



Local 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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Becker Public Schools ISD 726

Date of Last Revision: May 25, 2022

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

WBWF District Literacy Goals:

- 80% of students enrolled in BPS early learning programs who are eligible to enter kindergarten in the fall of 2024 will be on track to score in "low risk" as measured by the FastBridge Early Reading assessment in the spring of 2024.
- By the Spring of 2026, at least 70% of students enrolled in BPS will score at or above the grade level benchmark as measured by the FastBridge earlyReading, CBMR, or AUTOREading assessment.
- The achievement gap in Reading between students eligible for free and reduced lunches and students not eligible for free and reduced lunches will decrease from a baseline of 17.1% in 2022 to 12.1% in 2024 as measured by the MCA Reading assessment (while increasing scores for both groups).
- The achievement gap in Reading between students receiving Special Education services and students who do not receive Special Education services will decrease from a baseline of 28.9% in 2022 to 23.9% in

2024 as measured by the MCA Reading assessment (while increasing scores for both groups).

Achievement & Integration District Literacy Goals:

- 2023-2026: Students receiving FRLP will increase MCA III reading scores by 8% from 44.7% of students meeting proficiency in 2022 to 52.7% of students meeting proficiency in 2026.

ADSIS District Literacy Goals:

- The percentage of students receiving ADSIS Reading intervention services at Becker Primary School who make aggressive growth on the FastBridge earlyReading or CBMR assessment will increase from 20% in 2023-2024 to 30% by the end of the 2024-2025 SY.
- The percentage of students receiving ADSIS Reading intervention services at Becker Intermediate School who make aggressive growth on the FastBridge CBMR or AUTOreading assessment will increase from 27% in 2023-2024 to 37% by the end of the 2024-2025 SY.
- The percentage of students receiving Reading ADSIS Reading intervention services at Becker Middle School who make aggressive growth on the FastBridge AUTOreading/aReading assessment will increase from X% in 2023-2024 to X% by the end of the 2024-2025 SY.

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 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 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?
Name of Screener: FastBridge aReading	<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 type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input 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)
Name of Screener: AUTOReading	<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 type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" 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)

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.

At Becker Public Schools, we are committed to keeping parents and guardians informed and involved when their children are identified as not reading at or above grade level. Our process for notification and engagement includes the following methods:

1. Initial Notification:
 - Parents/guardians are notified through a combination of direct communication methods, including phone calls, emails, and formal letters. These communications provide detailed information about their child's current reading level, based on our universal screening and diagnostic assessments, such as FastBridge.
2. Follow-Up Meetings:
 - We invite parents/guardians to attend follow-up meetings with teachers, reading specialists, and members of the MTSS team. During these meetings, we discuss the specific areas where the student is struggling, the interventions that will be provided, and how progress will be monitored.
3. Detailed Explanation of Services:
 - Information about the reading-related services that will be provided is shared with parents/guardians. This includes the type of intervention (e.g., Tier 2 or Tier 3), the frequency and duration of the sessions, and the evidence-based strategies that will be used. Parents are given a copy of the intervention plan for their reference.
4. Regular Progress Updates:
 - Parents/guardians receive regular progress updates through various means, such as progress reports, parent-teacher conferences, and access to the FastBridge data via an online portal. These updates include specific details about their child's progress and any adjustments made to the intervention plan.
5. Home Strategies:
 - To support reading development at home, we provide parents/guardians with practical strategies and resources. These strategies are tailored to the individual needs of the student and may include:
 - Reading Aloud: Encouraging parents to read aloud with their children daily to build fluency and comprehension skills.
 - Phonemic Awareness Activities: Simple games and activities that focus on phonemic awareness, such as rhyming, blending, and segmenting sounds.
 - Use of Decodable Texts: Providing decodable books that are aligned with the phonics skills being taught in school.
 - Vocabulary Building: Techniques for enhancing vocabulary through everyday conversations, reading diverse texts, and using new words in context.

- Access to Online Resources: Sharing links to educational websites and apps that offer interactive reading activities and exercises.

By maintaining open lines of communication and actively involving parents/guardians in their child's reading development, Becker Public Schools ensures a collaborative approach to improving literacy outcomes for all students.

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	223	183	221	133	222	7
1 st	191	114	191	117	191	25
2 nd	200	126	197	128	197	19
3 rd	190	103	192	110	192	23

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 th	232	40	40	17
5 th	221	46	46	11
6 th	225	35	35	11
7 th	194	15	15	5
8 th	240	44	44	7
9 th	213	32	32	11
10 th	224	3	3	0
11 th	No data	No data	No data	No data
12 th	No data	No data	No data	No data

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 Beginning in 24-25 SY	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Great Minds Wit & Wisdom UFLI Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
1 st	Great Minds Wit & Wisdom UFLI Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
2 nd	Great Minds Wit & Wisdom Bridge2Read Heggerty	Knowledge Building Foundational Skills	120 min block includes whole class and small group
3 rd	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group
4 th	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group
5 th	McGraw Hill Wonders	Comprehensive	120 min block includes whole class and small group

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	McDougal Littell Literature HMH Vocabulary in Context Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
7 th	McDougal Littell Literature Various novels Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
8 th	Various novels Teacher-created	Comprehension Vocabulary Writing	47 minute blocks
9 th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
10 th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
11 th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks
12 th	Various novels Teacher-created	Comprehension Vocabulary Writing	52 minute blocks

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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Becker Public Schools is actively implementing a multi-tiered system of support (MTSS) framework in alignment with the Minnesota Multi-Tiered System of Supports (MnMTSS). Our MTSS framework is a three-tier model designed to provide a structured approach to intervention and support, ensuring that all students receive the instruction and interventions necessary to succeed. The framework incorporates high-quality, evidence-based instruction at Tier 1, targeted supplemental instruction at Tier 2, and intensive individualized support at Tier 3.

