

#0787 BROWERVILLE PUBLIC SCHOOL

Sections in **bold, blue font** is directly related to the Local Literacy Plan Template provided by Minnesota Department of Education assisting in compliance with the READ Act statute.

District or Charter School Information

District or Charter School Name and Number: **Browerville Public Schools, 0787-01**

Date of Last Revision: **July 1, 2024**

Statement

Browerville Public School, District #0787, developed the Local K-3 Literacy Plan to report how Browerville Public Schools ensure that its students will be reading proficiently by the end of third grade, in accordance with Minnesota Statute 120B.12. Browerville Public Schools' Literacy Plan outlines the base curriculum for reading instruction, process of identifying students with reading challenges, the process of reporting reading levels, the interventions implemented for students with reading deficits, and staff development efforts to improve student achievement in the area of reading.

Primary grade (K-3), Special Education, and Title I teachers collaborated with administration to develop and update this plan.

Board Approval and Communication Plan

Browerville Public School Board for District #0787, initially approved the Local K-3 Literacy Plan in June, 2012. A revised and updated version of the

plan was presented to stakeholders and approved in June, 2013, June 2014, July, 2015, June 2016, June 2017, June 2018, and June 2019. June 29, 2020 (introduced a new format to meet the requirements of the Minnesota Department of Education). There are two templates schools can use to create their Local Literacy Plan. This plan is built using the “Optional Local Literacy Plan” template. Further approved on July 2021, June 2022, June 2023, and **July 1, 2024** school board meeting.

The plan will be summarized and posted in the district’s official newspaper for review by stakeholders and parents following the official adoption. Typically, the updated plan is adopted during the June school board meeting.

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 \(2023\)](#).

School-Wide Goal Reading

A goal for reading: *Due to the COVID-19 closures and delays, Browerville Elementary was unable to participate in MCA assessments in the spring of 2020. As a result, MCA data trends are interrupted. The data from spring 2021 assessments will be used to establish a baseline of student achievement levels for future goals to be based. Goals for the 2021-2022 school year are established using both Fast Bridge data and MCA data, despite its limitations.*

Beginning in the 2022-2023 school year, Browerville Public Schools will switch from AIMS Web Plus to Fastbridge Assessment tools. As a result, goals based on local assessments may be inaccurate. Nevertheless, at least 67% of Browerville elementary students will meet the Fastbridge composite cut score in the area of reading in the 2022-2023 school year (Tier I).

Browerville Elementary School students will work to increase the percent of students meeting or exceeding state standards in Reading MCA tests by 5% in the spring assessments in 2023 from the last reported MCA scores established in the spring of 2021. (We do not have the data from the 2022 administration of MCA tests) In 2021, Grade 3 MCA Reading proficiency rate was 38.5%. Our goal is to reach 43.5% of 3rd graders meeting or exceeding standards in MCA Reading in Spring 2023.

	2019	2020	2021	2022	2023	2024	2025
3 rd Grade Reading MCA score	39.5%	NA	38.5%	36.4%	43.54%	* goal was 40.0%	**new goal 48.0%

* - Goal established based on 2023 results. June, 2023

** - New Goal established based on 2023 results, June 2024

As was practiced with AIMS Web Plus data, Fastbridge Assessment data will be closely monitored to ensure growth from benchmark to benchmark, with Tier II and Tier III students being progress monitored to optimize the effectiveness of interventions.

Historically in Browerville Elementary, the subgroups that indicates the strongest need for the closure of the achievement gap include Free/Reduced Lunch, Special Education, and ESL.

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 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 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:	<input type="checkbox"/> Grade 4 <input 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 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)
Name of Screener: Fastbridge	<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 type="checkbox"/> Oral Language <input 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 type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

-Results of Fast Bridge assessments are shared with parents at the Fall Parent-Teacher Conferences, and are sent home with each quarterly report card.

-MCA III- Reading results are shared with parents during the Fall Parent-Teacher Conferences held in November.

-Parents are welcome and encouraged to schedule conferences with teachers to discuss results from each of these assessments at any time.

