



Clearbrook-Gonvick Literacy Plan: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. The Clearbrook-Gonvick Literacy Plan will be sent to the commissioner by June 15 each year. Minn. Stat. 120B.12, subd. 4a (2023). The Local Literacy Plan will be approved by the Superintendent and will be posted to the district website annually.

District or Charter School Information

School Name and Number: Clearbrook-Gonvick #2311

Date of Last Revision: May 15, 2024

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).

Clearbrook-Gonvick Literacy Goals (2024 - 2025)

1. All phase one educators will be trained in structured literacy through CAREIALL by June 2025.
2. All parents will receive notification after fall and spring benchmark as to whether or not their student is reading at grade level.
3. In spring of 2024, 25% of kindergarten students were at benchmark level. In Spring of 2025, 30% of these same students (first grade) will be at benchmark level.
4. In spring of 2024, 41% of first grade students were at benchmark level. In Spring of 2025, 46% of these same students (second grade) will be at benchmark level.
5. In spring of 2024, 90% of second grade students were at benchmark level. In Spring of 2025, 90% of these same students (third grade) will be at benchmark level.
6. In spring of 2024, 48% of third grade students were at benchmark level. In spring of 2025, 53% of these same students (fourth grade) will be at benchmark level.
7. In spring of 2024, 48% of fourth grade students were at benchmark level. In Spring of 2025, 53% of these same students (fifth grade) will be at benchmark level.
8. In spring of 2024, 53% of fifth grade students were at benchmark level. In Spring of 2025, 58% of these same students (sixth grade) will be at benchmark level.

9. In spring of 2024, 61% of sixth grade students were at benchmark level. In Spring of 2025, 66% of these same students (seventh grade) will be at benchmark level.
10. In grades 7-12 the number of students that are at benchmark will increase by five percentage points from Fall 2024 until spring of 2025.

Universal and Dyslexia Screening

Clearbrook-Gonvick utilizes FastBridge for universal and dyslexia screening three times a year (fall, winter, and spring). Specific screenings are identified in the charts below:

Grades K-3 Screeners

In the chart below, the assessment(s) used for universal and dyslexia screening for grades K-3 students are listed, along with 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?	Assessment Type	How often is the data being collected?
FastBridge: <input type="checkbox"/> earlyReading (Grades K-1) <input type="checkbox"/> CBMReading (Grades 1)	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1	<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 <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: <input type="checkbox"/> CBMReading <input type="checkbox"/> AUTOreading <input type="checkbox"/> aReading	<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 <input type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, the chart below indicates 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	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
<p>FastBridge:</p> <p><input type="checkbox"/> CBMReading</p> <p><input type="checkbox"/> AUTOREading</p> <p><input type="checkbox"/> aReading</p>	<p><input type="checkbox"/> Grade 4</p> <p><input type="checkbox"/> Grade 5</p> <p><input type="checkbox"/> Grade 6</p>	<p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Phonics</p> <p><input type="checkbox"/> Fluency</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Comprehension</p>	<p><input type="checkbox"/> Universal Screening</p> <p><input type="checkbox"/> Dyslexia Screening</p>	<p><input type="checkbox"/> First 6 weeks of School (Fall)</p> <p><input type="checkbox"/> Winter</p> <p><input type="checkbox"/> Last 6 weeks of School (Spring)</p>
<p>FastBridge:</p> <p><input type="checkbox"/> CBMReading</p> <p><input type="checkbox"/> AUTOREading</p> <p><input type="checkbox"/> aReading</p> <p>Currently, we do not universally screen students in grades 7-12, but will follow guidance from MDE when it becomes available (5/16/2024). We will plan to screen students during the first 6 weeks of school (fall), winter, and the last 6 weeks of school (spring).</p>	<p><input type="checkbox"/> Grade 7</p> <p><input type="checkbox"/> Grade 8</p> <p><input type="checkbox"/> Grade 9</p> <p><input type="checkbox"/> Grade 10</p> <p><input type="checkbox"/> Grade 11</p> <p><input type="checkbox"/> Grade 12</p>	<p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Phonics</p> <p><input type="checkbox"/> Fluency</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Comprehension</p>	<p><input type="checkbox"/> Universal Screening</p> <p><input type="checkbox"/> Dyslexia Screening</p>	<p><input type="checkbox"/> First 6 weeks of School (Fall)</p> <p><input type="checkbox"/> Winter</p> <p><input type="checkbox"/> Last 6 weeks of School (Spring)</p>

Parent Notification and Involvement

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

- **Letters:** Our school often sends letters to parents or guardians informing them about their child's reading assessment results. These letters explain that the child is not reading at or above grade level and outline available support services.
- **Parent-Teacher Conferences:** We have parent-teacher conferences in the fall and spring with parents to discuss the assessment results in detail. These conferences provide an opportunity for parents to ask questions, express concerns, and collaborate with teachers on a plan of action.
- **Progress Reports:** Information about a child's reading progress may be included in regular progress reports or report cards. These reports often highlight areas of strength and areas needing improvement, including reading proficiency.

