

Minnesota READ Act Literacy Plan for 2024-25

For

Sibley East School District (2310-01)

Date Submitted to the State 06/04/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Sibley East School District (2310-01). 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

Sibley East School District (2310-01)'s literacy goal(s) for the 2024-25 school year:

The District's goal is to have all students show at least one grade level of growth in Literacy during the 24-25 school year, as measured by standardized assessments. To support this goal, Sibley East staff (administration, teachers, and support staff) will implement a new ELA curriculum in grades K-5, continue implementation of UFLI curriculum in grades K-2, and staff responsible for literacy instruction will engage in LETRS professional development.

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

*Students in grades K-8 who were identified by MTSS teams received intervention supports by a certified teacher throughout the year. *Certified staff in grades PK-5, special education, and EL completed Volume I of LETRS training. *Students in grades K-2 received UFLI curriculum as Tier 1 instruction *Students in grades K-5 received Wit and Wisdom curriculum as Tier 1 instruction *Students in grades K-12 participated in instructional supports through scheduled WIN time.

The following describes how Sibley East School District (2310-01)'s current student performance differs from the literacy goal detailed in the READ Act:

According to the FastBridge Group Growth Report, 310 of 574 students achieved "typical" or "aggressive" growth on the aReading assessment. Additionally, 110 of 206 students achieved "typical" or "aggressive" growth on the EarlyReading assessments.

Sibley East School District (2310-01)'s literacy goal(s) for the 2025-26 school year:

The District's goal is to have all students show at least one grade level of growth in Literacy during the 25-26 school year, as measured by standardized FastBridge assessments.

Sibley East School District (2310-01)'s Local Literacy Plan is posted on the district website at:

<https://www.sibleyeast.org/district/>

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 Sibley East School District (2310-01) 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	N/A
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Sibley East School District (2310-01) 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	81	46	81	40	79	34
Grade 1	73	26	73	26	77	29
Grade 2	81	39	82	34	81	32
Grade 3	71	43	70	44	70	43

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 Sibley East School District (2310-01) 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.

Sibley East School District (2310-01) 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	81	35
Grade 1	73	47
Grade 2	63	37
Grade 3	63	13

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 Sibley East School District (2310-01) 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	aReading	FastBridge	Vendor Benchmarsk
Grade 5	aReading	FastBridge	Vendor Benchmarsk
Grade 6	aReading	FastBridge	Vendor Benchmarsk
Grade 7	aReading	FastBridge	Vendor Benchmarsk
Grade 8	aReading	FastBridge	Vendor Benchmarsk
Grade 9	aReading	FastBridge	Vendor Benchmarsk
Grade 10	aReading	FastBridge	Vendor Benchmarsk
Grade 11	aReading	FastBridge	Vendor Benchmarsk
Grade 12	aReading	FastBridge	Vendor Benchmarsk

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 Sibley East School District (2310-01) 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:

All students in grades 4-10 will take the aReading FastBridge assessment. Students scoring below FastBridge benchmark will be assessed using Capti ReadBasix. Students who Meet or Exceed their Reading MCA in grade 10 will be considered proficient/at grade level. Students who do not achieve that score will continued to be screened using FastBridge aReading each year until they have reached proficiency.

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

The following table displays the number of students in Sibley East School District (2310-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

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 Sibley East School District (2310-01) 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
- Mailed Letter
- 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

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Sibley East School District (2310-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parent notification will expand to all grade levels.

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.

Sibley East School District (2310-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In grades K-5, teachers and MTSS leaders participated in data meetings after each screening period to review student data and determine appropriate interventions. In grades 6-12, the ELA PLC meets to determine appropriate interventions, with the support of the secondary administration and reading interventionist.

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

*Learning Walks, Professional Learning Communities, Elementary Leadership Team collaboration.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Teams utilize FastBridge data to prioritize intervention for the highest needs students.

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:

At monthly meetings among interventionists and administration, progress monitoring data will be reviewed to determine any necessary intensifications or modifications.

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

Students will be exited from Tier 2 or Tier 3 intervention when at least three data points show they have achieved grade level proficiency, as determined by the progress monitoring tool.

Does Sibley East School District (2310-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

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.

Sibley East School District (2310-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Sibley East School District (2310-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Sibley East School District (2310-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We continue to monitor, adjust, and refine our MTSS process at both the secondary and the elementary to ensure efficiency and student success.

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 Sibley East School District (2310-01), 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	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 4	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 5	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90

Continuous Improvement for Core Reading Instruction and Curricula

Sibley East School District (2310-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grade 3 will be implementing Functional Morphology in the 25-26 school year.

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 Sibley East School District (2310-01) 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	Additional UFLI instruction, FastBridge interventions	FastBridge interventions
Grade 1	Additional UFLI instruction, FastBridge interventions	FastBridge interventions
Grade 2	Additional UFLI instruction, FastBridge interventions	FastBridge interventions
Grade 3	Supplemental UFLI instruction, FastBridge interventions	FastBridge interventions
Grade 4	Supplemental UFLI instruction, FastBridge interventions	FastBridge interventions
Grade 5	REWARDS curriculum, FastBridge interventions	FastBridge interventions
Grade 6	Teen Early Fluency Libraries	REWARDS Curriculum
Grade 7	Teen Early Fluency Libraries	REWARDS Curriculum
Grade 8	Teen Early Fluency Libraries	REWARDS Curriculum
Grade 9	n/a	n/a
Grade 10	n/a	n/a
Grade 11	n/a	n/a
Grade 12	n/a	n/a

Continuous Improvement for Reading Interventions

Sibley East School District (2310-01) will make the following changes to reading interventions for the 2025-26 school year:

As with each school year, interventions are based on the needs of the student, as indicated in the benchmark screening and diag

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.

Sibley East School District (2310-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

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:

The district will provide continued professional development and additional support will be available through Professional Learning Communities.

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:

The district will implement target walk-through observations to gather this data.

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:

*LETRS training for all teachers providing literacy instruction *Professional Learning Communities provided support by the District Literacy Lead

The following changes in instructional practices have impacted students :

Teachers have gained a greater awareness in how students learn to read and are implementing these strategies alongside the implementation of curriculum aligned to the science of reading.

Sibley East School District (2310-01) has implemented the following professional development and support for teachers around culturally responsive practices:

In the 23-24 school year, staff participated in a professional learning opportunity focused on best teaching practices for multi-lingual learners, including literacy instruction in all content areas.

Sibley East School District (2310-01) engaged with the Regional Literacy Network through the following:

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- 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):

The secondary ELA department collaborated with an in-field coach through SWWC Service Cooperative to align instructional practices and learning objectives to the MN ELA standards.

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	5	1	4	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	4	0	4	0
K-3 Classroom Educators	12	0	12	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	8	0	8	0
K-12 Reading Interventionists	4	2	2	0
K-12 Special Education Educators responsible for reading instruction	11	0	11	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	23	0	23	0

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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Grades 4-12 Classroom Educators responsible for reading instruction	4	0	0	4
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	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	0	1	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Sibley East School District (2310-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$55,405.95

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

\$55,405.95

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

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Sibley East School District (2310-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$42,615.98

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

- Curriculum reviewed by MDE that was rated as highly aligned

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

\$0

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

n/a