



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: Birch Grove Community School #4145

Date of Last Revision: 6/14/2024

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.

Providing intentional professional development to increase teacher knowledge of foundational reading skill development in order to improve instructional pedagogy.

Develop a comprehensive system of screening for all K-5th grade students at Birch Grove Community School to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.

- Implement the FastBridge screening process for all K-5th grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures.

- Develop targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources.

Birch Grove Community School will evaluate our curriculum and intervention resources to ensure alignment with evidence-based practices.

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: FastBridge: aReading FastBridge: CBM Reading	<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 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)

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.

Families are notified of students' reading progress at twice-yearly parent-teacher conferences, through quarterly report cards, and progress updates delivered via email in between formal reporting. As applicable, parents are also informed of any interventions or tiered supports that are available to the child.

To assist in improving reading skills, parents are encouraged to read with their child daily. After reading and throughout daily life, parents are also encouraged to ask comprehension questions and participate in open-ended meaningful conversations. Several online-based reading platforms that the school uses are also available for home use. Information about using these programs and the benefits in increasing reading fluency are shared with parents. Platforms currently in use include; Lexia, Raz-Kids, Freckle, and Epic.

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.

*Birch Grove Community School is transitioning to FastBridge in the 2024-2025 school year.

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	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction
1 st	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction
2 nd	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction
3 rd	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction
4 th	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction
5 th	Houghton Mifflin Harcourt: Journey's	Comprehensive	60 minutes whole group 30 minutes differentiated instruction

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	N/A	N/A	N/A
7 th	N/A	N/A	N/A
8 th	N/A	N/A	N/A
9 th	N/A	N/A	N/A
10 th	N/A	N/A	N/A
11 th	N/A	N/A	N/A
12 th	N/A	N/A	N/A

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.

Birch Grove uses a multi-tiered support framework apart from MnMTSS. We have reviewed, but not completed the Self-Evaluation of MnMTSS for District Leadership Teams Supports (SEMI-DLT) Our tiered system leads our instruction and is available to all students and includes; small class sizes, daily small group instruction, and differentiated instruction. Minor accommodations, reviewing concepts and foundation skills, and individual supports are done for all learners. When these approaches are inadequate, or when a child's test scores fall between the 30th and 40th percentile, students will be provided with tier 2 supports including individual or small group instruction with the Orton Gillingham approach, Read Naturally Program, SRA Reading Laboratory, or supplemental practice prepared by teachers. Progress monitoring for reading progress is measured bi-weekly with testing probes. Students will exit the program when they score above the 40th percentile for three consecutive assessments.

Students who score below the 30th percentile in district assessments or do not make gains after receiving Tier 2 support for 6 weeks will continue through the district's Child Find Process. Students will receive individually specific interventions modeled after those in the [Pre-Referral Intervention Manual](#) by Stephen B. McCarney & Kathy Cummins Wunderlich. At this stage, parents and teachers will meet to identify future next steps including evaluating for Special Education Services.

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

Birch Grove Community School encourages professional development in the area of reading instruction each year. Educators are provided funding to attend high-quality professional development training. All of the teachers will be completing the LETRS training to adhere to the new Minnesota READ Act professional development requirements. Training will begin as soon as it is available to us and continue until completion. All of our staff will be finished within the deadlines of Phase 1, with accommodation for the LETRS completion extension.

Each year Birch Grove identifies ways to increase areas of structured literacy into daily instruction times. In the 23-24 school year, students began using Lexia, a computer based learning platform that emphasized skills in phonemic awareness, phonics, fluency, vocabulary, oral language, and reading comprehension. Teachers used daily progress monitoring to identify areas of need and reteach concepts. For the 24-25 school year, we plan to continue the use of this program as well as incorporate more structured literacy approaches in the classroom. As progress monitoring is collected through the use of classroom data, FastBridge tools, and Lexia reports, teachers will be able to create individualized learning opportunities for each child.

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	0			0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	2			2

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

Birch Grove Community School continually seeks ways to improve instruction to ensure all students are supported and inspired to grow and learn to their fullest potential. To accomplish this, we have focused on improving in the area of data driven, diagnostic, and timed intervention strategies. During the 23-24 school year, Birch Grove implemented the Lexia reading platform with diagnostic and instructional support. Lexia is the company that produces the approved structured literacy training for the MN READ Act. The next step will be to complete the LETRS training when it becomes available. For the 24-25 school year, Birch Grove will be moving to the FastBridge system of assessments, this provides the required district testing while also including the ability to do a weekly check-in on skills that can help guide instruction and track growth. With these tools in place, continuous improvement in instruction and reading growth can be easily monitored and adjusted for success.