The following are related services available when students are identified as not reading at or above grade level:

- **ADSIS Reading Intervention Program:** When students are identified as not reading at or above grade level we have one K - 3rd grade reading intervention teacher and one 4th - 6th grade reading intervention teacher who support those students in small group settings.
- **Elementary Intervention Program:** When students are identified as not reading at or above grade level we have one K-6 intervention teacher who works with those students in small group settings. Students served through this program are those needing more intensive interventions than what our ADSIS teachers provide and students who were referred to MTSS for pre-referral interventions.

The following strategies are examples of what may be shared with parents/guardians of children who are identified as not reading at or above grade level:

- **Daily Reading Routine:** Teachers encourage parents to establish a consistent daily reading routine at home. This can involve setting aside time each day for reading together as a family or independently.
- **Reading Aloud:** Teachers encourage parents to read aloud to their child regularly. This helps model fluent reading and exposes children to new vocabulary and complex language structures.
- **Engage in Discussion:** Teachers encourage parents to engage their child in discussions about the books they read. This can include asking questions about the story, characters, and main ideas to improve comprehension.
- **Access to Literacy Materials within the Home:** Teachers encourage parents to create a literacy-rich environment at home by providing access to a variety of books, magazines, newspapers, and other reading materials. Teachers may also share appropriate technology apps for practicing reading skills; including SORA which gives students access to audiobooks from the library.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Summary Data Kindergarten through 3rd Grade

Grade	Number of Students Universally Screened in Fall 2023	Number of Students Universally at or Above Benchmark Fall 2023	Number of Students Universally Screened in Spring 2024	Number of Students at or Above Benchmark Spring 2024	Number of Students Screened for Dyslexia Spring 2024	Number Identified with Characteristics of Dyslexia Spring 2024
KG	32	19	32	8	32	16
1 st	40	7	39	16	39	29
2 nd	40	25	40	36	40	0
3 rd	33	18	35	24	35	3

Notes:

1. **Universally screened:** *all students screened during that screening window.*
2. **Students at or above benchmark in the fall and spring:** *earlyReading FastBridge score (low risk or college pathway).*
3. **Students screened for dyslexia:** *all students given an earlyReading screener.*
4. **Students identified with characteristics of dyslexia:**
 - a. *Kindergarten and 1st grade scores based on "Some Risk" or "High Risk" in Phonemic Awareness or Phonics/Fluency according to the earlyReading benchmark data found in the screening to intervention report.*
 - b. *2nd grade through 6th grade scores based on "Some Risk" or "High Risk" in Phonemic Awareness according to the AUTOreading benchmark data found in the screening to intervention report.*

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, the chart below indicates 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	Number of Students Universally Screened in Fall 2023	Number of Students Universally at or Above Benchmark Fall 2023	Number of Students Universally Screened in Spring 2024	Number of Students at or Above Benchmark Spring 2024	Number of Students Screened for Dyslexia Spring 2024	Number Identified with Characteristics of Dyslexia Spring 2024
4th	23	14	23	11	23	14
5th	49	31	47	25	47	27
6th	40	26	36	22	36	16

NOTE: No screening data currently available for grades 7 - 12.

Core Reading Instruction and Curricula Grades K-6

The chart below indicates the curricula used for core reading instruction at each grade level at the Clearbrook-Gonvick Elementary site.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model <i>(Include Minutes Dedicated to Whole Class and Differentiated Instruction)</i>
KG	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall
1 st	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall
2 nd	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall
3 rd	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall
4 th	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall
5 th	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading	60 minutes overall

		skills, and for developing mastery of speaking, listening and writing.	
6 th	Journeys from Houghton Mifflin Harcourt	Comprehensive K-6 English language arts program which provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.	60 minutes overall

Core ELA Instruction and Curricula Grades 7-12

Grade	Implemented ELA Curricula	Description of Curricula Used	Instructional Delivery Model
7 th	MyPerspectives from Savvas Learning (2017) Supplemented with <i>The Outsiders</i> by SE Hinton, <i>Code Talkers</i> by Joseph Bruchac, <i>Across Five Aprils</i> by Irene Hunt and Quill-an online interactive grammar program.	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long.
8 th	MyPerspectives from Savvas Learning (2017) Supplemented with additional literature and projects that emphasize comprehension, vocabulary and writing.	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long.
9 th	MyPerspectives from Savvas Learning (2017) Supplemented with the memoir <i>Warriors Don't Cry</i> by Melba Pattillo Beals, various short stories for a short story unit, and Quill- an online interactive grammar program.	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long class.

10 th	MyPerspectives from Savvas Learning (2017) Supplemented with additional literature and projects that emphasize comprehension, vocabulary and writing.	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long.
11 th	Students opt to enroll in one of the following courses listed below:	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long.
12 th	Students opt to enroll in one of the following courses listed below:	"student-centered curriculum" that includes comprehension, vocabulary, and writing.	50 minute class periods, year-long class

11th and 12th Grade Course Offerings & Curricula Used:

American Literature: MyPerspectives: American Literature (2017), a Savvas Learning Company textbook and supplemented with novels: *The Great Gatsby* by F. Scott Fitzgerald and *Neither Wolf Nor Dog* by Kent Nerburn

World Literature: Glencoe Literature: World Literature (2002) textbook and supplemented with the following novels: *All Quiet on the Western Front* by Erich Maria Remarque, *In the Time of the Butterflies* by Julia Alvarez, *Julius Caesar* by William Shakespeare, *The Cat Who Saved Books* by Sosuke Natsukawa.

