



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: Glencoe-Silver Lake, #2859

Date of Last Revision: June 14, 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

1. Complete LETERS training for Administration
2. Continue LETRS training for Elementary Educators & Special Education
3. Begin and complete LETRS training for Early Childhood
4. Identify members of Instructional Leadership Team and complete the Administrator's Literacy Framework (ALF).
5. Create a Comprehensive Needs Analysis based on data from the ALF.
6. Identify a Data Team at each building site and meet three times yearly, following the LETRS protocol.

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 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: CBM-R	<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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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: aReading	<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 checked="" type="checkbox"/> Grade 9 <input checked="" 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 checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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)

Parent Notification and Involvement

Parents are notified in grades K-10 if their child / children is / are identified as not reading at or above grade level. We provide this notification at Parent & Teacher Conferences.

We engage families through Parent & Teacher Conferences, Family Literacy Nights, & School events (“Magic of Reading”).

The district will offer “One School, One Book” to the community in 2024-2025 as a way to reinforce reading instruction and increase parental involvement.

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	80	49	81	44	81	4
1 st	84	48	90	51	90	5
2 nd	98	57	99	56	0	0
3 rd	115	69	116	70	0	0

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

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
4 th	81	32		0
5 th	104	42	0	0
6 th	106	58	0	0
7 th	106	51	0	0
8 th	107	48	0	0
9 th	115	45	0	0
10 th	113	44	0	0
11 th	0	0	0	0
12 th	0	0	0	0

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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 – “Wonders”	Comprehensive	Whole Group – 115 Differentiated - 45
1 st	McGraw Hill – “Wonders”	Comprehensive	Whole Group – 100 Differentiated - 40
2 nd	McGraw Hill – “Wonders”	Comprehensive	Whole Group – 90 Differentiated - 30
3 rd	McGraw Hill – “Wonders”	Comprehensive	Whole Group – 90 Differentiated - 30
4 th	McGraw Hill – “Wonders”	Comprehensive	Whole Group – 90 Differentiated - 30
5 th	McGraw Hill – “Wonders”	Comprehensive	Whole Group – 90 Differentiated - 30

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 – “Wonders”	Comprehensive	Period Length: 50 Minutes
7 th		Comprehensive	Period Length: 50 Minutes
8 th		Comprehensive	Period Length: 50 Minutes
9 th		Comprehensive	Period Length: 50 Minutes
10 th		Comprehension, Vocabulary, Writing	Period Length: 50 Minutes
11 th		Comprehension, Vocabulary, Writing	Period Length: 50 Minutes
12 th		Comprehension, Vocabulary, Writing	Period Length: 50 Minutes

Data-Based Decision Making for Literacy Interventions

MULTI-TIERED SYSTEMS OF SUPPORT:

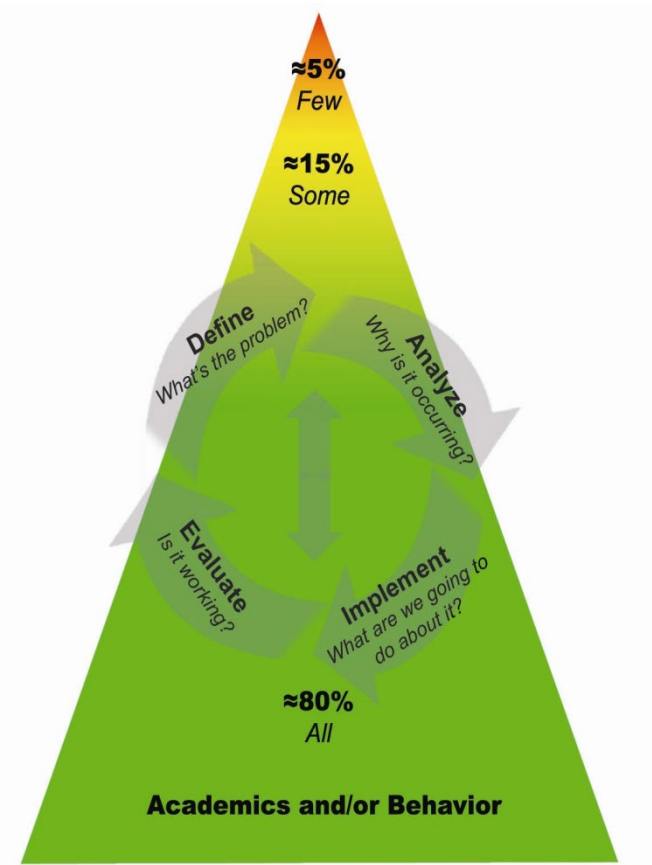
Glencoe-Silver Lake’s Solution Focus Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district’s reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are then provided supplemental reading interventions according to their skill deficit(s). Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Glencoe-Silver Lake has implemented a Multi-tiered System of Support and is using the Minnesota MTSS framework. Members of our Solution Focus Teams have not participated in MNMTSS Professional Learning and we have not conducted the Self-evaluation for District Leadership Teams.