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	28	16	28	3	28	3
1 st	37	11	36	5	37	1
2 nd	32	6	31	5	32	8
3 rd	35	14	34	13	35	0

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	33	23	33	4
5 th	33	21	33	4
6 th	40	19	40	4
7 th	40	14	40	5
8 th	43	23	43	5
9 th	0	N/A	0	N/A
10 th	0	N/A	0	N/A
11 th	0	N/A	0	N/A
12 th	0	N/A	0	N/A

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

A. Core Reading Instruction and Curricula 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	Houghton Mifflin “Journeys”	Phonics, Phonemic Awareness, Vocabulary	
1 st	Houghton Mifflin “Journeys”	Phonics, Phonemic Awareness, Vocabulary	85 Minutes
2 nd	Houghton Mifflin “Journeys”	Foundational Skills, Vocabulary, Comprehension, Grammar	90 Minutes
3 rd	Houghton Mifflin “Journeys”	Foundational Skills, Vocabulary, Comprehension, Grammar	90 Minutes
4 th	Houghton Mifflin “Journeys”	Foundational Skills, Vocabulary, Comprehension, Grammar	90 Minutes
5 th	Houghton Mifflin “Journeys”		90 Minutes

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	Houghton Mifflin “Journeys”		100 Minutes
7 th	Supplemented		Class Period (51 Mins)
8 th	Supplemented	Focus on Comprehension, Grammar, Vocabulary	Class Period (51 Mins)
9 th	Supplemented	Focus on Comprehension, Grammar, Vocabulary	Class Period (51 Mins)
10 th	Supplemented		Class Period (51 Mins)
11 th	Varied Elective Coursework	Focus on Composition, Grammar, Vocabulary	Class Period (51 Mins)
12 th	Varied Elective Coursework	Focus on Composition, Grammar, Vocabulary	Class Period (51 Mins)

B. Comprehensive Needs Assessment (CNA)

A review of the results of an abbreviated needs assessment in the area of reading indicated the interventions employed in classrooms for grades K-3, and listed a number of frustrations with distance learning and its long-term impact on reading achievement for students.

The abbreviated needs assessment in the area of reading highlighted a couple strategies that will be continued after the distance learning efforts are done. One of the largest needs identified was for small group instruction with a focus on Tier II and Tier III students in the area of reading.

NOTE on **Data-Based Decision Making for Literacy Interventions:**

C. Assessment Plan of Reading Proficiency

-Results of Fast Bridge assessments are shared with parents at the Fall Parent-Teacher Conferences, and are sent home with each quarterly report card.

-MCA III- Reading results are shared with parents during the Fall Parent-Teacher Conferences held in November.

-Parents are welcome and encouraged to schedule conferences with teachers to discuss results from each of these assessments at any time.

	K	Grade 1	Grade 2	Grade 3
Assessments	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -IXL Language	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -Freckle	-Fast Bridge Benchmark assessments and Progress Monitoring -ESGI -Houghton Mifflin curriculum assessments. -Freckle	-Fast Bridge Benchmark assessments and Progress Monitoring -Houghton Mifflin curriculum assessments. -Freckle -MCA II Reading

	Arts	-Informal Assessments -IXL Language Arts	-Informal Assessments -IXL Language Arts	-Informal Assessments -IXL Language Arts
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Description of Assessments

Fast Bridge Screening assessment used. Benchmark administered in the fall, winter, and spring in the areas of Oral Reading Fluency and Reading Comprehension. Strategic monitoring is administered monthly to those students who indicated need in their Benchmark assessments. Fast Bridge is a nationally normed assessment used for planning and evaluation to inform instruction for students using a three tier system. These new normative, reliability, and validity data were collected based on a representative sample of U.S. students. Additionally, the psychometric properties of all the Fast Bridge measures were evaluated to meet Pearson's and industry standards during the field testing process.

"Journeys" Houghton Mifflin Teachers implement base curriculum assessments.

Freckle Intervention contains internal assessments to maintain students on their appropriate reading levels.

Read Theory Read Theory will be implemented periodically throughout the school year as another measure of student achievement to help identify students in need of further support and/or interventions.

Dyslexia Screening

Fast Bridge composite assessments are listed as a suggested dyslexia screening tool by the Minnesota Department of Education. If concerns for student achievement in the area of reading arise as a result of Fast Bridge assessments, a recommendation for parents to seek a possible medical diagnosis for dyslexia by their health care provider would be made.

