



## 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:** Buffalo-Hanover-Montrose ISD #0877

**Date of Last Revision:** June 12, 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.*

1. By 2025, the proficiency gap between the students participating in the free/reduced price lunch program and all students for all grades tested on all state reading accountability tests will decrease by 5%.
2. Demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA-III in reading Grade 3 students proficient from the 2024 administration to the 2025 administration.

# 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>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<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 type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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?
<b>Name of Screener:</b>  <b>FastBridge: CBMReading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" 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 checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)
<b>Name of Screener:</b>  <b>FastBridge: aReading</b>	<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 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 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 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, teachers, and schools are partners in ensuring all students are reading well by grade 3. Parents are notified at conferences (Fall and Winter) and/or by the end of that grade level if their child is not on track to read well by 3rd grade. Report cards are another form of communication. They are available online at the beginning of February and the end of the school year. Parents of students who are performing below grade level may often receive notification that their child was recommended for a program sponsored by Community Education called Targeted Services Remedial Reading. This is a free program for recommended students. This brochure will give a brief overview of the process that schools use to support struggling readers. The parent notification will be adjusted to align with new guidance from READAct 2.0. A MTSS brochure is also offered to parents when their child has been identified for extra services. The brochure outlines the district's MTSS process.

## 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 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						
1 <sup>st</sup>						
2 <sup>nd</sup>						
3 <sup>rd</sup>						

**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 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

Buffalo-Hanover-Montrose is currently using Acadience for universal screeners for the 2023-2024 school year.

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> 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	Wonders (2017) & Heggerty	Wonders is comprehensive and Heggerty is used as a supplemental for Phonological Awareness	120 min
1 <sup>st</sup>	Wonders (2017) & Heggerty	Wonders is comprehensive and Heggerty is used as a supplemental for Phonological Awareness	120 min
2 <sup>nd</sup>	Wonders (2017)	Wonders is comprehensive	120 min
3 <sup>rd</sup>	Wonders (2017)	Wonders is comprehensive	120 min
4 <sup>th</sup>	Wonders (2017)	Wonders is comprehensive	120 min
5 <sup>th</sup>	Wonders (2017)	Wonders is comprehensive	120 min



## 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>
6 <sup>th</sup>	Various Class Novels + Short Stories	Comprehension through character, author's purpose, plot, tone, theme, textual evidence.	52 minute classes / semester schedule (required ELA courses 4 quarters · includes WIN time for intervention)
7 <sup>th</sup>	Various Class Novels + Short Stories + Grammar and Writing	Exploration of a variety of topics within language arts. Different genres of literature, writing styles, and strategies.	52 minute classes / semester schedule (required ELA courses 4 quarters · includes WIN time for intervention)
8 <sup>th</sup>	Various short stories, novels, drama, poetry, and non-fiction. Writing for a variety of purposes.	Development of skills such as reading, writing, analysis, communication, vocabulary, and research.	52 minute classes / semester schedule (required ELA courses 4 quarters · includes WIN time for intervention)
9 <sup>th</sup>	Various Short Stories, claim evidence reasoning writing, literature circles, Grammar basics, independent reading	Comprehension strategies that support fiction + non-fiction texts and development of reading strategies applicable to courses throughout high school experience. Writing that includes narration and exposition, helping students create original claims and develop support for their ideas.	63 minute classes / trimester schedule (required ELA courses 2 trimesters · includes BASE time for intervention)
10 <sup>th</sup>	Short texts, critical review, class novel, research paper, presentation	Emphasis on literature analysis, reading strategies, writing experiences, research techniques, effective communication, and critical thinking.	63 minute classes / trimester schedule (required ELA courses 2 trimesters · includes BASE time for intervention)
11 <sup>th</sup>	Text analysis, short texts, socratic seminars, Research based literary analysis, Literature Circles, reflections.	Introduction of thematic surveys of literary genres using a variety of short stories, essays, poems, novels, and drama. Active engagement in both written and oral assessments. Writing processes.	63 minute classes / trimester schedule (required ELA courses 2 trimesters · includes BASE time for intervention)
12 <sup>th</sup>	(student choice)		63 minute classes / trimester schedule (required ELA courses 2 trimesters · includes BASE time for intervention)

