



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: Saint Paul Conservatory for Performing Artists 4112-07

Date of Last Revision: September 5, 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.

The district's goal for the 2024-25 school year is to identify EL and special education students in grades 9 through 11 who are below grade level expectations in foundational reading skills.

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)

MDE has not identified a screener system for grades 9 through 12. The current instruments have not been validated for use with older students. We are awaiting further guidance from MDE regarding implementation of a screener system for high school students.

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?
	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

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:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

SPCPA serves students in grades 9 through 12. MDE has not provided guidance on screeners for students at these grade levels, therefore this plan will focus on special education students who have a reading specific goal or those special education students demonstrating deficits in reading achievement. Written progress reports are used to monitor progress towards a student's reading goals. Special Education students also undergo a comprehensive evaluation every three years. Results from standardized assessments that are administered to special education students are used to determine specific reading skill deficits. The ELA standards are used to guide the IEP team in scaffolding reading supports and increasing literacy.

English Learners will be identified through a review of academic records and parent report of native language. For EL students, progress in English language development standards will be measured through the ACCESS for ELLs.

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.

Information regarding a student's reading skill deficits is shared with parents at the IEP team meeting. Progress monitoring will take place four times per year and shared with parents through written progress reports. One of the progress reports will take place orally at the annual IEP team meeting and will be written into the student's present levels of performance section on the IEP. The IEP team will discuss specific strategies to increase the student's reading skills. Parents will be provided with specific strategies for use at home. Fiction and non-fiction texts will be recommended to increase literacy skills.

Parents of EL students will be invited to in-person or virtual meetings to discuss ACCESS results and plan appropriate supports at school. A language interpreter will be available for the meeting and a licensed ESL teacher will be available to provide direct services for students and indirect services for staff to facilitate language acquisition as well as increase literacy skills.

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						
1 st						
2 nd						
3 rd						

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
4 th				
5 th				
6 th				
7 th				
8 th				
9 th	66	0	0	0
10 th	94	0	0	0
11 th	90	0	0	0
12 th	118	0	0	0

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			
1 st			
2 nd			
3 rd			
4 th			
5 th			

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th			
7 th			
8 th			
9 th	Foundations in Literature and Composition	Vocabulary, grammatical concepts, writing, critical thinking skills, comprehension, composition and literary analysis	Class periods of 80 minutes on an A Day/B Day schedule
	Advanced Foundations in Literature and Composition	Skills are taught at a faster pace in greater depth with attention given to higher level critical thinking skills in preparation for upper level advanced courses	Class periods of 80 minutes on an A Day/B Day schedule
10 th	Perspectives in Literary Analysis	Reading comprehension, literary analysis, writing skills (argument, research and analysis), vocabulary	Class periods of 80 minutes on an A Day/B Day schedule
	Advanced Perspectives in Literary Analysis	Reading and viewing skills, writing skills	

		(argument, research, analysis), vocabulary development, and critical thinking skills taught at a faster pace and greater depth of study	Class periods of 80 minutes on an A Day/B Day schedule
11 th	<p>Connections across American Literature</p> <p>AP English Language and Composition</p>	<p>Reading comprehension, interpretation of literature, vocabulary, writing with emphasis on applying critical concepts in the understanding and interpretation of literature</p> <p>Development and revision of evidence-based analytic and argumentative writing; rhetorical analysis of nonfiction texts. Students evaluate, synthesize, and cite research to support their arguments. AP exam is offered in the spring in the attempt to earn college credit in the course.</p>	<p>Class periods of 80 minutes on an A Day/B Day schedule</p> <p>Class periods of 80 minutes on an A Day/B Day schedule</p>
12 th	Literature and Composition in a Social Context	Builds on reading comprehension and vocabulary skills acquired in previous courses. Oral and written communication skills emphasized. Study of literature such as short	Class periods of 80 minutes on an A Day/B Day schedule

	<p>AP English Literature and Composition</p>	<p>stories, poetry, drama, nonfiction and novels. Application of narrative elements and poetic devises.</p> <p>Aligns with an introductory college-level literary analysis course. Study of literary structure, style, themes, figurative language, imagery, symbolism and tone. Expository, analytical, and argumentative writing requiring students to analyze and interpret literary works. College-level texts are read. AP exam is offered in the spring in the attempt to earn college credit in the course.</p>	<p>Class periods of 80 minutes on an A Day/B Day schedule</p>
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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?

