



Local Literacy Plan

2024-25 School Year

Purpose & Overview

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. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Mid-State Education District, 6979

Date of Last Revision: 6.13.24

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 \(2023\)](#).

District or Charter School Literacy Goal

It is the goal of the Mid-State Education District to have all students reading proficiently (e.g. at or above grade level) no later than the end of grade three and teachers will provide comprehensive, scientifically based reading instruction. This goal will be coupled with the following objectives to support students' achievement.

- 1. universal screening three times per year with intentional data dives into results*
- 2. utilizing the District's scientifically researched-based curriculum to improve literacy for students*
- 3. implement the District's professional development via CARIEALL training scheduled for the entire 24-25 school year*

Universal and Dyslexia Screening

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?
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	First 6 weeks of School /Fall Winter 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 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?
NA - will implement the following year 25-26	NA	NA	NA	NA

Parent Notification and Involvement

MSED will communicate with families via text, email and letters sent home for each screening. Throughout the screening process, letters will be tailored to the individual need of the student outlining what the family could do at home to increase the component of literacy for the student that is currently below grade level. MSED will also make themselves available to meet in person, or via technology to assist parents wanting to engage in more support to increase their student’s literacy skills. Students and families will engage in conversations during the IEP meetings when the entire team is assembled to advocate for the individual student, their successes and their needs.

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

N/A - Benchmark data to be included 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
NA - will administer in 25-26						

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, 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
NA- will administer in 25-26				

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

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	McGraw Hill Corrective Reading	Corrective Reading	30 minutes whole class 30 minutes direct instruction/differentiated
1 st	McGraw Hill Corrective Reading	Corrective Reading	30 minutes whole class 30 minutes direct instruction/differentiated
2 nd	McGraw Hill Corrective Reading	Corrective Reading	30 minutes whole class 30 minutes direct instruction/differentiated
3 rd	McGraw Hill Corrective Reading	Corrective Reading	45 minutes whole class

			15 minutes direct instruction/differentiated
4 th	McGraw Hill Corrective Reading	Corrective Reading	45 minutes whole class 15 minutes direct instruction/differentiated
5 th	McGraw Hill Corrective Reading	Corrective Reading	45 minutes whole class 15 minutes direct instruction/differentiated

Core ELA Instruction and Curricula 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	Corrective Reading	comprehensive	45 minute class period
7 th	Corrective Reading	comprehensive	45 minute class period
8 th	Corrective Reading	comprehensive	45 minute class period
9 th	Corrective Reading	comprehensive	45 minute class period
10 th	Corrective Reading	comprehensive	45 minute class period
11 th	Corrective Reading	comprehensive	45 minute class period
12 th	Corrective Reading	comprehensive	45 minute class period

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework

provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Tier 1 Intervention MSSED: These interventions will be provided in the classroom with the special education teacher in small groups. These groups would be formed through the data analysis of the various screenings given to students no less than three times per year. Progress is monitored on individual students goals at a minimum of every 6 weeks. At the first sign of an intervention being needed, families will have increased communication on how to support their child outside of school.

Tier 2 Intervention MSSED: For those students scoring below the 40th percentile on the FastBridge testing, will be given direct instruction over and above the classroom reading and literacy instruction dependent on their needs. This direct instruction will take place outside of the classroom with a special education teacher. Data will be monitored and analyzed at a minimum of every 6 weeks. Parents will have increased communication from staff members on progress and how to best support their child in their literacy goal.

Tier 3 Intervention MSSED: This tier incorporates all of Tier 1 and Tier 2 interventions with increased supports of more individualized instruction. Progress will be monitored weekly with reports shared with parents. If the team feels behavior exhibited from the student is preventing progress, IEP team meetings will be scheduled to ensure all resources are being utilized to support the student and family to make progress in their personal literacy goal.

Professional Development Plan

MSED teachers within the setting IV programs will engage in professional development through CARIEALL for the 2024-2025 school year. Teachers serving birth to 5 programs will engage in LETRS training for EC, which will also be completed within the 2024-2025 school year.

MSED will devote professional development time with the two cohorts supported by Sourcewell throughout the 2024-2025 school year to ensure the practices being learned are implemented with fidelity to the students. Data will be collected through screeners and individually based upon student needs. Data will be analyzed quarterly to make the needed adjustments to interventions.

Provide the 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	7	0	0	7
K-12 Special Education Educators responsible for reading instruction	13	0	0	13

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	0			
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0			

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

Action Planning for Continuous Improvement

MSED will gain a better understanding of how to use the current curriculum through the professional development series provided by CARIEALL. Staff will gain knowledge and insight regarding interventions and best implementation practices of the direct instruction component of the Corrective Reading Curriculum. Throughout the 2024-2025 School year and continuously thereafter, MSED will engage in deep data dives from universal screeners to make data-driven decisions on how to best support each student on an individual basis to increase their literacy skills and bring them to grade level. Professional development will be ongoing in MSED's endeavors to increase the literacy skills of all students who attend our programs. MSED will explore other curriculums to ensure all student needs are being met through scientifically research-based literacy instruction.