Contemporary Literature: The following novels are used: *A Monster Calls* by Patrick Ness, *A Long Way Gone* by Ishmael Beah, *Into the Wild* by Jon Krakauer, *Wild* by Cheryl Strayed, *A Redbird Christmas* by Fannie Flagg, *Persepolis* by Marjane Sartrapi, various short stories, and Quill-interactive online grammar program.

British Literature: MyPerspectives British and World Literature (2017); *Beowulf* translated by Maria Headly; *And Then There Were None* by Agatha Christie, Quill- online interactive grammar program

Data-Based Decision Making for Literacy Interventions

Student Support System is a multi-tier approach to the early identification and support of all students with learning and behavior needs. The process begins with high-quality instruction and an assessment of all children in the general education classroom. The use of data is used to drive instructional decisions.

Universal screening, using FastBridge, is administered three times a year for students in grades K-6, allowing us to gather comprehensive data on their reading, math, and social-emotional abilities. The data serves as a foundation for determining targeted instruction tailored to each student's needs. Students who demonstrate reading skills below grade level undergo diagnostic assessments to guide instruction within the Tier II interventions. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. Progress monitoring for Tier II interventions occurs weekly, ensuring that adjustments can be made based on student needs. Descriptions of tier levels are listed below.

Tier I - All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with their peer group. This data is then used when determining which students need closer monitoring or intervention.

Tier II – Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by ADSIS teachers and/or our elementary intervention teacher, in addition to the existing high-quality general education teaching in Tier I.

Tier III – Supplemental intense interventions typically totaling 5 days per week for 30 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will be administered by the most highly-trained staff which may include literacy specialists, special education staff and/or general education teachers. Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

Professional Development Plan

Clearbrook-Gonvick educators will all be trained through CAREIALL - Advancing Language and Literacy in two phases. CAREIALL is a virtual, comprehensive professional development course created by a team of internal and external literacy experts from the Center for Applied Research and Educational Improvement at the University of Minnesota. This course is designed to support educators in operationalizing the science of reading in their classrooms. Educators will gain an understanding of the latest evidence-based practices in literacy instruction, as well as the research that supports those practices and guides instructional decision-making. The elements of assessment, enabling MTSS systems, equitable and inclusive practices, and the science of teaching and learning are woven throughout so that educators see a clear connection to these common strategic priorities. Educators will participate in both asynchronous modules, and live, virtual follow-up sessions facilitated by members of CAREI's literacy team.

Phase 1, which has an anticipated start of summer or fall 2024 will include Pre-k through 6th grade classroom teachers, K-12 reading intervention teachers, K-12 special education teachers, and Pre-K through grade 6 instructional support staff who provide reading support. Phase 1 educators have an anticipated completion date of June 2025. Phase 2, which has an anticipated start of February - October 2025 will include 7th - 12th grade classroom educators responsible for reading instruction and 7th - 12th instructional support staff who provide reading support. Phase 2 educators have an anticipated completion date of July 1, 2027.

During the 2024 - 2025 school year, there will be regular PLC time to complete required training and collaborate and plan with grade level teams around the topic of structured literacy.

After completion of benchmark screenings, PLC time will be used to analyze data and plan for student needs based on screening results. Reading interventionists will provide ideas for classroom teachers to use when students are at the some risk level, but are not being pulled for services through intervention. During PLC times, the interventionists will continue to support teachers with these structured literacy strategies used within classrooms.

Phase 1 Educators:

Educator Role	Total Number in District	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	3	0	0	3
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	8	2	0	6
Grades 4-6 Classroom Educators	6	0	0	6
K-12 Reading Interventionists	4	1	0	3
K-12 Special Education Educators responsible for reading instruction	5	2	0	3
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	16	0	0	16

Phase 2 Educators:

Educator Role	Total Number in District	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 7-12 Classroom Educators responsible for reading instruction	16	0	0	16
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 7-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

Action Planning for Continuous Improvement

Beginning with the 2024 - 2025 school year, a District Literacy Leadership Team will be implemented to support continuous improvement in literacy instruction. This team will be made up of classroom teachers, reading interventionists, support staff, and administrators. The team will provide support with professional development, data analysis, curriculum decisions, classroom support for teachers and will annually review and update the Clearbrook-Gonvick Literacy Plan.

The Literacy Leadership Team will meet regularly to review data, then plan for next steps. They will also ensure that training continues to happen for new staff as well as additional training as needed.

After training completion, PLC teams will continue to work together to review screening data and plan for intervention with the support of the Literacy Leadership Team. Once a new curriculum is chosen, PLC time will also be used to support teachers with implementation.