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: Duluth Public Schools

Date of Last Revision: June 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

By Spring 2024, reading proficiency for the student groups Black and Special Education will increase, as measured by all accountability assessments (MCA+ MTAS, All Students Tested). For the purpose of TDE, the results will be scored using the rubric below and will be reviewed at the August 22, 2024 QSC Meeting.

Scoring Rubric For District Goal			
1-Unsatisfactory	2-Basic	3-Proficient	4-Distinguished

Scoring Rubric For District Goal			
Reading proficiency did not increase by 3% for either student group.	Reading proficiency for one student group increased by 3%.	Reading proficiency for both student groups increased by 3%.	Reading proficiency for both student groups increased by more than 3%.

Reading Proficiency		2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	Difference
Black or African American	District	23.5	22.1	23.5	16.7	TBD	—
	State	34.7	30.7	30.7	30.5	TBD	—
Special Education	District	24.6	24.0	24.0	24.0	TBD	—
	State	29.8	25.8	25.7	25.6	TBD	—

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
X☐ 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?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X☐ Grade K X☐ Grade 1 X☐ Grade 2 X☐ Grade 3	X☐ Oral Language X☐ Phonological Awareness X☐ Phonics X☐ Fluency X☐ Vocabulary X☐ Comprehension	X☐ Universal Screening X☐ Dyslexia Screening	X☐ First 6 weeks of School (Fall) X☐ Winter (optional) X☐ 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 aReading** **FastBridge AUTOreading**	X☐ Grade 4 X☐ Grade 5 X☐ Grade 6 X☐ Grade 7 X☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	X☐ Oral Language X☐ Phonological Awareness X☐ Phonics X☐ Fluency ☐ Vocabulary X☐ Comprehension	X☐ Universal Screening X☐ Dyslexia Screening	X☐ First 6 weeks of School (Fall) X☐ Winter (optional) X☐ Last 6 weeks of School (Spring)

Parent Notification and Involvement

Communication to Families on Student Literacy Development:

Duluth Public Schools communicates student progress in literacy development routinely and in multiple ways above the required minimum annual notice.

Tier One (for all students) Standards-Based Grading (K-5):

Families of students in grades K-5 receive standards-based report cards twice annually. Standards-based report cards are aligned to the grade level benchmarks. They identify the most important skills students learn in each subject and indicate a student's level of proficiency. Family Grade Level Report Card Guide (K-5): Each fall, families are provided an overview pamphlet of the goals students will be expected to meet in that grade level. Conferences (Pre K-5): Several times each year, families have the opportunity to meet with teachers and discuss student progress, review FASTBridge benchmark assessment results, get information on ways to support student learning at home and ask questions.

Tiers 2 & 3 (for students receiving intervention) Phone Call:

When students are initially identified as reading below grade level and in need of additional support in literacy, they begin receiving additional guided reading instruction from their classroom teacher. This is communicated via phone call or letter home. Letter: When students are identified as still reading below grade level and in need of even more support in literacy, families are notified of this via a letter from the identified interventionist. Families are also provided periodic progress updates and are notified when interventions are changed or if a student is exiting intervention.

Exploration of Recommendation for Special Education Services:

If a student has not made adequate progress after multiple intervention attempts, the data review team may recommend the student to the child study team for a special education referral. The special education case manager contacts the parent/guardian to gain insight if this is the route the parent would like to see happen and to be able to ask questions. If so, the special education case manager sends out a Team Meeting Notice. At the meeting, the team will discuss the evaluation process and be provided a Prior Written Notice for consent.

The district provides Tier 2 literacy instruction in accordance with the State Provided ADSIS services funding. Duluth's plan can be reviewed here.

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From ADSIS Grant:

Communicating for when students enter ADSIS:

At the start of each school year, schools will distribute a letter to all families explaining how literacy development is supported in their school. The letter explains district screening assessments and as well as the support that is provided to students performing below grade level.

After the first screening is complete, grade level teams will attend a data retreat and follow the data review process to determine which students will receive ADSIS support. Classroom teachers will call parents to explain the support and follow up the call with a letter.

