

## Benton Stearns Literacy Plan: 2024-25 School Year

This literacy plan provides an overview of how the Benton Stearns Education District (BSED) will meet the needs of all students in the area of literacy as required by MN State Statute 120B.12. The statute requires every school district to adopt a local literacy plan designed to have every child reading at or above grade level no later than the end of 3rd grade.

In addition, students in grade 3 or higher who demonstrate reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. If a student does not read at or above grade level by the end of grade 3, the district must continue to provide reading intervention until the student reads at grade level. A personal learning plan, which includes Individualized Education Programs (IEPs), for a student who is unable to demonstrate grade-level proficiency, will be monitored for growth for proficiency.

### District or Charter School Information

**District or Charter School Name and Number:** Benton Stearns Education District 6383

**Date of Last Revision:** n/a, first literacy plan

### 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 Benton Stearns Education District believes that proficient reading ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. The goal of the Benton Stearns Education District is to have all of our students 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.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	X Grade K X Grade 1 X Grade 2 X Grade 3	X Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of school (Fall)  X Winter  X 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?
<b>Name of Screener:</b>  <b>FASTBRIDGE</b>	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	X Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of school (Fall)  X Winter  X 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.*

After the Fastbridge fall and spring assessments are completed, parents or guardians of students identified as not reading at or above grade level, will be notified with a letter from BSED. Parents will be given the opportunity to meet with their child’s educational team to address concerns and needs. BSED staff members will also address this with parents during annual IEP meetings.

## 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.

N/A: BSED will be collecting dyslexia screening data in the 2024-25 school year.

## Summary Data Kindergarten through 3<sup>rd</sup> 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
1 <sup>st</sup>	0	0	0	0	0	0
2 <sup>nd</sup>	0	0	0	0	0	0
3 <sup>rd</sup>	0	0	0	0	0	0

### Students Grades 4-12 Not Reading at Grade Level

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
4 <sup>th</sup>	0	0	0	0

5 <sup>th</sup>	0	0	0	0
6 <sup>th</sup>	0	0	0	0
7 <sup>th</sup>	0	0	0	0
8 <sup>th</sup>	0	0	0	0
9 <sup>th</sup>	0	0	0	0
10 <sup>th</sup>	0	0	0	0
11 <sup>th</sup>	0	0	0	0
12 <sup>th</sup>	0	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	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction

1 <sup>st</sup>	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction
2 <sup>nd</sup>	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction
3 <sup>rd</sup>	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction
4 <sup>th</sup>	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction
5 <sup>th</sup>	Open Court by McGraw Hill	Foundational Skills, Knowledge Building, Comprehensive	60 minutes whole class, 30 minutes differentiated instruction

**Core ELA Instruction and Curricula Grades 6-12**

<b>Grade</b>	<b>Implemented ELA Curricula</b>	<b>Description of Curricula Use (e.g. comprehension, vocabulary, writing)</b>	<b>Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)</b>
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6 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
7 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
8 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
9 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
10 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
11 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated instruction
12 <sup>th</sup>	Fusion by McGraw Hill	Comprehension, vocabulary, writing	60 whole class, 30 differentiated 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.*

BSED has not adopted a MnMTSS plan for literacy as students in need of additional support receive tier 3 interventions as part of their Individualized Education Program. BSED students are in setting 4 programs or in a residential treatment facility. Class sizes in all programs are 6-8 students or less with course work that is individualized for each student.

## **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.*

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.



<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
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	10	0	0	10
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

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
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	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

## 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.*

- Participate and complete required professional development on CORE evidenced based reading instruction.
- The Benton Stearns Education District needs to obtain the evidence-based literacy instructional materials we selected to be used next year.
- After obtaining the materials, teachers will need to get familiar with the materials and complete the online training.
- Additionally, staff members will need to be trained on the administration and interpretation of the Fastbridge assessment/screener.
- After the administration of the Fastbridge assessments, staff members need to understand the data and use it to drive instruction for students.
- At the completion of the year, the data needs to be reviewed and this plan needs to be updated for the next school year.