DEPARTMENT OF EDUCATION

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: **Springfield Public Schools—District #85**

Date of Last Revision: **June 7th, 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.

Springfield Public Schools is in the midst of a transition to ensure that it is fully prepared to meet the requirements of the READ Act for the 2024-2025 school year. While there are many layers to this legislation and many elements of it that will be completed over the course of the next two years, we are confident that we will have people and programs in place to ensure positive and impactful learning experiences in the area of literacy for our students. Some specific goals that we'd like to accomplish in the coming year are as follows:

1—Screening: Springfield Public Schools will implement a newly approved screening tool (FastBridge) to track and progress monitor the reading skills of all students in grades K-12. This assessment tool will be administered to all students during the established fall, winter, and spring assessment windows. Results will be used to

determine mastery of foundational reading skills and identify students that may show characteristics of dyslexia. Results from these assessments will be shared with families and reviewed by staff for instructional purposes.

*2—**Professional Development:** Springfield Public Schools will work to ensure that all necessary staff are trained in structured literacy and the "science of reading" by the dates required by the Minnesota Department of Education (see 2025 and 2027 deadlines). Staff that are not already participating in the LETRS training model will be tasked with completing the CORE model. Staff will work flexibly/asynchronously to complete these trainings and a stipend will be paid to all staff that successfully complete this experience.*

*3—**Curriculum:** Springfield Public Schools will use the 2024-2025 school year to engage in a comprehensive audit, review, and application of new reading curriculum. Specifically, grades K-2 will fully implement the UFLI curriculum as a foundational skills tool (grades 3-6 and special education may also use this as an intervention program). As this work is being done in the primary grades, all literacy staff will engage in a review of new knowledge-building, and comprehensive reading curriculum tools. It is our expectation that by May of 2025 a decision will be made regarding the curriculum resources that will be implemented at all levels in the year to follow. This will allow for trainings and planning prior to the start of the 2025-2026 school year.*

*4—**Data-Based Decision Making:** Springfield Public Schools will use the 2024-2025 school year to update its pyramid of interventions to better align with the Minnesota Multi-Tiered System of Supports (MnMTSS). This framework will identify the specific tools, timelines, and roles that will be utilized to lead students towards mastery of their reading skills.*

Ultimately, our expectation is that by accomplishing the above goals, we will create a system of literacy programming in our school that will allow us to see an improvement in the reading achievement of all students and a reduction in the achievement gap of students in various subgroups (FRP and SPED). This work complements the goals of both our World's Best Workforce and Achievement and Integration Plans and helps to make those targets a realization.

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 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*** *(NOTE—projected approach for 4-12 screening—waiting for further guidance from MDE and state legislature).*	☒ 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.

Springfield Public Schools will use the following methods to notify parents/guardians when children are identified as not reading at/above grade level:

1—Test Results and Progress Reports/Report Cards: As a school that utilizes a trimester schedule, we have been able to coordinate benchmark testing windows with each reporting period. When testing is complete and staff have had the opportunity to review student performance, families will receive a mailing with hard copies of test results and report cards (essential learning targets aligned with state standards). It may also be accompanied by a letter identifying the performance levels, criterion for intervention services, and/or eligibility and registration materials for additional programming (Title support, Minnesota Reading Corps, and/or "Jumpstart" summer school).

2—Parent-Teacher Conferences: In addition to the physical reports that are noted above, families will be invited to attend a conference with their child's teacher in early November (this date corresponds with the end of the first trimester and the release of fall performance data). At this meeting, staff will communicate with parents/guardians the strengths and weaknesses of each student in the area of literacy. The teachers will identify intervention programs that the child is participating in (this will have been established prior via phone calls and emails) and the progress that he/she is making towards goals. Parents/guardians will have the opportunity to ask questions and provide feedback on their child's progress and next steps will be determined for the next trimester of the school year.

3—Online Resources: Parents/guardians will be provided with a copy of all usernames and passwords needed to access the online reading programs available to their child. These programs will be linked on our school's homepage of its website. Specific programs that children will have access to for practice both at school and home will include Accelerated Reader, MyOn, Lexia, IXL, Brain Pop, and Moby Max as well as others. In addition, families will be encouraged to have their child read for a minimum of 30 minutes each night. These tools and habits will help to establish both a safety net for those that may be struggling and a springboard to student that may be ready for more.

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.