Over the course of the intervention the ADSIS teacher will participate in the parent/teacher conferences to share progress and answer questions. The ADSIS teacher will communicate with parents monthly providing updates on their students' progress.

Other strategies to get parents/guardians engaged in the ADSIS process:

Families will be offered meetings with their child's teacher and ADSIS teacher if they have questions about ADSIS support. As a part of the monthly progress updates, ADSIS teachers will provide information for families on how they can support learning at home. Additionally, the ADSIS leadership team will administer a parent survey to be distributed annually to families of students receiving ADSIS service for feedback. The ADSIS leadership team will review the survey results with the school leadership teams (aka Continuous Improvement Teams) and develop action steps for improvement each year.

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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	504	288	585	268	585	317
1st	521	178	599	312	599	287
2nd	494	248	496	269	496	227

3rd	572	321	596	335	596	261

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	570	201	559	243
5th	590	172	590	212
6th	595	179	602	166
7th	513	158	516	128
8th	566	207	575	191
9th	N/A	N/A	10*	7*
10th	582	225	12*	8*
11th	N/A	N/A	5*	3*
12th	N/A	N/A	N/A	N/A

*This data is from a pilot program using the FastBridge autoReading assessment with a small group of high school students.

Core Reading Instruction and Curriculum Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curriculum 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 UFLI Wonders	Foundational Skills Foundational Skills Comprehensive	120 Minutes
1st	Heggerty UFLI Wonders	Foundational Skills Foundational Skills Comprehensive	120 Minutes
2nd	Heggerty UFLI Wonders	Foundational Skills Foundational Skills Comprehensive	120 Minutes
3rd	Wonders	Comprehensive	90 Minutes
4th	Wonders	Comprehensive	90 Minutes
5th	Wonders	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)
6th	Locally Developed Standards-Based Text Selection Studies (Short Stories, Poetry, Novels) Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes
7th	Locally Developed Standards-Based Text Selection Studies (Short Stories, Poetry, Novels) Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes
8th	Locally Developed Standards-Based Text Selection Studies (Short Stories, Poetry, Novels) Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes
9th	Locally Developed Standards-Based Novel Studies Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes

10th	Locally Developed Standards-Based Novel Studies Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes
11th	Locally Developed Standards-Based Novel Studies Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 Minutes
12th	Locally Developed Standards-Based Novel Studies Locally Developed Standards-Based Writing Projects	Comprehension, Vocabulary, Writing	49 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.

MnMTSS

Duluth Public Schools attended the January to June 2023 MDE professional learning cohort focused on MnMTSS. During this six-session course, district administrators learned about the MnMTSS framework and conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). At this time, district leadership identified a deficiency in the area of Family and Community Engagement and made a goal to increase district support in this component. In the spring of 2024, district administrators met to conduct the SEMI-DLT for a second time and compared data with the previous year. Growth was made within Family and Community Engagement. The team used this new data to identify a goal for the 2024-2025 school year to continue a district-wide focus on tier 1 instruction in an effort to support school sites in the Infrastructure for Continuous Improvement and the Multi-Layered Practices and Supports components of the framework.

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 subcomponents 3.2 and 3.3 of the MnMTSS framework.

USE OF DATA

Comprehensive Needs Assessment (CNA)

Duluth Public Schools utilizes site-based Continuous Improvement Teams (CITs). These teacher leadership teams are in every school to inform and assist implementation of primary district strategies, analyze data to identify site based needs, and identify evidence-based strategies to address those needs. CITs are trained to implement an annual Comprehensive Needs Assessment using a variety of data types, conducting root cause analysis and identifying instructional practices to address root cause. CITs are trained in implementation of practice profile development used to articulate instructional practices to support root cause. They assist in developing School Improvement Plans, aligning them to district plans, monitoring site goals, identifying staff development needs and shared decision making.

