

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Buffalo Lake-Hector-Stewart Public Schools (2159-01)

Date Submitted to the State 05/29/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Buffalo Lake-Hector-Stewart Public Schools (2159-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Buffalo Lake-Hector-Stewart Public Schools (2159-01)'s literacy goal(s) for the 2024-25 school year:

The BLHS School District will offer professional development in structured literacy for K-5 educators, special education staff, reading intervention educators, EL educators and to our administration. Following the release of approved curricula for grades K-12 in literacy, our district will review curriculum to determine what best fits the learning needs of the students.

The following was implemented or changed to make progress towards the goal(s):

The BLHS School district offered professional development in structured literacy for K-5 educators, special education staff, reading intervention educators, EL educators and to our administration. We are being trained in Letrs and will be finished with the first half of the training at the end of the school year.

The following describes how Buffalo Lake-Hector-Stewart Public Schools (2159-01)'s current student performance differs from the literacy goal detailed in the READ Act:

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. BLHS School district continues to monitor student performance.

Buffalo Lake-Hector-Stewart Public Schools (2159-01)'s literacy goal(s) for the 2025-26 school year:

BLHS school district will continue Letrs training and offer professional development in UFLI for K-5 educators, special education staff, reading intervention educators, EL educators and to our administration.

Buffalo Lake-Hector-Stewart Public Schools (2159-01)'s Local Literacy Plan is posted on the district website at:

<https://www.blhsd.org/district/district-information/blhs-literacy-plan>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Buffalo Lake-Hector-Stewart Public Schools (2159-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Buffalo Lake-Hector-Stewart Public Schools (2159-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	30	21	30	20	30	23
Grade 1	36	25	36	25	36	25
Grade 2	25	17	22	15	22	16
Grade 3	25	18	26	18	25	17

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Buffalo Lake-Hector-Stewart Public Schools (2159-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	30	3
Grade 1	37	6
Grade 2	25	3
Grade 3	25	7

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Buffalo Lake-Hector-Stewart Public Schools (2159-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Buffalo Lake-Hector-Stewart Public Schools (2159-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

MCA, Fastbridge and Capti ReadBasix will be used as screening tools to determine which students are not reading at grade level.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Buffalo Lake-Hector-Stewart Public Schools (2159-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Buffalo Lake-Hector-Stewart Public Schools (2159-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The BLHS School District has implemented and continuously strives to improve the implementation of the Minnesota Multi-Tiered Systems of Support (MnMTSS) Framework. The district analyzes student outcomes and needs to design and deliver ongoing evidence based instruction and interventions. Targeted instruction is guided by various data and assessments.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The district monitors student progress and evaluates the fidelity of its programs. Continuous improvements will be informed by relevant guidance from the READ Act. UFLI will be added based on criteria from the READ Act. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

The Title I teacher will meet with staff after screening has been completed at the beginning of the year, and after each screening has been completed throughout the year. This will be to discuss the needs of the students that are receiving intervention services and to make any adjustments to the program based on data. During these meetings, staff will discuss the types of interventions needed and how the interventions are set up. At the end of the year, a Comprehensive Needs Assessment is held to discuss school improvement strategies and to collect feedback about program implementation.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Fastbridge progress monitoring tools and Lets inventory tools

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students meet the grade level goals.

Does Buffalo Lake-Hector-Stewart Public Schools (2159-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving intensive (Tier 3) support

Local Literacy Plan for Buffalo Lake-Hector-Stewart Public Schools (2159-01)

The following components are included in the personal learning plans, if used:

Collaborate with students, educators, parents progress monitoring to address learning gaps extended school year if not making adequate progress towards their goals

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Buffalo Lake-Hector-Stewart Public Schools (2159-01) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Buffalo Lake-Hector-Stewart Public Schools (2159-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 4	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 5	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Buffalo Lake-Hector-Stewart Public Schools (2159-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Sound partners, Orton-Gillingham	Wonderworks
Grade 1	Sound Partners, Orton-Gillingham	Wonderworks
Grade 2	Fastbridge, Orton-Gillingham	Wonderworks
Grade 3	Fastbridge, Orton Gillingham	Fastbridge
Grade 4	Fastbridge	Fastbridge
Grade 5	Fastbridge	Fastbridge
Grade 6	Fastbridge	Fastbridge
Grade 7	Fastbridge	Fastbridge
Grade 8	Fastbridge	Fastbridge
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Buffalo Lake-Hector-Stewart Public Schools (2159-01) will make the following changes to reading interventions for the 2025-26 school year.

Literacy interventions will include grades 9-12.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2027

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

All teachers have met the 80% criteria.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We are using Fastbridge and MCA data to make decisions regarding student academic progress.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We used literacy committee meetings to address areas of concern and literacy strengths to ensure all teachers were making adequate progress with their students.

The following changes in instructional practices have impacted students :

Completing Letrs training and adding UFLI has impacted student progress to help meet READ Act goals.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Mustang Time, Parent/Family engagement, offering language supports, attending PLC and are now implementing the practices

Buffalo Lake-Hector-Stewart Public Schools (2159-01) engaged with the Regional Literacy Network through the following:

Local Literacy Plan for Buffalo Lake-Hector-Stewart Public Schools (2159-01)

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

All of our staff development time is being used for LETRS and OLLA training.

Continuous Improvement for Professional Development Plan

Buffalo Lake-Hector-Stewart Public Schools (2159-01) will make the following changes to the professional development plan for the 2025-26 school year:

The SWWC Coop will be providing the Letrs training for Vol. 2 for our staff next year.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	8	0	8	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	0	4	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	5	3	2	0
PreK through grade 5 Curriculum Directors	1	0	0	1
PreK through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

Educator Count Phase 2

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
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Local Literacy Plan for Buffalo Lake-Hector-Stewart Public Schools (2159-01)

Grades 4-12 Classroom Educators responsible for reading instruction	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	3	0	0
Grades 6-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	4	0	0	2

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$24,152.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$8,376.05

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Buffalo Lake-Hector-Stewart Public Schools (2159-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$16,082.76

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$33896

If funds remain, the plan to spend down the remaining funds are as follows:

We will be using these funds to finish Read Act training next year. We will also be doing staff development training in UFLI with our SWWC coop representatives. We will also purchase and train for needed materials.

Teachers will also be paid outside the contract time as needed. Teacher stipend.