## 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.*

A system of support called Response to Intervention (RtI) has been in place in the district since 2006. This system is often referred to as the Multi-Tiered System of Supports (MTSS) which encompasses academic and behavioral supports. Each year this system is revised by a dedicated group of staff based on the current research. Various screening tools are used to identify students who may be in need of extra support. Through the use of screening tools and classroom data, students are placed in an appropriate level of support that is in addition to their core instruction. For many students, the core curriculum is meeting their educational needs. Some students may receive additional small group instruction from a teacher or an educational support professional to either enhance or help the students meet proficiency on MN State Standards. This is accomplished through tiered instruction designed by certified teachers. Still others may need more intensive support through more direct teaching with a highly qualified, licensed teacher. Special Education is one specialized program for students who need more tailored instruction. Another program, Quest, services highly gifted students (top two to three percent) in grades 2-9.

For students needing extra support, teachers work together to provide small group or individual instruction, commonly referred to as an intervention. Intervention strategies are chosen after screeners have taken place. For some students, diagnostic assessments will be used to identify skills that a student is not proficient in. Some examples of interventions include paired reading for fluency development, Words Their Way for phonemic awareness and phonics, and reciprocal teaching for students who need comprehension support.

Students' progress is monitored on a consistent basis. Depending on the level of intervention this might be monthly, every other week, or weekly. The data collected from this monitoring is graphed so a teacher can determine if the student is progressing at a desired rate. The desired rate is different for each student based on the needs of the student.

In a MTSS (Multi-Tiered System of Supports) model, parents are informed at various points of the process. Each building has different requirements based on how they structure their MTSS Model. Some schools have a Federal program called Title I. In this program, parents are notified before the child receives an intervention by a teacher in the Title I program. In other schools, the parents are often informed at conferences. At this time, the parents and teacher can review the child's progress, how the intervention is working, and the plan for the child.

At the secondary levels, interventions are provided during specific times of day called WIN (What I need) and BASE (Bison Academic Support and Enrichment). Educators select students that need extended services and support to and provide small group or individual instruction. The intervention strategies vary from student to student depending on the course. Progress monitoring is specific to each teacher and their counselor. Parents have access to Infinite Campus which assists them in being informed about their student's progress and grades.

Core Instruction (Tier 1) resources are purchased based on a cycle that matches MN State ELA standards review. Criteria to select a core curriculum include teams reading research on best practice literacy instruction. A variety of outside checklist are used to select a curriculum that meets the Big 5 according to the National Reading Panel. As the district prepares for the next curriculum review, The Reading Leagues curriculum criteria selection will be reviewed. The focus will be on structured literacy.

## 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.*

Buffalo-Hanover-Montrose will train it's K-3 educators, EL teachers, and SPED teachers who teach in structure literacy using OL&LA (CORE) beginning in June 2024. The first round of 99 teachers will complete their training in October 2024. Another cohort will be offered at the end of October.

Early Childhood teachers will spend the year learning about structured literacy using LETRS for Early Childhood.

Phase 2 teachers were given the opportunity to join phase 1. Phase 2 teachers will be invited to participate starting the summer of 2025 in another round of professional development.

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	11	0	0	11
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	70	0	0	70
Grades 4-5 (or 6) Classroom Educators (if applicable)	35	0	0	35
K-12 Reading Interventionists	5	0	0	5
K-12 Special Education Educators responsible for reading instruction	75	0	0	75
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	102	0	0	102

<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	29	0	0	29
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	3	0	0	3
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	1	0	0	1
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.*

Starting the summer of 2024, phase 1 teachers will be provided the opportunity to learn about structured literacy by participating in OL&LA (CORE) training. Additional cohorts will be provided as needed. Phase 2 teachers and staff will be provided training in the 2025-2026 school year. As staff completes training, the district English Language Arts teams will review current curriculum and offer suggestions to teachers. If needed, the district teams will explore purchasing supplemental resources. The strategies and instructional practices will be included in the K-5 Core instructional document so there will be some common expectations. The MN State ELA standards will be implemented in 2025-2026.

All K-5 teachers and some 6-12 teachers will have training in how to conduct screening and progress monitoring using the state required FastBridge assessments. Teachers will also receive professional development in how to read and interpret the reports. The district will use eduCLIMBER, a data warehouse, to track student interventions. Over the course of 2024-2025 school year, a MTSS team will determine how eduCLIMBER can be utilized to inform parents on interventions and the progress the student is making.