Convergence Insufficiency Screening

Browerville Public Schools, including Browerville Elementary, do not include screening for convergence insufficiency disorder as part of its vision screening process. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. Of course, if there are concerns with student achievement in the area of reading, parents are notified and informed of the possible impact of convergence insufficiency.

D. Evidence-based Interventions

	K	Grade 1	Grade 2	Grade 3
Intervention and Supplemental Instruction	-Targeted Title I -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City -Great Leaps (Tier III) -Ed Mark -Ufli	-Targeted Title I -Early Intervention in Reading (E.I.R) -Phonemic Awareness (LiPS) -Leveled Library -Read Theory -Read Naturally -Summer Reading program -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City -Great Leaps (Tier III) -Ufli	-Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -Moby Max (Web-based intervention) -Summer Reading program -Read Theory -Read Naturally -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City -IXL Language Arts -Great Leaps (Tier III) -Ufli	-Targeted Title I -Early Intervention in Reading (E.I.R) -Leveled Library -Moby Max (Web-based intervention) -Summer Reading program -Read Theory -Read Naturally -Freckle (Reading) -Haggerty Phonemic Awareness Curriculum -Spelling City -IXL Language Arts -Great Leaps (Tier III)

Targeted Title I services - Include small group instruction, and a platform for other interventions listed above.

Summer Reading Program - A reading program run in July and August that promotes a focus on reading to improve fluency and comprehension.

Early Intervention Reading (E.I.R.) - Available to students in 1st, 2nd, and 3rd grades who qualify due to the results of the EIR tests. Students are identified for EIR testing by formal assessments and informal teacher observation.

IXL Language Arts Web-based intervention that supplements the core curriculum.

Read Naturally - An elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, progress through the program at their own rate, and, for the most part, work on an independent basis.

Spelling City – a K-12 game-based learning site and app that offers 40+ engaging vocabulary, spelling, phonics, and writing activities to build reading comprehension.

Haggerty Phonemic Awareness - is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. ... The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes.

Freckle - An online learning platform that allows students to practice English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.

Read Theory – offers online reading activities for all ages and ability levels. Our custom web application adapts to students' individual ability levels and presents them with thousands of skills building exercises that suit their needs.

Great Leaps Reading and Language Arts intervention using web-based platform to assist in developing reading skills.

Edmark Reading and Language Arts intervention using a web-based platform to assist in developing reading skills.

PRESS A framework for multi-tiered system of support for reading intervention. PRESS is implemented in Browerville Elementary through the Title I program.

Ufli – University of Florida Institute created an 8-step curriculum we implement as an intervention. It has phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected text.

E. Planning for Continuous Improvement

Data reviews and planning occurs during PLC times which are scheduled at regular intervals throughout the school year.

Other meetings regarding small groups or individuals who exhibit needs in the area of reading are called as needed and include the Title I teachers, classroom teachers, administration, and Sp Ed teachers as possible consultants regarding interventions.

A result from the most recent review from the teachers found the need for an updated reading curriculum. Teachers have been reviewing a variety of reading series to select the best base curriculum for our students.

F. Reporting student achievement in the area of Reading

Student report cards are distributed quarterly each school year. Results from Fast Bridge benchmark and progress monitoring, ESGI (grades K and 1) assessment results, and base curriculum assessment results are included in the report card to communicate student achievement levels in the area of reading.

For students receiving Special Education services for the academic area of reading, progress reports are included in the report card mailing.

At the end of the school year, a transition meeting is held to identify students with specific reading difficulty to inform future teachers of intervention needs for those students.

G. Professional Development Plan

The professional development schedule for the 2020-2021 school year was disrupted heavily by the COVID-19 closures. Browerville Public Schools will participate in PRESS training through Sourcewell, a data review with a literacy instruction coach (also through Sourcewell), and workshops at conferences like the MREA Fall Conference and MASSFEP Conference. Browerville Public Schools participates in PLCs and the focus for primary grade teachers is reading instruction.

H. Parent Engagement

Browerville Public Schools participates in a parent engagement activity during the Browerville Days civic festival and during Clarissa Days civic festival. Books are distributed to children and families during these events with the expressed intent of promoting reading for children and families.

Browerville Public Schools also holds a parent engagement and informational presentation during the Elementary Open House in August and Parent Teacher Conferences in November.