NOTE—Springfield will be transitioning to an approved screener (FastBridge) in the 2024-2025 school year, therefore, no summary data is reported below for K-12. This data will be made available for review in the summer of 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						

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

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	UFLI and Treasures	UFLI is used to build foundational skills while Treasures is used to build a more comprehensive knowledge base.	125 minutes of core literacy instruction (50 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also take place mid-day (RIP period).
1st	UFLI and Treasures	UFLI is used to build foundational skills while Treasures is used to build a more comprehensive knowledge base.	125 minutes of core literacy instruction (50 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also take place mid-day (RIP period).
2nd	UFLI and Treasures	UFLI is used to build foundational skills while Treasures is used to build a more comprehensive knowledge base.	100 minutes of core literacy instruction (25 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also

			take place mid-day (RIP period).
3rd	UFLI (intervention tool) and Treasures	UFLI is used to fill gaps in the foundational skills of struggling readers while Treasures is used to build a comprehensive knowledge base.	100 minutes of core literacy instruction (25 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also take place mid-day (RIP period).
4th	UFLI (intervention tool) and Treasures	UFLI is used to fill gaps in the foundational skills of struggling readers while Treasures is used to build a comprehensive knowledge base.	100 minutes of core literacy instruction (25 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also take place mid-day (RIP period).
5th	UFLI (intervention tool) and Treasures	UFLI is used to fill gaps in the foundational skills of struggling readers while Treasures is used to build a comprehensive knowledge base.	100 minutes of core literacy instruction (25 whole group, 50 small group, 25 individualized). An additional 25 minutes of intervention programming will also take place mid-day (RIP period).

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	UFLI (intervention tool) and Treasures	UFLI is used to fill gaps in the foundational skills of struggling readers while Treasures is used to build a comprehensive knowledge base.	75 minutes of core literacy instruction (25 whole group, 50 small group). An additional 25 minutes of individualized reading intervention programming will also take place mid-day (RIP period).
7th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and speaking, and language usage skills.	50-minute class periods with mix of whole, small, and individualize instruction
8th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and speaking, and language usage skills.	50-minute class periods with mix of whole, small, and individualize instruction
9th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and speaking, and language usage skills.	50-minute class periods with mix of whole, small, and individualize instruction
10th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and	50-minute class periods with mix of whole, small, and individualize instruction

		speaking, and language usage skills.	
11th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and speaking, and language usage skills.	50-minute class periods with mix of whole, small, and individualize instruction *NOTE—11th graders have the option of taking "English" or "Advanced English" (more rigorous experience for those on a path to post-secondary)*
12th	Novel studies and standards-based resources	Tools used to build reading comprehension, writing, listening and speaking, and language usage skills.	50-minute class periods with mix of whole, small, and individualize instruction

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.

Springfield Public Schools is in the process of updating its pyramid of interventions to align with the MnMTSS framework for the 2024-2025 school year. While our leadership has not participated in the MDE cohorts regarding this framework, we have submitted responses to its annual MnMTSS self-evaluation survey and have ordered our work around an RtI model for many years. Our goal is to align all reasonable components of our work with this framework to best support student learning in the years ahead.

In assessing student mastery, we will utilize the following data sources and performance targets:

1—FastBridge Reading CBM Screeners: Students that score below the 31st percentile may be eligible for intervention (Tier 2). Students that score below the 20th percentile may be eligible for intervention (Tier 3). This assessment will be given to all students in grades K-12 in the fall, winter, and spring.

2—NWEA Reading Assessment: Students that score below the 61st percentile may be eligible for intervention services (Tier 2). Students that score below the 21st percentile may be eligible for intervention services (Tier 3). We have found a strong correlation between this assessment (and the targets noted above) and proficiency on the Minnesota Comprehensive Assessments (MCA's). This assessment will be given to all K-6 students in the fall, winter, and spring. NOTE—this will be the final year of utilizing the NWEA assessments as in the 2025-2026 school year and beyond, FastBridge will take its place.

3—STAR Reading Assessment: Students that score below their grade-level equivalency (ex. 3.4 or lower for a 3rd grade student in the 5th month of the school year) may be eligible for intervention services (Tier 2). Students that score a full grade level lower than their grade-level equivalency (ex. 2.5 or lower for a 3rd grade student in the 5th

month) may be eligible for intervention services (Tier 3). This assessment will be given to all K-8 students in the fall, winter, and spring.

