas in reading the student needs additional support with and discuss ways in which we can better connect students to grade level standards.

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.

When identifying students that are not reading at grade level, we look at their individual FAST assessment scores, Benchmark Assessments as well as Words Their Way assessments. This data along with teacher input helps to determine a student's performance and what next steps may be. For students not reading on grade level they are referred to our Student Assistance Team (SAT), which consists of general education and special education staff, intervention teachers, school social worker, school psychologist, speech pathologist and administration to determine the next best steps for the student. If the student is found to need Tier 2 support, parents are contacted and information is shared with them about what our next steps will be and permission is received. At this time the student continues to receive high quality grade level instruction in the classroom and then receives an additional 30 minutes a day of specific reading instruction through the use of the Leveled Literacy Intervention curriculum (LLI). Students are assessed bi-weekly on their progress and that information is shared with parents/guardians and classroom teachers. If students continue to make adequate gains after 8-10 weeks of intervention, students can exit from the program and are placed on a watch list. Students are then monitored to make sure that growth is continuing to be made in the general classroom and if not, the student is brought back into the intervention program and provided additional support and monitored.

Students that receive instruction in the general classroom and are also provided an additional 30 minutes of intervention support and still not making grade level expectations, these students are again referred to the Student Assistance Team to help determine the next best steps for that child. We review the data from previous FAST, LLI and classroom assessments and a decision is made to invite the parents/guardians of that student in for a meeting to discuss the possibility of additional testing and move that student into a Tier 3 intervention. If the team and the parents decide to move further with a special education evaluation to determine if they qualify testing will begin upon parent consent. Once testing is completed the results are reviewed and programming is developed for that individual student, intensive interventions are delivered to the students focusing on very specific goals and objectives to help them reach their grade level goals. Students are assessed weekly to determine that progress is being made and if not, the intervention, duration and frequency are adjusted to best support that student. Parents are informed quarterly of how the students are performing and a meeting is held at a minimum of once a school year to discuss student progress and changes to their goals and objectives. For students that do not qualify for Tier 3 intervention, the parents are notified and a more intensive program is designed for them within the Tier 2 setting and students continue to be monitored on a bi-weekly basis. These students continue to receive grade level instruction in the general classroom and are again monitored to ensure that grade level progress is being made and if not a meeting is had with school staff and parents to modify that student's programming to ensure that progress is being made.

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 teachers at Red Lake Falls Elementary PK-Grade 6, including special education staff, interventionists, specialists, administration and special education teachers from the Red Lake Falls High school will be trained during Phase 1. Staff will be trained through CAREIALL and training will begin the end of August 2024 and continue through March 2025. A schedule has been built and approved by CAREIALL denoting when the asynchronous and synchronous work will be completed on each of the 8 modules.

The schedule has been built to ensure that all staff have the same opportunity to complete the trainings with the guidelines of CAREIALL's recommendations. Staff will be provided additional compensation for work done outside of their normal workday. The program requires that each staff member receive a minimum of 80% passing upon completion. Once all staff has gone through the program, teachers and district staff will need to develop a plan across the district as to what the implementation of structured literacy will look like across all grades and what data will be used to assure that continuous improvement is being made at each grade level.

During the 2025-2026 school year, Red Lake Falls High Schools plans to train the remaining teachers at the high school, the paraprofessionals at both the high school and elementary and any new staff that may have been hired. This should complete Phase 2 of the required professional development training. Red Lake Falls Schools will ensure that all future teachers and paraprofessionals that are hired are trained in the CAREIALL model of structured literacy.

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	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	9	0	0	9
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	2	0	0	2
K-12 Special Education Educators responsible for reading instruction	4	0	0	4
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	2	0	0	2
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	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	8	0	0	8
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

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.

Red Lake Falls Schools upon completion of Phase 1 training will need to take a hard look at the district's implementation of evidence-based literacy instruction. Staff will be required to implement the science of reading concepts, methodologies, understanding and research into their daily literacy instruction. This process needs to be intertwined into a fully functioning MTSS system that is implemented with fidelity and across all grade levels to ensure that all students are reading at grade level and those that are not are provided equitable and inclusive practices to help create growth and understanding of grade level standards.

Next steps within the district will vary between the elementary school and the high school. Elementary staff have followed a balanced literacy model for the past 11 years. Staff will need to use the new concepts that are learned during their structured literacy training and implement those strategies into their daily classroom instruction. Staff will also need to be trained in the MTSS framework to ensure that all five of the components are implemented and done in a successful manner:

1. An infrastructure that provides a system in which people can work effectively and efficiently.
2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes
3. Multi-Layered practices and supports that match intensity of services to level of student need.
4. Assessment tools with which to accurately and reliably collect information that aids decision making.
5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

Red Lake Falls Elementary currently uses FastBridge Assessment by Renaissance as our universal screening tool for all students in Kindergarten-6th grade. The assessment is also used to screen for Dyslexia in our primary grades. A more refined data decision making process that is aligned within the MTSS framework will need to be designed to ensure that all data points are looked at and that teachers are incorporating this knowledge into their daily classroom instruction. A school data team may need to be developed to ensure that those students that are not reading at grade level are identified early and appropriate practices are put into place for each individual student and tracked to ensure that growth within their reading is taking place. The elementary school will also need to identify a more appropriate screening tool for upper elementary age students to help monitor students and rule out potential discrepancies. The elementary will also need to review the current curriculums that are used within the general education, intervention and special education classrooms to ensure that our programs are aligned with the recommended MDE curriculums and cover each of the required reading components, (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). This is something that will be "next steps" for the next couple of years and things continue to evolve in the unpacking and changing of the READ Act requirements.

Red Lake Falls High School will be looking to implement the MTSS process within their building, will be implementing a universal screening tool and looking to incorporate structured literacy instruction into their classrooms ensuring that all students are reading at grade level and those not are identified and provided the proper support for continued growth. As this is not something that will be implemented within one year, it will

require time and patience. Positive change does take time to incorporate and a system built to ensure that implementation is done with fidelity and in a manner that will create substantive and long lasting change for both teacher instruction and student learning.