



## 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:** White Bear Lake Area Schools ISD 624

**Date of Last Revision:** 6/5/24

### 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.*

White Bear Lake Area Schools Literacy Goal: All third graders can read at grade level.

## 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>	<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 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?
<b>Name of Screener:</b> FastBridge CBM-R	<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 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> 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 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 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 when their child is not reading at grade level through a letter (3x/year) and an in-person meeting during parent/teacher conferences (2x/year). The letter is translated into the family's home language. The letter includes the following information:

- The screening process for identifying students not at grade level and in need of additional support, as well as screening for characteristics of dyslexia.
- A description of the screening indicators of risk.
- Strategies for the family to use at home to support their child's needs.

Strategies for parents/families to use at home:

- Ask your child, "What are the sounds in pan?" (Use 3 or 4 sound words like run, bat, flat, etc.)
- Practice identifying letter sounds, and writing the letter.
- Practice sounding out and reading decodable words like: dog, bat, flop, etc.
- Practice reading high-frequency words such as: not, two, your, etc. Notice when the high-frequency word has regular sound spellings or irregular sound spellings.
- Practice partner reading. In partner reading, take turns with your child being the reader or coach as you read the text.
- Focus on reading with expression, reading longer phrases, pausing at punctuation, and smooth reading to sound like talking in a conversation.
- Schedule time throughout the week as a screen-free time to read at home. Read with your child and engage in discussions about what they are reading.
- Pay attention to if your child is understanding what they are reading. If they are not, encourage your child to read shorter sections, then stop and think before reading further in the text.

# 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 earlyReading Composite	554	369	572	403	572	Awaiting guidance from MDE.
**KG Letter Names	561	369	572	285	572	Awaiting guidance from MDE.
**KG Letter Sounds	562	298	573	428	573	Awaiting guidance from MDE.
KG Word Segmenting	*Winter 568	*Winter 443	572	463	572	Awaiting guidance from MDE.
KG Nonsense Words	*Winter 568	*Winter 370	573	416	573	Awaiting guidance from MDE.

1 <sup>st</sup> earlyReading Composite	590	305	600	335	600	Awaiting guidance from MDE.
1st Word Segmenting	589	443	600	474	600	Awaiting guidance from MDE.
1st Nonsense Words	588	309	600	342	600	Awaiting guidance from MDE.
1st CBMReading	*Winter 594	*Winter 288	600	335	600	Awaiting guidance from MDE.
2 <sup>nd</sup> CBMReading	589	343	604	378	604	Awaiting guidance from MDE.
3 <sup>rd</sup> CBMReading	600	367	607	372	607	Awaiting guidance from MDE.

\*\*The WBLAS Elementary English/Language Arts curriculum is based on a “sounds first” approach. The emphasis on learning decoding and encoding is on letter sounds (phonemes). Students gradually learn letter names (graphemes) as they develop mastery of letter sounds.

## 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> CBM-R	601	Awaiting guidance from MDE	601	Awaiting guidance from MDE
4 <sup>th</sup> aReading	605	Awaiting guidance from MDE.	605	Awaiting guidance from MDE.
5 <sup>th</sup> CBM-R	594	Awaiting guidance from MDE.	594	Awaiting guidance from MDE.
5 <sup>th</sup> aReading	611	Awaiting guidance from MDE.	611	Awaiting guidance from MDE.
6 <sup>th</sup> aReading	560	Awaiting guidance from MDE.	560	Awaiting guidance from MDE.
7 <sup>th</sup> aReading	538	Awaiting guidance from MDE.	538	Awaiting guidance from MDE.
8 <sup>th</sup> aReading	602	Awaiting guidance from MDE.	602	Awaiting guidance from MDE.



