



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: Fisher Public School ISD# 600

Date of Last Revision: 06/11/2024

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

It is the goal of Fisher Independent School District that all students are reading proficiently at grade level by 3rd grade.

- a. The Fisher Independent School District will incorporate evidence-based curriculum, instruction and assessments that are aligned with the MN Early Childhood Indicators of Progress and the 2010 MN K-12 English Language Arts standards to prepare all students for the rigorous coursework they will encounter.
- b. The Fisher Independent School District will provide a system of support for students in tiered instruction which extends from early learning through high school to support all learners in rigorous and relevant learning environments.

- c. The District will partner with families and the community to provide literacy opportunities for parents of youth during the school day and beyond to extend learning and create a culture of literacy.
- d. The District leadership will create and maintain an environment that supports powerful learning and high expectations for all learners.
- e. The District will provide professional development that is job-embedded, data-driven, and ongoing and is inclusive of all educators within the school community which will be integral to a successful implementation of the PreK -Grade 4 literacy plan.
- f. The District will incorporate data-driven decision-making, culturally relevant pedagogy, technology and innovation, and evidenced-based literacy practices as the guiding principles to which all programmatic choices are based.

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: <i>Fastbridge</i>	<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 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

Results of assessments will be communicated to parents in written and/or verbal form. Written reports/graphs will be provided whenever available. Primary contact will be through Parent/Teacher conferences which are held a minimum of two times per school year. Additional contact will include scheduled meetings, phone calls, emails, or written notes included in student planners and/or Home-School Folders. In order to empower parents and families, multiple opportunities will be available for them to receive information and participate interactively to support student achievement in the home environment.

These opportunities include, but are not limited to:

- Explanation and review of assessment data

- Communication about literacy through newsletters, websites, etc.

- Participation in Partners In Education Organization (P.I.E.)

- Participation in Family Night activities

- Interactive reading activities/strategies to support the Fisher School literacy focus.

- Participation in various reading promotions (i.e. Book-It, Read Across America, etc.)

Fisher Independent School District values parents and families and is committed to involving them in impactful literacy discussions, resourceful professional development, and purposeful volunteer opportunities in the school.

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	18	9	16	6	18	1
1 st	15	3	15	7	15	8
2 nd	22	16	22	14	22	6
3 rd	13	11	12	10	13	2

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	15	1	15	2
5 th	14	2	14	2
6 th	21	2	21	2
7 th	16	3	16	3
8 th	15	1	15	1
9 th	14	2	14	2
10 th	19	8	19	8
11 th				
12 th				

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	Heggerty & Handwriting without Tears	Foundational & Knowledge Building	90 Minutes
1 st	Heggerty & Handwriting without Tears	Foundational & Knowledge Building	90 Minutes
2 nd	Heggerty & Handwriting without Tears	Foundational & Knowledge Building	90 Minutes
3 rd	Journeys & Handwriting without Tears	Foundational & Knowledge Building	90 Minutes
4 th	Journeys & Handwriting without Tears	Foundational & Knowledge Building	60 Minutes
5 th	Journeys & Handwriting without Tears	Foundational & Knowledge Building	60 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	Journeys & Handwriting without Tears	Foundational & Knowledge Building	90 Minutes
7 th	Pentice Hall Literature	Comprehensive	50 Minutes
8 th	Pentice Hall Literature	Comprehensive	50 Minutes
9 th	Pentice Hall Literature	Comprehensive	50 Minutes
10 th	Pentice Hall Literature	Comprehensive	50 Minutes
11 th	Pentice Hall Literature	Comprehensive	50 Minutes
12 th	Pentice Hall Literature	Comprehensive	50 Minutes

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.

The Fisher Independent School District and its teachers require high-quality instructional programs and materials to provide quality reading instruction to all children. Core instruction in the district will be aligned to the 2010 English Language Arts Academic Standards and will specifically address the development of the components of reading consistent with section 122A.06 subdivision 4. Research-based programs and materials will include a core reading program, supplemental programs for deeper instruction and additional practice as well as intervention programs for those learners well below grade level reading goals. Instruction will be differentiated based on the students' needs to reach reading goals. A multi-tiered system of support will be utilized to meet the needs of all learners. Throughout the tiers of support, emphasis is placed on delivery of high quality, standard-based instruction that is differentiated to meet the needs of students.

Tier I supports all students and will include students at a low risk for reading difficulties with a consistent amount of daily instruction in the core program.

Tier II supports students who are not responding adequately to Tier I instruction and will include those students who are at a moderate risk for reading difficulties. Those students will receive additional core program components and extra instructional support each day to accelerate progress.

Tier III supports students who demonstrate ongoing lack of sufficient progress or growth and will include students who are at high risk for reading difficulties. These students may require replacement core reading programming.

Effective teacher delivery at all levels will include modeling, explicit instruction, meaningful interactions with language, opportunities for student practice, providing corrective feedback, encouraging effort, engaging students during instruction and independent work, and facilitating student success.

The research-based strategies implemented throughout the reading instruction will include, but are not limited to:

Know - Want to Know - Learn (KWL) (Ogle, 1986)	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)
Choral Reading (Rasinski, 2003)	Partner/Buddy Reading (Griffith & Rasinski, 2004)
Dictionaries and other reference aids such as Word Walls (Putting Reading First, 2006; Wagstaff, 1999;	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985;

Cunningham, 2005; Lynch, 2005)

DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)

Context Clues

(Putting Reading First, 2006)

Reader's Theater

(Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)

Graphic Organizers – Cause and Effect

(Wood, et al., 1995)

Repeated Readings

Repeated Readings(Samuels, 1979; Dowhower, 1989)

Independent Reading

(Allington, 2000 & Krashen, 2004)

Story Boards

(Tompkins, 2010)

Professional Development Plan

Professional development that is data-driven, ongoing and is inclusive of all educators within our school community will be integral to the successful implementation of our Pre-K – Grade 4 literacy plan.

Our PreK - Grade 4 teaching staff will:

- Be supported in seeking enhanced training regarding the Science of Reading, such as LETRS and dyslexia interventions
- Use a team-oriented approach to improving the instruction to promote better literacy instruction
- Reflect on students progress
- Review student work and data
- Align instruction to academic standards and desired outcomes

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)	4	1	2	1
Grades 4-5 (or 6) Classroom Educators (if applicable)	1	0	0	1
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	1	0	0	1

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	1
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	0	0	0	0
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.

Curriculum is evidence based and aligned vertically within the school. It is coherent and we will continue to work to align to the 2010 ELA standards. We will provide literacy rich environments which include classroom libraries, a leveled literacy library, as well as a Lexile leveled library that serves both the school and the community. Teachers encourage and motivate students to become self-directed learners. Effective instructional principles are embedded throughout the school day. Direct, explicit comprehension instruction will support students using strategies flexibly when reading independently for comprehension. Our goal would be to provide a schedule that allows teachers to offer a 90 minute block of uninterrupted literacy instruction including a balance between whole group and small group instruction. Instruction will be delivered by balancing foundational literacy skills and strategy instruction. Effective teachers have high expectations for all learners, engage in high-level thinking, and make connections between students' experiences at home and school.