Our goal is to have 75% of students in grades K-10 meet benchmark targets from Tier I programming alone. We also want to ensure that 95% of students who are at or above standard in fall are also proficient in spring.

We want to ensure that 60% of students working at Tier 2 are reaching progress monitoring targets. Students in a Tier 3 intervention are progress monitored weekly.

Benchmarking Dates:

3rd-
6th-

	F & P	FAST CBM-R (1-6)	FAST sub-tests (K-1) aReading and aMath	SAEBRS
When tested?	Fall: Aug. 28 - Oct.6	Fall: Aug. 28 - Oct.6	Fall: Aug. 28 - Oct.6	Fall: Aug. 28 - Oct. 13
	Winter: Jan. 3-Feb. 2	Winter: Jan. 3-Feb. 2	Winter: Jan. 3-Feb. 2	Winter: Jan. 3-Feb. 2
	Spring: April 15 - May 17	Spring: April 15 - May 17	Spring: April 15 - May 17	Spring: April 15 - May 17
School	LE and LS	LE and LS	LE and LS	LE and LS
Who enters data?	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
Notes	Please enter the <i>INSTRUCTIONAL</i> level for your students on the class spreadsheet.	Please enter the CBM-R score for your students on the class spreadsheet.	Please enter the FAST scores for your students on the class spreadsheet.	Please enter the SAEBRS scores for your students on the class spreadsheet.

Reading and Math MCA -Spring

Kindergarten

Measure	Fall 2023-24 National (Pre-Pandemic)	Fall 2023-24 GSL-Kindergarten Local Data	Winter 2023-24 National (Pre-Pandemic)	Winter 2023-24 GSL-Kindergarten Local Data	Spring 2023-24 National (Pre-Pandemic)	Spring 2023-24 GSL-Kindergarten Local Data
Letter Names (LN) <i>Pg. 55</i>	14 (3)	12+ Low Risk 11-3 Some Risk 2 and below High Risk	42 (30)	43+ Low Risk 42-31-Some Risk 30 and below High Risk	50 (38)	56+ Low Risk 55-43- Some Risk 42 and below High Risk
Letter Sound (LS) <i>Pg. 58</i>	3 (0)	2+ Low Risk 1 Some Risk 0 High Risk	26 (13)	24+ Low Risk 23-14 Some Risk 13 and below High Risk	41 (27)	46+ Low Risk 45-35 Some Risk 34 and below High Risk
Decodable Words	--	--	3 (1)	5+ Low Risk 4-1 Some Risk 0-High Risk	10 (4)	12+ Low Risk 11--Some Risk 6-High Risk
F & P Instructional Reading Level <i>(teacher)</i>	---	----	C	B	D	C/D
Math:	12	13+ Low Risk	22	26+ Low Risk	32	37+ Low Risk

Number Identification	(5)	12-4 Some Risk 3 and below High Risk	(13)	25-14 Some Risk 13 and below High Risk	(21)	36-27 Some Risk 26 and below High Risk
Match Quantity	7 (4)	10+ Low Risk 9-5 Some Risk 4 and below High Risk	11 (9)	13+ Low Risk 12-11 Some Risk 10 and below High Risk	13 (10)	15+ Low Risk 14-13 Some Risk 12 and below High Risk

Measure	Fall 2023-24	Fall 2023-24	Winter 2023-24	Winter 2023-24	Spring 2023-24	Spring 2023-24
	National (Pre-Pandemic)	GSL-1st Grade Local Data	National (Pre-Pandemic)	GSL-1st Grade Local Data	National (Pre-Pandemic)	GSL-1st Grade Local Data