# 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	Comprehensive	120 minutes (whole class and differentiated)  an additional 30 minutes for literacy intervention and enrichment
1 <sup>st</sup>	Amplify CKLA	Comprehensive	120 minutes (whole class and differentiated)  an additional 30 minutes for literacy intervention and enrichment
2 <sup>nd</sup>	Amplify CKLA	Comprehensive	120 minutes (whole class and differentiated)  an additional 30 minutes for literacy intervention and enrichment
3 <sup>rd</sup>	Amplify CKLA	Comprehensive	120 minutes (whole class and differentiated)  an additional 30 minutes for literacy intervention and enrichment
4 <sup>th</sup>	Amplify CKLA	Comprehensive	90 minutes (whole class and differentiated)

			an additional 30 minutes for literacy intervention and enrichment
5 <sup>th</sup>	Amplify CKLA	Comprehensive	90 minutes (whole class and differentiated) an additional 30 minutes for literacy intervention and enrichment

## 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 <sup>th</sup>	Units of Study *Under curriculum review	Comprehension and Writing	Class period - 50 minutes
7 <sup>th</sup>	Units of Study *Under curriculum review	Comprehension and Writing	Class period - 50 minutes
8 <sup>th</sup>	Units of Study *Under curriculum review	Comprehension and Writing	Class period - 50 minutes
9 <sup>th</sup>	Locally developed *Under curriculum review	Comprehension and writing	Class period - 50 minutes
10 <sup>th</sup>	Locally developed *Under curriculum review	Comprehension and writing	Class period - 50 minutes
11 <sup>th</sup>	Locally developed *Under curriculum review	Comprehension and writing	Class period - 50 minutes
12 <sup>th</sup>	Locally developed *Under curriculum review	Comprehension and writing	Class period - 50 minutes

## 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?***

WBLAS utilizes a Multi-Tiered System of Supports Framework for continuous improvement. Our District MTSS Leadership Team participates in a professional learning cohort with MDE. Additionally, our District MTSS Leadership Team has conducted a Self-Evaluation and have identified the following categories for action plan development: Tier I Core Practices, Data-Based Decision Making, and Equitable Student, Family, and Community Engagement.

***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.***

WBLAS Tier I Core practices include:

- Rigorous review process for selecting evidence-based instructional materials: alignment to Minnesota State Standards, evidence-based for target population of learners, culturally and linguistically sustaining practices, and inclusion of multiple perspectives and identities.
- Educator training on instructional materials.
- Educator training on evidence-based academic and SLE practices across all content areas.
- Learning objectives are based on state standards and articulated for each grade level/content area.
- A scope and sequence of learning is used within grade levels/content areas.

Tier 1 includes culturally and linguistically sustaining standard-based and differentiated academic, social and emotional instruction for every student as a necessary foundation for tiered support.

Tier 1 instruction is considered effective when 80% or more of White Bear Lake Area Schools students across populations demonstrate proficiency on universal screeners and other standards-aligned assessments, and 95% of students across populations maintained grade-level performance from screening period to screening period. Tier 1 Core Instruction in the MnMTSS framework provides a path of learning acceleration for all students.

Fidelity of Tier I instruction is monitored through walkthroughs/learning walks, educator reflection and surveys, and student outcome data.

***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.***

Multiple academic, social/emotional, and behavioral data sources are used to identify students not reading at grade level. FastBridge Screening assessments, along with diagnostic assessments, are analyzed multiple times a year to identify students not reading at grade level. Students consistently scoring in the “some risk” category are typically identified for a Tier 2 intervention. Students consistently scoring in the “high risk” category are typically identified for a Tier 3 intervention. Student progress in reading interventions are monitored through FastBridge on a weekly or bi-weekly basis. Rates of improvement are utilized to determine the effectiveness of the intervention and to identify potential adjustments to the intervention. Additionally, the fidelity of interventions are monitored through walkthroughs/learning walks, educator reflection and surveys, and student outcome data. A student might be exited from a reading intervention program when they consistently meet the grade-level benchmark on valid and reliable progress monitoring assessments.

