

BELLE PLAINE

Belle Plaine Literacy Plan - 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: Belle Plaine Public Schools ISD 716

Date of Last Revision: June 17, 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

Less than 15% of kindergarten students will score at the 15th percentile (high risk) or below as measured by the FastBridge earlyReading assessment by May, 2025.

Third grade students in Belle Plaine will score above the state average on the MCAIII/MTAS in Reading by May, 2025.

Less than 15% of 3rd grade students will score at the 15th percentile (high risk) or below as measured by the FastBridge aReading assessment by May, 2025.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- X 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)	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 (optional) 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?
Name of Screener: FASTBridge aReading	x Grade 4 x Grade 5 x Grade 6 x Grade 7 x Grade 8 x Grade 9 x 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 x Vocabulary x Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x Last 6 weeks of School (Spring)
Name of Screener: CBMReading	x Grade 4 x 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 x Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) 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.

FASTBridge Individual Student Reports and Family Reports go home with our parents during student conferences regardless of their data results. If/when a student is identified as being at High Risk, parents are notified at conferences, or as these results are determined. If students are receiving interventions and support due to the screening data, parents will be notified via email, mailed letter, or phone call. In that communication, the intervention rationale, process, and data is described. Furthermore, there is communication with parents if interventions are not working and student results are then submitted to our problem solving team for further evaluation.

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	109	58	117	64	117	16
1 st	94	41	99	52	99	15
2 nd	124	49	127	62	127	28
3 rd	104	55	108	61	108	14

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	94	39	94	25
5 th	98	51	94	19
6 th	122	43	122	12
7 th	122	39	122	7
8 th	106	44	106	15
9 th	106	43	106	9
10 th	101	33	101	10
11 th	NA	NA	NA	NA
12 th	NA	NA	NA	NA

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	Amplify CKLA	Amplify CKLA	120 min
1 st	Amplify CKLA	Amplify CKLA	120 min
2 nd	Amplify CKLA	Amplify CKLA	120 min
3 rd	Amplify CKLA	Amplify CKLA	120 min
4 th	Amplify CKLA	Amplify CKLA	90 min/30 intervention
5 th	Amplify CKLA	Amplify CKLA	90 min/30 intervention

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	Amplify ELA	Amplify ELA	60 min/ 30 min intervention
7 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing)	56 min

8 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing)	56 min
9 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing, No Red Ink)	56 min
10 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing, No Red Ink)	56 min
11 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing, No Red Ink)	56 min
12 th	Whole Language w/ some Balanced Literacy based on Standards	Standards-based Implementation (novels, short stories, poetry, writing, No Red Ink)	56 min

Data-Based Decision Making for Literacy Interventions

Belle Plaine Public Schools is currently revamping their MTSS framework within our District, using the MNMTSS framework as a guide. All students receive Tier I Instruction using Amplify CKLA/ELA, including most students in Special Education. Current practices provide students at “some risk” with intervention time for approximately 30 minutes a day. A time during the day that we call W.I.N (What I Need). At this time, teacher use FASTBridge interventions, UFLI, and/or other skill specific reteaching to support student needs. Students who score in our “high risk” category during universal screening, are provided with Rap95 interventions, in addition to the Tier II support. These students are progress monitored using FASTBridge.

Students who do not make progress using our Tier II supports are brought to our Problem Solving Team for further discussion and evaluation. As we further develop our MTSS framework, we hope to have a system that works for students in all buildings.

Professional Development Plan

We have a local LETRS facilitator that will be training 10 of our teachers and literacy professionals in the Science of Reading.

Another 30 teachers and literacy support staff will be trained using CORE (OL & LA). We had a split in the resource that teachers wanted to use to support their learning, and as a District, we felt it was important to meet their needs. This requirement has been a huge undertaking for all districts both contractually and financially. We are doing what we can to make it work for all.

At this point, until Phase II becomes clear, we will be focusing on our Phase I Professional Development and continue to implement Amplify CKLA/ELA in grades PK-6.

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	5	0	5	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	21	8	0	13
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	0	0	9
K-12 Reading Interventionists	3	2	0	1
K-12 Special Education Educators responsible for reading instruction	11	0	0	11
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	0	5	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	9	0	0	9
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	2	0	0	2
Grades 6-12 Curriculum Directors	Same person as above	Same person as above	Same person as above	Same person as above
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

Action Planning for Continuous Improvement

Belle Plaine Public Schools is committed to continuing our implementation of Amplify CKLA/ELA resources with fidelity. We will be reviewing data regularly, and meeting with teachers to determine needs regarding students and/or staff support. Our Literacy Coach is an Ambassador for Amplify and a LETRS facilitator. She provides coaching around curriculum implementation, but also support in adhering to the science of reading framework.

In order to best support our staff, all administrators will be trained in either LETRS or OL & LA (Core) as well. This should provide a level of support in the area of literacy that we've never had before!

We are eager to start reviewing resources and the science of reading framework in 7-12. Phase II will provide yet another pivot in what we decide to use, and the training that will need to take place for those teachers. As clarity is provided by the state, we'll work with our teachers to provide the best instructional practices and the best resources for our students.