F & P Instructional Reading Level <i>(teacher)</i>	D/E	C	G	F	J	I/J
Word Blending **winter and spring only students with concern	10 (7)	8+ Low Risk 7-5 Some Risk 4 and below High Risk	10 (9)	10 Low Risk 9-Some Risk 8 and below High Risk	10 (9)	10+ Low Risk 9-Some Risk 8 and below High Risk
Word Segmenting **winter and spring only students with concern	28 (22)	24+ Low Risk 23-16 Some Risk 15 and below High Risk	31 (27)	32+ Low Risk 31-29 Some Risk 28 and below High Risk	32 (28)	34+ Low Risk 33-32 Some Risk 31 and below High Risk
Decodable Real Words	6 (2)	6+ Low Risk 5-2 Some Risk 1 and below High Risk	17 (9)	18+ Low Risk 17-9 Some Risk 8 and below High Risk	28 (16)	24+ Low Risk 23-11 Some Risk 10 and below High Risk
CBM-R <i>(teacher)</i>	14 (6)	9+ Low Risk 8-4 Some Risk 3 and below High Risk	37 (16)	28+ Low Risk 27-13 Some Risk 12 and below High Risk	66 (30)	53+ Low Risk 52-21 Some Risk 20 and below High Risk
Math: Number Identification	26 (16)	27+ Low Risk 26-19 Some Risk	36 (31)	37+ Low Risk 36-29Some Risk	42 (36)	44+ Low Risk 43-37 Some Risk

		18 and below High Risk		28 and below High Risk		36 and below High Risk
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Grade 1


Measure	Fall 2023-24	Fall 2023- 24	Winter 2023-24	Winter 2023-24	Spring 2023-24	Spring 2023-24
	National (Pre- Pandemic)	GSL-2nd Grade Local Data	National (Pre- Pandemic)	GSL-2nd Grade Local Data	National (Pre- Pandemic)	GSL-2nd Grade Local Data
CBM-R (FAST)	56 (22)	34+ Low Risk 33-14 Some Risk 13 and below High Risk	84 (46)	59+ Low Risk 58-32 Some Risk 31 and below High Risk	101 (66)	82+ Low Risk 81-47 Some Risk 46 and below High Risk
F & P	J/K	H/I	L	K/L	M	M

Instructional Reading Level <i>(teacher)</i>						
aReading (FAST)	469 <i>(445)</i>	461+ Low Risk 460-434 Some Risk 433 and below High Risk	481 <i>(462)</i>	473+ Low Risk 472-457 Some Risk 456 and below High Risk	490 <i>(469)</i>	479+ Low Risk 478-456 Some Risk 455 and below High Risk
aMath (FAST)	197 <i>(191)</i>	197+ Low Risk 196-191 Some Risk 190 and below High Risk	201 <i>(195)</i>	203+ Low Risk 202-196 Some Risk 195 and below High Risk	205 <i>(197)</i>	204+ Low Risk 203-197 Some Risk 196 and below High Risk


Grade 2


Grade 3

Measure	Fall 2023-24	Fall 2023-24	Winter 2023-24	Winter 2023-24	Spring 2023-24	Spring 2023-24
	National (Pre-Pandemic)	GSL-3rd Grade Local Data	National (Pre-Pandemic)	GSL-3rd Grade Local Data	National (Pre-Pandemic)	GSL-3rd Grade Local Data
CBM-R (FAST) <i>(teacher)</i>	87 (51)	67+ Low Risk 65-27 Some Risk 26 and below High Risk	110 (75)	93+ Low Risk 92-50 Some Risk 49 and below High Risk	125 (90)	104+ Low Risk 103-76 Some Risk 75 and below High Risk
F & P Instructional Reading Level <i>(teacher)</i>	M/N	L	O	N	P	O
aReading (FAST)	490 (468)	N/A	498 (477)	N/A	MCA Reading	Exceeds- 374-399 Meets- 350-373 Partial- 340-349 Doesn't Meet- 301-339

aMath (FAST)	204 (196)	<i>N/A</i>	207 (198)	<i>N/A</i>	MCA Math	Exceeds- 366-399 Meets- 350-365 Partial- 340-349 Doesn't Meet- 301-339
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Professional Development Plan

Our Professional Development Plan is aligned with our goals:

- 1. Complete LETERS training for Administration
- 2. Continue LETRS training for Elementary Educators & Special Education
- 3. Begin and complete LETRS training for Early Childhood

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	7	0	0	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	0	20	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	12	0	12	0
K-12 Reading Interventionists	2	0	2	0
K-12 Special Education Educators responsible for reading instruction	14	0	14	0
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	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	16	0	12	4
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	4	0	4	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	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	2	0	2	0

Action Planning for Continuous Improvement

Our Action Plan for Continuous Improvement is aligned with our goals-

- 1. Identify members of Instructional Leadership Team and complete the Administrator’s Literacy Framework (ALF).**
- 2. Create a Comprehensive Needs Analysis based on data from the ALF.**
- 3. Identify a Data Team at each building site and meet three times yearly, following the LETRS protocol.**