## 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.*

Professional Development	Timeline for Completion	Data Collected	Continuous Improvement Process
Language Essentials for Teachers of Reading and Spelling (LETRS)	<p><b>July, 2025</b></p> <ul style="list-style-type: none"> <li>● PreK-5 Classroom Educators</li> <li>● K-5 ML Educators</li> <li>● K-12 Reading Intervention Educators</li> <li>● K-12 Special Education Educators</li> <li>● PreK Curriculum Directors</li> </ul>	Participant Surveys  Student academic outcomes	Data will be reviewed multiple times a year to identify areas for improvement.
Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)	<p><b>July, 2025</b></p> <ul style="list-style-type: none"> <li>● K-5 Curriculum Directors</li> </ul> <p><b>July, 2027</b></p> <ul style="list-style-type: none"> <li>● Grades 4–12 Classroom Educators responsible for reading instruction/teaching the MN ELA Standards</li> <li>● Grades 4–12 Educators who work with English learners</li> </ul>	Participant Surveys  Student academic outcomes	Data will be reviewed multiple times a year to identify areas for improvement.

	(Licensed ELL teachers) <ul style="list-style-type: none"><li>• Grades K– Age 21 Educators</li></ul>		
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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	20	18	0	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	127	103	19	5 - begin with year 1 19 - need year 2
Grades 4-5 (or 6) Classroom Educators (if applicable)	53	38	11	4 - begin with year 1 11 - need year 2
K-12 Reading Interventionists	20	18	0	2 - begin with year 1
K-12 Special Education Educators responsible for reading instruction	99	19	22	58 - begin with year 1 22 - need year 2
Pre-K through grade 5 Curriculum Directors	5	3	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	139	0	0	Awaiting guidance from MDE.



<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	86	38	11	37 - begin with year 1 11 - need year 2
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	10	3	2	7
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	7	0	0	7
Grades 6-12 Instructional support staff who provide reading support	85	0	0	Awaiting guidance from MDE.
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	1	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.*

Next Steps	Why	How
Implementation of the WBLAS Standards Based Learning Framework	Effective Tier 1 Core Instruction provides a path of learning acceleration for all students.	<ul style="list-style-type: none"> <li>● Guaranteed and Viable Curriculum: Inclusive, accessible, aligned to state standards, and clearly-defined</li> <li>● Universal Instruction: evidence-based and culturally responsive</li> <li>● Assessment: data-driven decision making and standards-based reporting</li> </ul>
Conduct Secondary (6-12) English/Language Arts Curriculum Review	Ensure full implementation of the 2020 ELA Standards by the 2025-26 school year.	<ul style="list-style-type: none"> <li>● Create a vision for the student ELA learning experience.</li> <li>● Develop Local Priority Statements based on MN State Standards, Evidence-Practices, and Culturally Responsive Practices.</li> <li>● Research and select instructional materials</li> <li>● Develop an implementation plan, including professional development.</li> </ul>
Continue professional development on evidence-based literacy instruction.	<p>WBLAS Elementary Literacy Vision Each student is guaranteed learning experiences that develop their lifelong literacy.</p> <p>WBLAS Equity Commitment</p> <p>WBLAS Standards Based Learning Framework: Universal Instruction Assessment</p> <p>Alignment with the evidence-based reading instruction training</p>	<ul style="list-style-type: none"> <li>● Provide the Language Essentials for Teachers of Reading and Spelling (LETRS) training to educators.</li> <li>● Implement Cross-district Communities of Practice</li> </ul>

	<p>requirement within the Read Act.</p> <p>Teachers are the most critical factor in the classroom each day. We believe in investing in teacher expertise.</p>	
Align multi-layered practices and support: Tier II and Tier III	Tiered service models ensure each student meets rigorous and meaningful social, emotional, behavioral, developmental and academic benchmarks.	<ul style="list-style-type: none"> <li>• Data-based decision making related to screening, progress monitoring, and diagnostic assessments.</li> <li>• Develop an aligned evidence-based instructional framework for tier II and tier III literacy instruction.</li> </ul>
Instructional Leadership Development	Effective Instructional Leadership practices ensure high student achievement.	<ul style="list-style-type: none"> <li>• Principals participate in Minnesota Principals Academy</li> <li>• Principals participate in the Minnesota Instructional Leadership Academy</li> <li>• Implement the 5D+ Framework for Teaching and Learning</li> </ul>