

Badger School District #676

Local Literacy Plan

2026-2027

Badger School District is dedicated to serving all of our students and ensuring they are successful. The Badger Literacy Plan describes how we will support every child to read 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.

The Badger School District Literacy Plan consists of the following elements:

- Assessments
- Parent Notification and Involvement
- Data Summary
- Curriculum and Instruction
- Interventions
- Professional Development

Assessments

The Badger School District utilizes several formal and informal assessment diagnostic tools throughout the academic year to determine reading proficiency.

1. Minnesota Comprehensive Assessments (MCAs) are administered in the spring of each academic school year.
2. Northwest Evaluation Assessments (NWEA) (MAP Growth) are administered in the fall and spring. This test measures student academic performance and growth in reading and language usage.
3. Progress Monitoring occurs continuously throughout the school year as the classroom teacher monitors students' growth and performance as a reader.

4. Accelerated Reader (AR) is a digital program (available to all students K-12) that manages and monitors independent reading practice. It improves comprehension, builds vocabulary skills and provides personalized goals.

5. STAR Reading Assessment / Early STAR Literacy Assessment.

Student responses to questions determine the actual achievement level of student. The STAR assessment also identifies what skills students are proficient on, or excelling at, and where intervention may be needed. This test is given at the beginning, middle and end of the school year.

6. DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The DIBELS assessment assists in determining the reading proficiency level of district students, and is also used as a dyslexia screener. This test is given at the beginning, middle, and end of the school year.

7. CAPTI ReadBasix is a diagnostic assessment for secondary students that quickly identifies the roots causes of their reading difficulties. This test will be used to identify grades 4-12 students at risk for dyslexia and reading difficulties. This test is given a the beginning, middle and end of the school year.

Universal and Dyslexia Screening

Grades K-3 Screeners

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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

DIBELS Data System (DDS) with DIBELS 8th Edition	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

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?
Star Reading	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☐ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

DIBELS Data System (DDS) with DIBELS 8th Edition & Capti ReadBasix	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
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Parent Notification and Involvement

Badger Elementary School acknowledges the importance of the partnership between home and school, and provides parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnership between home, school, and the classroom, we will ensure that the literacy goals for our students are achieved.

1. **Back to School/Meet the Teacher Event** - All families are invited to attend a Back to School and Meet the Teacher event. The purpose of this event is to provide an opportunity for parents to connect with teachers and school staff early in the school year to begin developing a positive home/school relationship.
2. **Parent/Teacher Conferences** – Badger school holds conferences twice throughout the school year in October and February.
3. **Electronic gradebooks** are accessible via the internet 24 hours a day, 7 days a week.
4. **Report cards** are sent home on a quarterly basis.
5. **Notification Letters** - Families receive a notification letter that includes a copy of the screening report when their student is identified to receive intervention services.
6. **Parent Newsletter** - School administration sends out a newsletter at regular intervals throughout the school year. Strategies to help parents assist their

students in learning to read are shared regularly throughout the school year, via the *Badger Barker*.

7. **School Website** - A collection of learning resources is shared on the Badger School Website. Check classroom teacher web pages for specific learning sites.
8. **Contact School** - Parents are encouraged to contact the Badger School with individual questions or concerns.

Data Summary Kindergarten through 3rd Grade

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	12	7	12	8	12	3
1 st	13	9	13	11	13	1
2 nd	15	10	15	11	15	2
3 rd	21	14	21	15	21	3

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

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
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4 th	10	2	2	2
5 th	18	3	2	2
6 th	19	2	2	2
7 th	22	3	3	3
8 th	11	0	0	0
9 th	11	4	4	3
10 th	14	4	4	4
11 th	19	5	5	4
12 th	16	3	3	3

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Curricula and Instruction Grades K-5

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	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
1 st	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
2 nd	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min

3 rd	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min
4 th	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/55 Min Differentiated Instruction/30 Min
5 th	Wonders K-6 ELA	Foundational skills and Comprehensive Knowledge Building	Whole Class/50 Min Differentiated Instruction/30 Min

Core ELA Curricula and Instruction 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	Wonders K-6 ELA	Comprehension, Vocabulary, Writing	70 Minutes
7 th	Into Literature/Vocabulary for Success	Comprehension, Vocabulary, Writing	44 Minutes
8 th	Into Literature/Vocabulary for Success	Comprehension, Vocabulary, Writing	44 Minutes
9 th	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
10 th	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
11 th	Into Literature/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes
12 th	Models for Writers/Vocabulary.com	Comprehension, Vocabulary, Writing	44 Minutes

Data-Based Decision Making for Literacy Interventions

Response To Intervention program (RTI).

The Badger Elementary School has trained K-3 teachers in the Response To Intervention program. RTI consists of a multi-tiered structure of support for students beginning with additional instruction by the classroom teacher and progressing to more focused instruction, both in increased time and in decreased ratio of student to instructor. A typical distribution of students would be 80% of students in Tier 1, 15% in Tier 2, 5% in Tier 3.

Title I

Title I is a federally funded program that is meant to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Paraprofessionals

Paraprofessionals are educational support staff who meet Minnesota's highly qualified requirements. Paraprofessionals provide supplemental practice to students who need assistance after an intervention by a licensed teacher or with students who need extra practice to maintain skills. Under the direction of a licensed teacher, they may assess and monitor a student's progress and provide practice activities for students who need to hone their skills.

Special Education

The focus of special education is to insure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction. This instruction must provide for progress towards goals and objectives through collaboration between parents/guardians, students, and professional staff.

Professional Development Plan

READ Act Phase one teachers completed approved CORE Learning training in February of 2025. Phase two teachers CORE Learning training dates are June 1, 2026 thru December 11, 2026.

Additionally, Badger School District supports teachers and staff by implementing the following developmental activities, which promote growth of teacher knowledge and skills to foster continuous improvement.

- Educational Workshops
- Professional Learning Communities
- In-Service Days (Reading Curriculum and Reading Preparation Trainings)
- Peer Review and Observations

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	1	1	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	4	3	1	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	0	3
K-12 Reading Interventionists	1	1	0	0

K-12 Special Education Educators responsible for reading instruction	2	2	0	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	8	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	4	0	0	4
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	3	3	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1