In preparation for implementation of the MnMTSS framework, the District's Director of Special Education has registered the administrative team for the Introduction to MnMTSS: 6-Session Course 2024-25. After completing this course, the administrative team will continue with professional development regarding the other components of MTSS with the MnMTSS Tier 1 Instruction professional learning cohort. The team will also complete the Self-Evaluation of MnMTSS for District Leadership Team (SEMI-DLT) by January 2025. The team will attend the Secondary ELA Curriculum Leader Community of Practice workshop when dates for the fall of 2024 are announced

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.

English Language Arts classes are structured to allow for a variety of instructional methods. While some class content is delivered through a lecture format, students also work in small groups, individually, and participate in structured class discussions. Students interact with narrative, analytical, and argumentative writing. Novels, short stories, poems and short essays are used to address the ELA standards. Students create fictional and autobiographical narrative essays, visual arguments, and researched analytical essays. Vocabulary development is an integral component of each ELA class.

Grades are based upon three categories of learning: Process, Rehearsal, and Production. The Process of Learning is designed to prepare students for higher stakes learning in the Rehearsal and Production categories. Students engage in daily classwork to practice the processes, skills and concepts necessary for understanding a given standard. This daily work introduces terminology, structures, or perspectives to support students as they work towards mastery of standards. Students do not need to demonstrate full understanding at this stage to earn full credit on assignments but should demonstrate sincere and consistent engagement in the process of learning.

The Rehearsal category is designed to allow students to demonstrate proficiency on shorter/smaller high stakes tasks that align or lead to the Production category (final assessments or projects). This category consists of assignments, activities, and/or quizzes. These serve as a progress check, providing feedback to teachers and students during each unit. All skills in each unit are reviewed or retaught as students develop proficiency and are assessed in a similar style as in the Process of Learning but with different texts. Students will encounter varying degrees of difficulty during the Process and Rehearsal tasks, and teachers will offer modifications, accommodations as needed. If students are not making the expected progress, teachers will use the following strategies to facilitate further understanding: (1) Re-teaching difficult concepts; (2) Modifying assignments or projects for length yet keeping the core standards intact; (3) Supplying guided notes for lectures; (4) Breaking down large assignments/projects into smaller components with interim due dates; (5) Supplying completed models or templates for written assignments; (6) Allowing extended time to complete an assignment or project. Special education paraprofessional support in the general education classroom is available for students on IEPs who also have reading or written language needs.

The Production category provides the opportunity for students to share final or summative evidence of their learning over each unit. This summative assessment of the unit (e.g. essays, papers, projects, reflections, presentations, unit exams) allows students to manage multiple skills and processes simultaneously, and more independently than in earlier rehearsal tasks. Teachers will modify expectations to address students needs. Students are allowed to retake unit exams if they complete the required preparation work within the timelines outlined by the teacher.

Student progress is consistently monitored by classroom teachers. Both the process and the product of learning are equally valued. Students who are struggling are referred to the District's Student Achievement Coordinator for support with organization and time management.

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.

The District will proceed with methods of identifying students who are not reading at grade level when MDE announces screeners that are appropriate for grades 9-12. A MTSS protocol will be developed after completing the MnMTSS self-evaluation tool and the requisite professional development courses.

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.

The District has identified one special education teacher in need of completing the required Phase 1 Professional Development training by July 1, 2026. The special education teacher will be enrolled in CORE (Consortium on Reaching Excellence in Education) Learning's OL&LA: Online Language and Literacy Academy.

During Phase 2, two classroom educators responsible for reading instruction (English Language Arts teachers for students in grades 9-12) will be enrolled in an approved training program when options are made available by MDE. Two administrators responsible for selecting literacy instructional materials (Principal and Director of Special Education) will also be registered for Professional Development when registration opens in February 2025 and options are made available. These individuals will complete this training by July 1, 2027.

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 will use information gathered from approved professional development programs to guide the implementation of structured literacy. As more educators take part in professional development programs, the district will schedule professional development days to review strategies and establish an implementation protocol.

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

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)				
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support				
Grades 6-12 Curriculum Directors				
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school’s implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

The District is waiting for direction from MDE on their approved evidence-based literacy instruction for secondary students. When that direction is provided, the administrative team and those responsible for purchasing ELA curriculum will review the options.