I. The READ Act

(including amendments made from the 2024 session)

Retrieved from <https://www.revisor.mn.gov/statutes/cite/120B.12>

120B.12 READ ACT GOAL AND INTERVENTIONS.

Subdivision 1. Literacy goal.

Subdivision 1.

Literacy goal.

(a) The legislature seeks to have 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. By the 2026-2027 school year, districts must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with sections ~~120B.1117~~ 120B.118 to 120B.124.

(b) To meet this goal, each district must provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction that is approved by the Department of Education by the deadlines provided in ~~this subdivision~~ section 120B.123, subdivision 5. ~~The commissioner may grant a district an extension to the deadlines in this paragraph. Beginning July 1, 2024, a district must provide access to the training required under section~~ 120B.123, subdivision 5, to:

- ~~(1) intervention teachers working with students in kindergarten through grade 12;~~
- ~~(2) all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;~~
- ~~(3) special education teachers;~~
- ~~(4) curriculum directors;~~
- ~~(5) instructional support staff who provide reading instruction; and~~
- ~~(6) employees who select literacy instructional materials for a district.~~

~~(c) All other teachers and instructional staff required to receive training under the Read Act must complete the training no later than July 1, 2027.~~

~~(d)~~ (c) Districts are strongly encouraged to adopt a MTSS framework. The 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.

EFFECTIVE DATE.

This section is effective July 1, 2024.

Subd. 2.

Identification; report.

(a) ~~Twice per year,~~ Each school district must screen every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by the Department of Education three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by the Department of Education. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language. A district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan submission due on June 15.

(b) Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by the Department of Education for characteristics of dyslexia, and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

(c) Reading screeners in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the commissioner by June 15 in the form and manner determined by the commissioner.

(d) The district also must include in its literacy plan under subdivision 4a, a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by the Department of Education. Districts are strongly encouraged to use ~~the~~ a MTSS framework. With respect to students screened or identified under paragraph (a), the report must include:

- (1) a summary of the district's efforts to screen for dyslexia;
 - (2) the number of students universally screened for that reporting year;
 - (3) the number of students demonstrating characteristics of dyslexia for that year;
- and
- (4) an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under section [125A.56, subdivision 1](#).

EFFECTIVE DATE.

This section is effective July 1, 2024.

Sec. 7.

Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2a, is amended to read:

Subd. 2a.

Parent notification and involvement.

A district must administer a an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. Schools, ~~at least~~ biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

- (1) the student's reading proficiency as measured by a screener approved by the Department of Education;
- (2) reading-related services currently being provided to the student and the student's progress; and
- (3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

A district may not use this section to deny a student's right to a special education evaluation.

EFFECTIVE DATE.

This section is effective July 1, 2024.

Subd. 2a.**Parent notification and involvement.**

A district must administer a reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:

- (1) the student's reading proficiency as measured by a screener approved by the Department of Education;

(2) reading-related services currently being provided to the student and the student's progress; and

(3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

A district may not use this section to deny a student's right to a special education evaluation.

Subd. 3.

Intervention.

(a) For each student identified under subdivision 2, the district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. A district is encouraged to provide reading intervention through a MTSS framework. If a student does not read at or above grade level by the end of the current school year, the district must continue to provide reading intervention until the student reads at grade level. District intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language. ~~By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by the Department of Education.~~ Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

(b) A district or charter school is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3 or a screener identified by the Department of Education under section [120B.123](#). The district or charter school must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

(c) Starting in the 2025-2026 school year, a district must use only evidence-based literacy interventions. Districts are strongly encouraged to use intervention materials approved by the Department of Education under the Read Act.

(d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a paraprofessional or other unlicensed person, including a volunteer, must be supervised by a licensed teacher who has completed training in evidence-based reading instruction approved by the Department of Education, and has completed evidence-based training developed under the Read Act by CAREI or the regional literacy networks under section 120B.124, subdivision 4, or a training that the department has determined meets or exceeds the requirements of section 120B.124, subdivision 4.

EFFECTIVE DATE.

This section is effective July 1, 2024.

Subd. 4.

Staff development.