Assessment Plan

The Duluth Public Schools has adopted FastBridge Assessments to support the ongoing implementation of a Minnesota Multi-Tiered System of Support (MnTSS) and to identify struggling readers as required by Minnesota Statute 120B.12. There are three types of assessments that comprise our balanced assessment system: screening, diagnostic, and progress monitoring.

Screening Assessments

Screening assessments are quick and efficient measures of critical skills known to be strong predictors of student performance. Screening at regular intervals (Fall, Winter, Spring) not only helps establish an initial baseline for all students, it helps identify individual students who may need additional support to meet grade-level expectations. All students must be screened using the required district screening assessments. Results of these assessments are reviewed by grade-level teams after each screening period. Grade-level teams may include classroom teachers, interventionists, special education teachers, school psychologists, principal, etc. District screening assessments also serve as our dyslexia screener when used as a part of the MnTSS process. Students falling within the range of at-risk or high risk as measured by FastBridge will be further referred for receiving tier 2 and/or 3 intervention.

Diagnostic Assessments

When a student is identified as needing an additional support (intervention), the school's interventionist conducts additional diagnostic assessments. The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention, which may include additional systematic and explicit instruction in phonemic awareness, decoding and encoding, morphology, fluency, and comprehension.

Progress Monitoring Assessments

Progress monitoring assessments are brief and administered more often than screening and diagnostic tools. The purpose is to determine the rate of a student's progress toward grade level outcomes and provide information on the effectiveness of interventions. Students who are not on-track for meeting grade-level expectations as determined by analysis of screening tools are progress monitored every other week (Tier 2) or weekly (Tier 3). By monitoring students' response to instruction and intervention, teachers are able to make adjustments to ensure consistent progress. If progress is flat or stagnate after evidence-based interventions are administered with fidelity, the student may need a more intensive evaluation to determine the presence of a disability.

Note: A combination of screening and progress monitoring after a period of evidence-based instruction matched to student needs provides the greatest predictive accuracy for supporting students who are likely to have dyslexia. Grade Content Area Fall Winter Spring Kindergarten Reading FAST track earlyReading: Concepts of Print Onset Sounds Letter Names Letter Sounds FAST track earlyReading: Onset Sounds Letter Sounds

Professional Development Plan

In response to the READ Act, Duluth selected LETRS training from the MDE approved list of literacy training. The district provided three options to obtain this training as described here.

Option 1: Duluth Accelerated Pathway

This training is offered to Duluth ISD Phase 1 teachers who wish to receive the training and use the CEUs for a future lane change. In addition, this option will provide training on an accelerated schedule. Payment for this pathway is the lane change, hence, no pay. Training will be provided by Duluth LETRS trained facilitators and provide the opportunity for participants to complete their LETRS training by the end of spring 2025 semester. This is an excellent opportunity for Duluth teachers to attend as grade level teams or other Duluth cohorts.

In this model, participants will complete Volume 1 (units 1 and 2) by mid June 2024. Volume 1 (units 3 and 4) will be completed during fall semester 2024 and Volume 2 (units 5-8) will be completed during spring 2025 semester.

Option 2: Duluth Professional Development Option

This training option will include both contractual and non-contractual time commitments. This training will occur on district assigned professional development days. The first two sessions will occur June 2024 on the professional development days. This training will conclude Fall of 2026. All attempts will be made to ensure most of the asynchronous training happens on district professional development days and/or district provided substitute options. Any scheduled asynchronous work that is completed outside of the contract day, will be paid at pro rata.

Option 3: State Provided Training Option

Training through this MDE option is provided by Lexia (LETRS) trainers. Per MDE, the district registers you for this training. You will receive a link directly from Lexia to complete your profile and select your training days/times from the options available.

The MDE training will have various options for scheduling: training occurring during the school day or after school hours or could occur during the weekends. If you select the option of synchronous training on a school day, the district will provide a substitute, however, you will be responsible to schedule your substitute.

