DEPARTMENT OF EDUCATION

Aitkin Public Schools Independent District-0001

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: Aitkin Public Schools Independent District-0001

Date of Last Revision: May 30, 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.

Increase district MCA reading scores from _____ in 2024 to ____ in 2025 (these numbers will be updated when the MCA proficiency rates are published in August 2024).

To meet this goal, phase one teachers will be receiving professional development through LETRS or CAREIALL.

To meet this goal, primary teachers will have UFLI resources available to implement as they complete units 1-4 in LETRS and the full CAREIALL course and feel a need for foundational skills instructional support.

To meet this goal, our ELA curriculum review process will begin by the fall of 2025 to choose and evidence-based curriculum for ISD1.

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

Before MDEs deadline, ISD1 shares the MCA ISR reports with families at entrance conferences for grades 4-6 and via mail for grades 7-10. A parent/student/school compact is also shared with families at the beginning of the year outlining the responsibilities for literacy (reading 20 minutes a night at home by family and resources sent home for skills strengthening if below grade level). At parent/teacher conferences, grades K-6 classroom teachers and grades 7-8 ELA teachers share the Fastbridge Family Report. At parent/teacher conferences Title/ADSIS teachers personally invite families of students they are working with for an individual conference to discuss goals and growth. During intervention periods in grades K-5, students are offered support in a Tier 2 (small group literacy instruction by a grade-level teacher) or Tier 3 (small group instruction by a Title/ADSIS teacher) setting if they are below grade level proficiency according to our Fastbridge screener, MCA proficiency, and/or classroom level data. At conferences and with take home work, our classroom teachers share with families many different literacy skills, our elementary school has a family reading goal of 20 minutes per night, and we include metacognitive skills and comprehension techniques in our elementary monthly newsletter.

In grades K-6, when students are not responding to intervention, adjustments are made (time, group, size, and/or staff), and when we have exhausted those adjustments and a student still is not growing, a teachers assisting teachers (TAT) meeting is held. Before that meeting, parents or guardians are contacted to gain family perspective. The TAT team offers suggestions for improvement of brings the student's case to the child study team (CST) for a possible special education evaluation. We also offer Family Literacy Nights for K-3 parents to give them a basic understanding of grade appropriate literacy skills and offer take home activities to strengthen foundational literacy skills.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

This data will be uploaded June 2025.

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						
1st						
2nd						
3rd						

Students Grades 4-12 Not Reading at Grade Level

This data will be uploaded June 2025 school year.

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
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Literacy Heggerty UFLI	Comprehensive Supplemental Foundational	120 minute literacy block direct instruction, small group instruction, gradual release, modeling
1st	Benchmark Literacy Heggerty UFLI	Comprehensive Supplemental Foundational	120 minute literacy block direct instruction, small group instruction, gradual release, modeling
2nd	Benchmark Literacy Heggerty (1st ½) UFLI	Comprehensive Supplemental Foundational	120 minute literacy block direct instruction, small group instruction, gradual release, modeling
3rd	Benchmark Literacy UFLI (if needed)	Comprehensive Foundational	120 minute literacy block direct instruction, small group instruction, gradual release, modeling

4th	Benchmark Literacy	Comprehensive	90 minute literacy block direct instruction, small group instruction, gradual release, modeling
5th	Benchmark Literacy	Comprehensive	90 minute literacy block direct instruction, small group instruction, gradual release, modeling

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	Benchmark Literacy Core Knowledge	comprehensive	1 hour ELA block 5 days a week.
7th	Locally developed standardized based novel studies/writing projects with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*	comprehensive	50 minute period 5 days a week.
8th	Locally developed standardized based novel studies/writing projects with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*	comprehensive	50 minute period 5 days a week.
9th	Locally developed standardized based novel studies/writing projects with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*	comprehensive	50 minute period 5 days a week.
10th	Locally developed standardized based novel studies/writing projects	comprehensive	50 minute period 5 days a week.

	with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*		
11th	Locally developed standardized based novel studies/writing projects with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*	comprehensive	50 minute period 5 days a week.
12th	Locally developed standardized based novel studies/writing projects with imbedded vocabulary instruction. *Mechanics Instruction that Sticks*	comprehensive	50 minute period 5 days a week.

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?

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 subcomponent 3.2 and 3.3 of the MnMTSS framework.

To improve student outcomes, ISD 1 has a district MTSS team that includes the superintendent, principals, literacy lead, MTSS coordinator, DAC, and Title 1 coordinator. The AHS MTSS team (which includes classroom teachers, special education teachers, counselors, principal, dean of students, school psychologist, MTSS coordinator, DAC, and literacy lead) attended the 6-session cohort during the 2022-23 school year and completed the AHS SEMI-SLT. The AHS MTSS team is focusing on the areas of Component 3: Multi-Layered Practices and Supports and Component 5: Data-based Decision Making. Subcomponents 5.1 has been identified during the meeting on December 2023, and our work will continue on this subcomponent in the 2024-25 school year. During the summer of 2024, Rippleside's implementation team (which includes classroom teachers, principal, Title teachers, specialists, special education teachers, literacy lead, Title 1 coordinator, and DAC) will complete Rippleside's SEMI-SLT to identify areas for literacy improvement at our elementary school.