(a) A district must provide training on evidence-based ~~reading~~ structured literacy instruction to teachers and instructional staff in accordance with subdivision 1, ~~paragraph paragraphs~~ (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

(b) Each district shall use the data under subdivision 2 to identify the staff development needs so that:

(1) elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in section ~~120B.1118~~ 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

(2) elementary teachers ~~have sufficient~~ receive training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the district for the identified students;

(3) licensed teachers employed by the district have ~~regular~~ opportunities to improve reading and writing instruction through approved professional development identified in the local literacy plan;

(4) licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students'

English language development, including oral academic language development, and build academic literacy; and

(5) licensed teachers are ~~well~~ trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

(c) A district that offers early childhood programs, including voluntary prekindergarten for eligible four-year-old children, early childhood special education, and school readiness programs, must provide ~~staff~~ classroom teachers in early childhood programs ~~sufficient~~ training approved by the Department of Education to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

EFFECTIVE DATE.

This section is effective July 1, 2024.

Subd. 4a.

Local literacy plan.

(a) Consistent with this section, a school district must adopt a local literacy plan to have 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. A district must update and submit the plan to the commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

(1) a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the approved screeners used, by school site and grade level, under section 120B.123;

(2) a process to notify and involve parents;

(3) a description of how schools in the district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

(4) evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

(5) identification of staff development needs, including a plan to meet those needs;

(6) the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting approved curricula and materials starting in the 2025-2026 school year;

- (7) a statement of whether the district has adopted a MTSS framework;
- (8) student data using the measures of foundational literacy skills and mastery identified by the Department of Education for the following students:
- (i) students in kindergarten through grade 3;
 - (ii) students who demonstrate characteristics of dyslexia; and
 - (iii) students in grades 4 to 12 who are identified as not reading at grade level; and
- (9) the number of teachers and other staff ~~that~~ who have completed training approved by the department;
- (10) the number of teachers and other staff proposed for training in structured literacy; and
- (11) how the district used funding provided under the Read Act to implement the requirements of the Read Act.

(b) The district must post its literacy plan on the official school district website and submit it to the commissioner of education using the template developed by the commissioner of education beginning June 15, 2024.

(c) By March 1, 2024, the commissioner of education must develop a streamlined template for local literacy plans that meets the requirements of this subdivision and requires all reading instruction and teacher training in reading instruction to be evidence-based. The template must require a district to report information using the student categories required in the commissioner's report under paragraph (d). The template must focus district resources on improving students' foundational reading skills while reducing paperwork requirements for teachers.

(d) By December 1, 2025, the commissioner of education must submit a report to the legislative committees with jurisdiction over prekindergarten through grade 12 education summarizing the local literacy plans submitted to the commissioner. The summary must include the following information:

- (1) the number of teachers and other staff ~~that~~ who have completed training approved by the Department of Education;
- (2) the number of teachers and other staff required to complete the training under section 120B.123, subdivision 5, who have not completed the training;
- (3) the number of teachers exempt under section 120B.123, subdivision 5, from completing training approved by the Department of Education;
- ~~(2) (4) by school site and grade, the approved screeners used at the beginning and end of the school year and the reading curriculum used; and~~
- ~~(3) (5) by school site and grade, using the measurements of foundational literacy skills and mastery identified by the department, both aggregated data and disaggregated data on student performance on the approved screeners using the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2).~~

(e) By December 1, 2026, and December 1, 2027, the commissioner of education must submit updated reports containing the information required under paragraph (d) to the legislative committees with jurisdiction over prekindergarten through grade 12 education.

EFFECTIVE DATE.

This section is effective the day following final enactment.

Subd. 5. Approved screeners.

The commissioner must recommend to districts multiple screening tools to assist districts and teachers with identifying students under subdivision 2 and to assess students' reading proficiency. The commissioner must identify screeners that may be used for both purposes. A district must administer an approved screener according to section [120B.123, subdivision 1](#).

History:

[1Sp2001 c 13 s 12](#); [2007 c 146 art 2 s 6](#); [1Sp2011 c 11 art 2 s 3](#); [2012 c 239 art 1 s 33; art 2 s 2](#); [2014 c 272 art 1 s 6](#); [1Sp2015 c 3 art 2 s 4](#); [2016 c 189 art 25 s 13](#); [1Sp2017 c 5 art 2 s 5-7](#); [2018 c 182 art 1 s 13](#); [1Sp2019 c 11 art 2 s 2](#); [1Sp2020 c 8 art 2 s 1](#); [2023 c 55 art 3 s 3](#)

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