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 TRIO Wolf Creek Distance Learning Charter School 4095

Date of Last Revision: This is our first submission

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.

Student achievement goal: At least 80% of comprehensively enrolled students in grades 9-10 will demonstrate reading at grade level through Fast Bridge A Reading or will meet their annual individual growth goal in reading, by not being identified in an at-risk category.

The TRIO Wolf Creek Distance Learning Charter School literacy goals for the 2024-2025 school years include using A Reading and identifying the lowest 10% of students for additional reading interventions and check-ins with various staff members throughout the year. We will monitor and assess needs through the check in process and continued screening.

Through a comprehensive review of our curriculum assessments and needs, we have determined that we will work as a team with general education and special education teachers through English language arts courses for phase 1 of training.

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)

Please note that Wolf Creek serves students in grades 9-12 and no screeners are currently available that are considered research based in reliable. When MDE makes these resources available to all MN public schools we will determine our needs at that time.

Grades K-3 Screeners -Not applicable to Wolf Creek

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 A Reading**	☐ 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: **FastBridge** **A Reading**	☐ 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.

As an online/hybrid charter school much of the student learning occurs at home and we identify parents as partners in the process of learning. We will notify parents via letters in the mail if their students are identified in the lowest 10% of readers at Wolf Creek and also follow up with email and virtual meetings so parents fully understand the needs of their students. We will ask parents to partner with us to understand the strategies used for implementing improvements for all students identified. Wolf Creek prides itself on strong parent communication that happens weekly via email and these mechanisms will be utilized for this purpose.

Wolf Creek also utilizes a weekly news blast via mailchimp. Starting in the fall of 2024 we will communicate reading improvements with all families via this mechanism.

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	0	0	0	0	0	0
1st	0	0	0	0	0	0
2nd	0	0	0	0	0	0
3rd	0	0	0	0	0	0

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

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th	0	0	0	0
5th	0	0	0	0
6th	0	0	0	0
7th	0	0	0	0
8th	0	0	0	0
9th	10	5	0	0
10th	27	15	0	0
11th	5	5	0	0
12th	0	0	0	0

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

Screener Notes

We will utilize FastBridge A Reading assessments to determine those students with the greatest needs for the 2024-2025 school years while training is occurring.

FastBridge will be utilized with all 9th-10th-11th graders and those learners identified as special education students or ADSIS funding students in the fall and spring of each year.

We will use our summer curriculum writing mechanisms to revise and strengthen our entire curriculum that will be accessible to all students. Through this work all students will gain needed knowledge checks.

We will build in vocabulary and writing mechanisms based on the CORE training elements we receive into all general education and special education courses by June 30, 2026.

Wolf Creek is an online school so we do not have periods in a day. We do utilize a block schedule that allows for students to take three core classes and an advisory course. We will also work vocabulary and writing skills into the advisory course that will allow all students to gain skills.

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	NA	NA	NA
1st	NA	NA	NA
2nd	NA	NA	NA
3rd	NA	NA	NA
4th	NA	NA	NA
5th	NA	NA	NA

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	NA	NA	NA
7th	NA	NA	NA
8th	NA	NA	NA
9th	Edmentum	Writing and comprehension based assignments that are technology based and prepared by MN licensed teachers	Online learning provider, online delivery model
10th	Edmentum	Writing and comprehension based assignments that are technology based and prepared by MN licensed teachers	Online learning provider, online delivery model
11th	Edmentum	Writing and comprehension based assignments that are technology based and prepared by MN licensed teachers	Online learning provider, online delivery model
12th	Edmentum	Writing and comprehension based assignments that are technology based and prepared by MN licensed teachers	

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.

Wolf Creek has utilized and embraced MTSS practices for over 15 years and most recently in 2021 conducted an MTSS inventory and improvement plan with CAREI. As a St Croix River Education District we were one of the leading charter schools to embrace MTSS practices and continue to do so today. For more information on our MTSS practice please contact the director of the school.

Tier 1 indicators include work completion, passing of courses and obtaining standards comprehension. Testing on A Math and A Reading as well as looking at cumulative files as needed.

Tier 2 indicators include having more intensive supports from school support staff and still not achieving school success indicated by completing course work, passing course and obtaining standards comprehension as needed based on grade level.

Tier 3 support include intensive supports include but not limited to screening for special education or other measures.

The ability exit MTSS occurs when we see indicators that match our Tier 1 support indicators around course completion models.

The problem solving data template and monthly MTSS or problem solving meeting with occur with the entire staff and support staff members to ensure that we are collecting date on needed interventions, changes in interventions, and needs to exit a student.

A copy of the problem solving data template is available from Wolf Creek when requested.

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.

Professional Development Plans

We will utilize the CORE learning curriculum in the summer of 2025 and finish by June 1, of 2026.

As a small staff we need to work as a team and adding staff to the phase 1 training is the way we will embrace all needs for our students.

Phase 2 teachers will encompass the majority of our staff of 17 in many ways. We are adding duties to the educational specialist position at Wolf Creek to ensure that all students receive needed check ins for organizational skills and reading this year, if identified in our assessment process.

We will utilize our WBWF plan as well as ADSIS funding that will focus on organization skills and math skills to ensure that students see success in many areas.

We will ensure continuous improvements by assessing the implementation of training through our curriculum writing process. Teachers will also be screened for knowledge level of literacy skills and satisfaction with training methods.

We have zero educators trained so far and plan to have the director, 2 special education teachers, and 2 english language arts teachers trained by summer of 2026

Phase two teachers will be the other 8 teachers in content areas of music, math, science, social studies, and other electives.

We will implement reading strategies school wide starting in the fall of 2025 using our PD and PLC days as anchors for learning and instructional modeling.

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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	2	0	0	2
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	17	0	0	17
Grades 6-12 Instructional support staff who provide reading support	2	0	0	2
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	5	0	0	5

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.

Wolf Creek will continue to define and improve this plan yearly. As a public charter high school we have very little research based information for high school learners at this time. Once MDE releases more approved curriculum measures, screeners, and information we are more than willing to revise our plan. This plan is new to all MN public schools and so a work in process that will lead to reading improvements for all students at Wolf Creek through identifying learners who need intensive reading instruction and allowing for all students to benefit from improvements in the general curriculum measures.

Revision Date 6/10/2024