Tier 1 design work is done through our ELA curriculum committee (which includes parents, community members, content teachers from grade level bands, principals, DAC, Title 1 coordinator, and literacy lead) on the district's curriculum review timeline, and when we begin the work by the 2025 school year, we will examine the curriculum identified by MDE for partial reimbursement to select evidence-based instructional materials and practices, use tier 1 data targets, start to horizontally and vertically align the standards and benchmarks to build student skills from one grade level to the next, and create procedures to monitor implementation and examine data as outlined in MnMTSS Subcomponent 3.1. A focus that we have heard from our ELA instructors beyond the curriculum review process is aligning standards, fidelity, and creating culturally and linguistically sustaining instructional practices that recognize bias, which includes identifying achievement gaps in our subgroups.

ISD 1-Aitkin Public Schools

Tier 1:

For the 2024-25 school year, grades K-12 will use the curriculum outlined previously on page 8-11 every day as scheduled during grade level reading blocks. Tier 1 is intensified by:

-allowing time for small group instruction to occur,

-allowing student response and connections,

-incorporating foundational skills from previous grades (including writing),

-using the supplemental curriculum above,

-using PRESS's fluency classwide intervention (grades K-5) ,

-requiring a quarter of Writing 8, and

-examining weak benchmarks in the MCA data.

Data examined includes: grade level proficiency on Fastbridge screener, MCA proficiency, and/or classroom level data.

Rippleside	AHS
Tier 2:	Tier 2:
During grade level data meetings, students are scheduled into fluency and/or comprehension groups based on being below cut scores on the Fastbridge screener, MCA, and/or classroom evaluation data. Progress monitoring for all students below target on reading fluency occurs at the end of each intervention session and students are exited from the intervention if they meet the target. If students do not meet their goal, the intervention is adjusted (time, person, skill).	A special education teacher co-teaches in a section of English 8 to offer support to students who are far below grade level. Students who are not at a GPA set by the college are scheduled into English 11, English 12, or Everyday English.
Tier 3:	Tier 3:
Students needing tier 3 supports because they are far below cut scores on the Fastbridge screener, MCA, and classroom evaluation data are scheduled with a highly qualified reading interventionist (general education) or a special education teacher in small groups or 1:1 allowing an:	Students needing tier 3 supports who have qualified for special education services are scheduled with a special education teacher in small groups allowing an:
-increased number of opportunities to respond,	-increased number of opportunities to respond,
-increased frequency and explicit feedback,	-increased frequency and explicit feedback,
	-increased focus on discrete skill instruction within a targeted skill,
	-increased attention transfer of skills taught to the contexts in which they are used,
	-increased clarity and explicitness of language paired with examples and non-examples,
	-increased pre-correction and prompting, and

-increased focus on discrete skill instruction within a targeted skill,	-enhanced and targeted specific positive reinforcement.
-increased attention transfer of skills taught to the contexts in which they are used,	
-increased clarity and explicitness of language paired with examples and non-examples,	
-increased pre-correction and prompting, and	
-enhanced and targeted specific positive reinforcement,	
-awareness of goals and student input on goal setting.	
The interventionists use LLI, Fastbridge, Ascend and UFLI, SSR, and these students are progress monitored weekly. Changes are made based on progress monitoring and/or student response to the intervention. Students are exited when they have made enough growth to move into a tier 2 grouping.	

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.

The district's professional development plan for training educators on structured literacy includes:

-LETRS for phase one staff, except 7-12 special education teachers (during teacher PLC and inservice days: units 1-3 completed school year 2024-25 and units 4-8 completed school year 2025-26).

-CAREIALL for AHS SpEd teachers (completed school year 2024-25 by enrolling in MDEs Cohort A).

The district will support the implementation of structured literacy by hiring a literacy lead and following MDEs guidance for data collection and assurance of continuous improvement through collaboration with administration and school level teams.

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	5	0	0	5
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	13	2	1	10
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	4	2	0	2
K-12 Special Education Educators responsible for reading instruction	6	0	0	6
Pre-K through grade 5 Curriculum Directors	n/a	n/a	n/a	n/a
Pre-K through grade 5 Instructional Support Staff who provide reading support	n/a	n/a	n/a	n/a

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	14	0	2	12
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	n/a	n/a	n/a	n/a
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	n/a	n/a	n/a	n/a
Grades 6-12 Curriculum Directors	n/a	n/a	n/a	n/a
Employees who select literacy instructional materials for Grades 6-12	Included in above counts	Included in above counts	Included in above counts	Included in above counts

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.

To improve the implementation of evidence-based literacy instruction, Aitkin Public School phase one staff will start with the professional development programs offered by MDE and described in this plan, align our instruction to the 2020 ELA standards, and start the curriculum review process by the 2025 school year as outlined in our district's curriculum review process.