There will be no district compensation provided for this option. CEUs are provided by Lexia, but, if you are training on contract time, the CEUs can not be used for a future lane change. They can be submitted for re-licensure. (*Teacher development credits used for lane change may only be credits earned beyond a teacher's workday/year.*)

OPTIONS	Credits for Lane Change	CEUs for Relicensure	Compensation Provided	Offered During Contract Time
1: Duluth Accelerated	YES	YES	NO	NO
2: Duluth PD	NO	YES	YES (if needed)	YES
3: MDE Training	YES (non-contract time)	YES	NO	Various scheduling options

The MDE FAQ Link was provided for additional information. If a teacher had previously completed the LETRS training, they will not be rostered. They should submit their certificate to HR.

Duluth ISD 709 is committed to equipping our employees with the best training available. We are excited to start this journey with educators and for the impact it will have on our learners.

Support for Implementation of Structured Literacy:

The literacy lead position, provided through the READ Act, wil support the literacy implementation efforts of the district. This position will be hired June 2024. There is a job description and list of responsibilities that aligns with the requirements of the READ Act.

The district has seven LETRS trainers that will assist in the training and implementation of structured literacy; as outlined above.

MDE approved phonics programs have been purchased for grades K-5. Staff are being provided continued training on implementation, delivery, and assessment using these two programs.

K-2   UFLI
3-5   Functional Phonics & Morphology

Data will be collected through coordinated learning walks using fidelity tools. A common practice profile is being developed for use during the 2024/2025 school year. Central office and principals with teacher leader support will analyze data collected to drive implementation, adjustments, and fidelity.

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	55	4	44	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	116	18	88	7
Grades 4-5 (or 6) Classroom Educators (if applicable)	66	4	34	27
K-12 Reading Interventionists	22	1	14	6
K-12 Special Education Educators responsible for reading instruction	130	1	111	15
Pre-K through grade 5 Curriculum Directors	5	0	5	0
Employees who select literacy instructional materials for Grades K-5	3	0	3	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	We don't have any paras taking the training.	0	0	No guidance on this from MDE

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	99	0	21	78
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	6	0	0	6
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	40	0	6	34
Grades 6-12 Instructional support staff who provide reading support	We don't have any paras taking the training.	0	0	No guidance on this from MDE
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	3	0	3	3

Action Planning for Continuous Improvement

Duluth Public Schools is currently utilizing Wonders in the elementary setting and locally developed standards-based novel studies and writing projects. By conducting a needs assessment the Elementary and Secondary English-Language Arts (E-LA) Committees identified that these resources alone are insufficient to provide evidence-based literacy instruction and meet the 2020 Minnesota State Standards. Starting in the 2020-2021 school year, kindergarten and first grade teachers were trained in and implemented Heggerty to provide evidence-based phonemic awareness instruction. During the 2023-2024 school year, kindergarten, first, and second grade teachers were trained in and implemented UFLI to ensure evidence-based instruction in phonemic awareness and phonics. Additionally, during the 2023-2024 school year, K-5 teachers began implementing K-2 and 3-5 Literacy Block Frameworks which outlines instructional strategies and resources that should be utilized during literacy block instruction that aligns with evidence-based literacy instruction.

To continue planning for the implementation of evidence-based literacy instruction, the ELA Committees have been partaking in professional development in evidence-based literacy instruction and used that learning to begin the development of curriculum provides evidence-based literacy instruction. For many of these members, this professional development includes LETRS training. The development of the new curriculum will include continued training for teachers in evidence-based literacy instruction and acquisition of materials to support this instruction. The Elementary and Secondary E-LA Committees are in the process of selecting these materials. Additionally, Duluth Public Schools teachers who fall under Phase 1 of the READ Act Professional Development requirement been provided the opportunity to participate in district-led LETRS training cohorts. To supplement the learning in LETRS training, various sessions have been provided to elementary teachers on professional development days that support evidence-based literacy instruction and were led by teachers who previously completed LETRS training. These professional development sessions will continue during the 2024-2025 school year for teachers. Additionally, in the 2024-2025 school year we will be training and implementing Functional Morphology curriculum to supplement phonics instruction in 3rd, 4th, and 5th grade.