Key components of our MTSS implementation include:

- 1. Assessment and Screening:*** Universal screening is conducted using FastBridge early Reading, aReading, CBMR, and AUTOREading to identify students at risk and in need of additional support. This screening occurs three times per year (Fall, Winter, Spring) and helps in early identification of students who are struggling to read.
- 2. Data-Driven Decision Making:*** Data from assessments is used to inform instructional decisions at all tiers. Progress monitoring tools are utilized to track student progress and adjust interventions as needed.
- 3. Tiered Support:*** Students receive differentiated instruction based on their specific needs:
 - *Tier 1: High-quality core instruction for all students.*
 - *Tier 2: Targeted interventions for students who are not making adequate progress in Tier 1.*
 - *Tier 3: Intensive interventions for students who have significant needs and require individualized support.*

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

The determination of targeted evidence-based reading instruction involves several key steps:

- 1. Universal Screening:*** All students are assessed using FastBridge reading assessments, such as earlyReading for K-1, aReading/CBMR for students in grades 2-3, and aReading/AUTOREading for students in grades 4-9. We use aReading/AUTOREading as needed for students in grades 10-12. This helps identify students who are at risk of not meeting grade-level expectations.

2. **Diagnostic Assessments:** For students identified as at-risk, additional diagnostic assessments are conducted to pinpoint specific skill deficits. Tools such as the Phonological Awareness Screening Test (PAST), Phonics Screener, and the LETRS Word Reading Survey are used.
3. **Progress Monitoring:** Students receiving interventions are monitored weekly or biweekly using progress monitoring tools like FastBridge CBMReading, LSF, and NWF. This frequent assessment helps determine if students are making adequate progress toward their goals.
4. **Intervention Adjustment:** If progress monitoring data indicates that a student is not making sufficient progress, the intervention is intensified. This may involve increasing the frequency or duration of the intervention sessions, changing the instructional strategies, or providing one-on-one support.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Identification of Students Not Reading at Grade Level:

1. *Universal Screening:* All students are screened using FastBridge assessments. Benchmarks are set based on national percentiles, with students scoring below the 25th percentile identified as needing further assessment.
2. *Diagnostic Assessments:* Further diagnostic assessments help identify specific areas of need for students who do not meet benchmark criteria.

Criteria for Entry into Intervention:

1. *Tier 2:* Students scoring in the "some risk" range (15th-40th percentile) on FastBridge assessments are considered for Tier 2 interventions.
2. *Tier 3:* Students scoring in the "high risk" range (below the 15th percentile) and those who do not make adequate progress in Tier 2 interventions are considered for Tier 3 interventions.

Progress Monitoring:

- *Frequency:* Progress is monitored weekly or biweekly, depending on the intensity of the intervention.
- *Tools:* FastBridge CBMReading and other curriculum-based measures are used for progress monitoring.

Criteria for Exit from Intervention:

1. *Meeting Individual Goals:* Students who consistently meet their individual progress monitoring goals and demonstrate sufficient growth are considered for exit from intervention.
2. *Benchmark Performance:* Students who achieve benchmark performance levels on universal screening assessments may be exited from intervention.

By following these structured processes and using evidence-based methods, Becker Public Schools ensures that all students receive the support they need to succeed in reading and other academic areas.

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.

Becker Public Schools has adopted the Language Essentials for Teachers of Reading and Spelling (LETRS) as our structured literacy professional development program. This initiative is designed to equip our educators with the necessary skills and knowledge to provide effective reading instruction and interventions aligned with the Multi-Tiered System of Supports (MTSS) framework. The [LETRS Training Plan and Expectations](#) document articulates the timeline and expectations for training.

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.

The [LETRS Implementation Expectations](#) articulates practices that should be observed in classrooms after teachers have completed each Unit of training. We will continue to collect student data connected to literacy (FastBridge, PAST, LETRS Word Reading Survey, Spelling Inventory among other formative assessments within the classroom). PLCs will review data weekly for progress and make instructional adjustments as necessary. Data meetings will be conducted three times a year to review universal screening data and make intervention adjustments to meet the needs of students. The administrators and instructional coach will monitor implementation and coach teachers as they refine their practice of structured literacy.

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	9	1	1	7
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	37	11	3	23
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	1	0	17
K-12 Reading Interventionists	8	3	1	4
K-12 Special Education Educators responsible for reading instruction	20	2	1	17
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	4	0	0	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	33	1	17	15
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	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	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	12	0	0	12

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.

To refine our implementation of evidence-based structured literacy instruction, Becker Public Schools will focus on several key areas. First, we recognize the need to strengthen the consistency and fidelity of our literacy interventions across all grade levels. To achieve this, we will hire a dedicated literacy lead beginning in the 24-25 SY as required by the MN READ Act, who will oversee the implementation and provide targeted support to teachers. Additionally, we will utilize Professional Learning Communities (PLCs) to foster collaborative planning and data-driven decision-making among educators. Administrator walk-throughs will be conducted regularly to monitor classroom practices and provide immediate feedback, ensuring that instructional strategies are aligned with evidence-based approaches. Furthermore, our Primary School instructional coach will work closely with teachers to offer ongoing professional development and individualized coaching. Beginning in the 2024-2025 school year, we will implement a new core curricular resource for literacy, providing a cohesive and comprehensive framework to support our instructional goals. These steps will collectively strengthen our literacy program, ensuring that all students receive high-quality, effective reading instruction.