



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: #2364 Belgrade Brooten Elrosa Schools

Date of Last Revision: June

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.

BBE Schools will implement FASTbridge assessments and use data to make instructional decisions as measured by regular data meetings and implementation of FAST assessments reported to MDE by June 2025.

BBE Schools will train all K-5 teachers, all Sp. Ed. Instructors, interventionists, early childhood teachers and elementary administrators in structured literacy practices as measured by the passing of the required assessments.

BBE Schools is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2020) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

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	<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)
DIBELS Data System (DDS) with DIBELS 8th Edition	<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)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" 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: Star	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: MCA	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" 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 checked="" 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 checked="" type="checkbox"/> 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.

Parents of students who are not performing at grade level based on district approved screening tools at the K-11 level will receive communication from both the classroom teachers and the intervention instructor. Communication will come in a Personalized Education Plan letter for parents to understand where their child performed below grade level and an instructional plan for students to work to meet grade level expectations.

Parent/teacher conferences will be held each fall and spring where classroom teachers, along with interventionists, will have the opportunity to share this information directly with parents. Conferences can be held in person, virtual and/or through phone calls.

Strategies to support students not at grade level include, but are not limited to, whole class intervention, small group intervention, RTI, individual intervention and/or after school or summer instructional programs supported by Targeted Services grants.

Parents will also have opportunities to engage in family nights at the school(s) and receive instructional practice ideas they can utilize at home to improve and support their child's reading.

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				
10 th				
11 th				
12 th				

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	Open Court	Comprehensive	Whole class: 105 minutes Differentiated: 30 minutes
1 st	Open Court	Comprehensive	Whole class: 105 minutes Differentiated: 30 minutes
2 nd	Open Court	Comprehensive	Whole class: 105 minutes Differentiated: 30 minutes
3 rd	Open Court	Comprehensive	Whole class: 105 minutes Differentiated: 30 minutes
4 th	Standards Based - teacher created	Comprehensive	Whole class: 60 minutes Differentiated: 30 minutes
5 th	Standards Based - teacher created	Comprehensive	Whole class: 60 minutes Differentiated: 30 minutes

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Standards Based - teacher created	Comprehensive	Whole class: 110 minutes Differentiated: 25 minutes
7 th	Standards Based - teacher created	Comprehensive	Whole class: 110 minutes Differentiated: 25 minutes
8 th	Standards Based - teacher created	Comprehensive	Whole class: 54 minutes
9 th	Standards Based - teacher created	Comprehensive	Whole class: 54 minutes
10 th	Standards Based - teacher created	Comprehensive	Whole class: 54 minutes
11 th	Standards Based - teacher created	Comprehensive	Whole class: 54 minutes
12 th	Standards Based - teacher created	Comprehensive	Whole class: 54 minutes

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

BBE Schools has an established and evolving MTSS model at both their elementary and middle school sites. Teachers at both sites target MTSS intervention support to those who are performing below grade level and work to target instruction to meet identified learning gaps for students involved in intervention programming. BBE will participate in the professional learning cohort this summer 2024.

Data reviewed with the building and district leadership team provides a foundation for the Tier I classroom instructional practices. Should classrooms show a deficit of students performing below grade level expectations on specific skill areas at 40% or higher, Tier I practices will focus on ensuring the concept(s) are part of Tier I instruction.

BBE Elementary School (K-5) and Middle School (6-8) have a strong history of reviewing universal screening data to make instructional decisions. As grade levels, teams meet together with teachers, interventionists and administration to determine what support students receive as part of the MTSS model based on universal screening. Tier II instructional support is provided to students who are below 40th percentile (grades K-5), below 30th percentile (grades 6-8) and those who are not demonstrating academic gains toward grade level after 8-10 weeks of instruction will move into different interventions, including Tier III.

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.

BBE schools has 10 staff members that have completed all of their LETRS training. We have developed a plan to prioritize additional training for both volumes of LETRS, as well as, early childhood LETRS.

We will continue to monitor the status of pre approved training from the state of Minnesota for middle school and high school staff.

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	3	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	9	9	1	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	5	4	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	4	0	4	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	4	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	3	0	0	3
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	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	1	0	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
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.

BBE Schools is committed to continually evolving in our practices and strategies used for instruction. Our Vision is to be a small-town, high-performing district that prepares learners through personalized learning experiences to make a positive impact in a rapidly changing world.

For the 2024-25 School Year the following experiences will support the continuous improvement plan:

- Training opportunities will be available for LETRS I and II.
- All elementary [K-3] classrooms will have phonemic awareness and structured phonics curriculum.
- Continued conversations, planning experiences and data reviews with our grade level and problem solving teams.
- Review 6-12 Literacy curriculum and continue to monitor Minnesota State approved requirements.
- Implementation of FAST assessments for K-3 and Star for grades 4-11.

Following the 24-25 school year

- Implementing a continuous model of improvement shifting from a traditional curriculum review cycle.
- Continued focus on local and state assessment data.
- Reviewing and if necessary adjusting our process for MTSS.
- Continued support for students who are not performing at grade level (i.e. Title, EL Support, SPED, small group instruction, and after school support).

2025 and Beyond

- Continued structured literacy professional development for all teaching staff
- Implementation of MDE approved curriculums
- Continued data meetings
- Continued Reading Team meetings to review student needs