4—MCA Reading Assessment: *Students that do not receive a "meets" or "exceeds" proficiency score (partially meets) may be eligible for intervention services (Tier 2). Students that receive a "does not meet" proficiency score may be eligible for intervention services (Tier 3). This assessment will be given to all 3-8 and 10 students in the spring of each school year.*

5—Common Formative Assessments: *Students that do not meet proficiency targets (varies by grade and assessment) on these teacher-team designed assessments may be eligible for intervention services. These assessments will be given on a monthly basis (only in months without one of the above assessments) by each grade-level and tier qualifications will be based upon teacher evaluation of observed evidence.*

NOTE—*students that score ABOVE these targets are considered Tier 1 readers and will continue receiving core curriculum, instruction, and enrichment. Students that score BELOW the mastery targets ON 2 OR MORE of the assessments noted above will receive intervention services. A single score below targets will not trigger an intervention response, but it will be noted with both the student and family. In an effort to ensure accuracy in our decision-making, a "triangulation" of data will be used to determine which students are truly in need of intervention vs. those that may have had an off day. Students that are identified as needing intervention will be progress monitored on a weekly basis using FastBridge. Students that are Tier 2 will receive intervention through Minnesota Reading Corp, Title services, and/or RIP period. Students that are Tier 3 will receive intervention through Title services, Lexia, UFLI, and/or RIP period. When students in either Tier 2 or 3 receive 6 consecutive scores above progress monitoring targets they will "graduate" from intervention services (students in Tier 3 would move up to 2 and students in Tier 2 would move up to 1). For students that are not making progress with Tier 2 interventions, they will transition to Tier 3 level supports. Likewise, for students that are not making progress in Tier 3, their performance will be reviewed by the school's problem-solving team and if deemed necessary, may be evaluated for special education services.*

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.

Springfield Public Schools will utilize the following professional development plan for training staff in structured literacy and the "science of reading."

1—LETRS Training: In the fall of 2023, 7 elementary staff (2 kindergarten, 2 first grade, 1 third grade, 1 fourth grade, and a special education teacher) began a 3-year training through the LETRS program. This experience has included virtual learning as well as internal and cross-district collaboration. It demands roughly 80-90 hours of training annually with the majority of this work completed outside their contract time (a stipend will serve as compensation). Their work will enter year 2 during the 2024-2025 school year and in 2025-2026, the bulk of their work will be the full implementation of their learning on site here in Springfield.

2—CORE Training: Beginning in June of 2024 the remaining staff needing to complete training prior to the July 1st, 2025 deadline will be given access to the CORE program. This program is expected to take between 55-60 hours to complete over the course of 18 weeks. This training is primarily asynchronous and completed outside of contract time. Upon successful completion, these staff will receive a stipend for their time. Staff that are required to meet the July 1, 2027 deadline will follow the same course of training at the appointed time.

3—Assessment and Curriculum Training: In addition to the foundational work noted above, staff will engage in numerous on-site and virtual trainings to be fully versed in UFLI, FastBridge, Lexia, and the new comprehensive reading curriculum (to be purchased by May 2025). These trainings will focus on building capacity and fidelity in their ability to manage technology effectively, analyze performance data properly, and deliver content in both efficient and effective ways. These trainings have already begun and will continue on through the 2024-2027 timeline to ensure full mastery of all tools and resources at our disposal. The large majority of these trainings will be embedded in staff development workshops in August, October, January, February, and March.

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	3	0	0	3
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	8	0	5	3
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	1	5
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	5	0	1	4
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	4	0	0	4

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	6	0	1	5
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	4	0	0	4
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

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.

As noted above, the 2024-2025 school year is one of transition for Springfield Public Schools as it relates to the READ Act and each of the elements that it demands. Our focus for the immediate future is ensuring that our staff are well-versed in the subject of structured literacy and the "science of reading" through the LETRS and CORE trainings. Likewise, we want to ensure that there is a high degree of confidence in our staff's ability to utilize the new curriculum, screening, and intervention tools at our disposal (UFLI, FastBridge, Lexia, etc.). As we approach the start of the next school year, our focus will shift to exploring a new comprehensive reading curriculum. In addition, we will commit a great deal of time in the coming school year to analyzing student data, communicating results with stakeholders, and refining instructional practices. This work is motivating and our staff is eager to take our already high standard of performance to the next level. We look forward to seeing the impact that this work has on the lives of our students and we anticipate it making a significant difference for years to come.