



Local Literacy Plan: 2025-2026 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. 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: Martin County West #2248

Date of Last Revision: June 10, 2025

Literacy Plan Sections:

1. Read Act Goals
2. District School Literacy Goal
3. Screening Tools K-3
4. Parent Notification and Involvement
5. Data-Based Decision Making for Action
6. Multi-tiered System of Supports (MTSS)
7. Core Curricular Resources Grade K-5
8. Reading Interventions Grades K-12
9. Professional Development Plan
10. Professional Development Educator Count
11. Literacy Aid Funds
12. Screening Summary Students Counts Grades K-3
13. Dyslexia Screening Summary Student counts Grade K-3
14. Dyslexia Screening Summary Student Counts Grades 4-12

Section 1. 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 School Literacy Goal

Describe the district or charter school's literacy goals for the 2025-26 school year.

1. Conduct an early childhood screening of 90% of students before they begin their Kindergarten year.
2. To make sure all Kindergarten students are screened.
3. To provide teachers with guidance toward professional learning to support student's literacy development.
4. To have 85% of our students will show fall to spring growth as measured by FastBridge using Areading, Early Reading, and CMBR.
5. To have 75% of our students at benchmark or above on FastBridge by the Spring.

Section 2. Screening Tools K-3

2.1 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)

2.2 Identify what criteria was used to determine benchmark for screener data, for each grade level. Options will include:

- ☐ MDE composites
- ☒ Vendor composites using vendor benchmarks
- ☐ Vendor composites using district set benchmarks (if this is chosen, an additional question will appear where the district set benchmarks must be identified.)
- ☐ Other: Criteria (if chosen, an additional question will appear where an explanation can be written)
- ☐ Grade level not served

2.3 Identify any additional screeners used in grades K-3.

- ☒ LETRS Past Screener
- ☒ LETRS Spelling Screener
- ☒ CORE Phonics Screener

2.4 Districts will be asked if they plan to make changes to K-3 screening tools or criteria in the 2025-2026 school year?

No changes will be made for the screening tools.

Section 3. Screening Tools 4-12

3.1 Do you screen kids 4-12

☒ Yes

☐ No

3.2 How many tools were used in the district to screen for characteristics in students in grades 4-12 who are not reading at grade level in the 2024-2025 school year?

3.3 FastBridge FastTrack Reading (Grades 3-8) FastBridge CBM (Grade 3-6)

3.4 FastBridge is the Vendor of screening

3.5 District set benchmarks for FastBridge.

3.6 Grade levels in which the screening tool was utilized in the 2024-2025 school year.

☒ 3rd

☒ 4th

☒ 5th

☒ 6th

☒ 7th

☒ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

3.7 Please describe how the district or charter school will determine which students in grades 4-12 are not reading at grade level.

MCW will use FastBridge for grade 4-8. Students who are not at grade level benchmark will then be given the Capti ReadBasix. Students 8-12 will be given the Capti ReadBasix to determine if they are at grade level.

3.8 Please describe the plan for both the frequency and timing (e.g. Fall, winter, spring) of administration of Capti ReadBasix for students in Grade 4-12 who are not reading at grade level.

MCW in the 2025-2026 school year will screen students who are not reading at grade level in the Winter. Every year after, students will be screened in the Fall and Spring.

Section 4. Parent Notification and Involvement

4.1 Are parents or guardians notified when children are identified as not reading at grade level?

- ☒ Yes
- ☐ No

4.2 Identify all grade levels in which parents are notified.

- ☒ Kindergarten
- ☒ 1st
- ☒ 2nd
- ☒ 3rd
- ☒ 4th
- ☒ 5th
- ☒ 6th
- ☒ 7th
- ☒ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

4.3 For the grades selected in 4.2 what is the frequency of parent notification

- ☒ 3 times per year, after screening window
- ☐ 2 times per year
- ☐ 1 time per year
- ☐ other: _____

4.5 What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? The following, check all that apply:

- ☒ Digital messaging (email, text, or communication app)
- ☒ Parent teacher Conferences
- ☐ Mailed Letter
- ☒ Letter sent home with student
- ☐ Other: _____

4.6 What is included in the parent notification? Check all that apply

- ☒ 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
- ☐ Other: _____

4.7 How are families or the community engaged around literacy? Check all that apply

- ☒ Family engagement nights
- ☒ Parent teacher conferences
- ☐ School Events
- ☒ Other: School Newsletter

4.8 Do you plan to make changes to parent notification in the 2025-2026 school year?

- ☐ Yes
- ☒ No

Section 5. Data-Based Decision Making for Action

5.1 Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.

Students are screened three times a year (Fall, Winter and Spring) using FastBridge. This data gives us a measure on where kids are year to year and the growth that happens throughout the year. That data is compiled and reviewed with each grade level (K-6). After data is reviewed by the grade level, the Student Support Team and Reading Interventionist will look to see who is not meeting benchmark scores and begin an intervention with those students. The interventionist will dig into the data to figure out what the student needs and make sure the intervention is matching the student's needs.

5.2 Describe the process for monitoring fidelity and differentiating Tier 1 instruction.

Students who fall in the below benchmark group are put into FastBridge progress monitoring and get monitored weekly. After 6 weeks a report is sent home to parents to let them know how the student is doing. This report is used to determine if the intervention is working or if a new intervention is needed. Parents are given an opportunity to meet with the intervention teacher at parent teacher conferences three times a year. To help our teachers with Tier 1 instruction differentiating our Student Support Team will give suggestions on how to differentiate to help students who are performing below grade level.

5.3 Explain the criteria for entrance into Supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary level.

At both elementary and secondary levels FastBridge is given three times a year. After this has been given the reading interventionist will group kids to figure out who will receive a Tier 2 intervention. Any student who is below grade level goes into a Tier 2 reading intervention immediately. The tier 2 intervention will be given for 6 weeks then data will be reviewed from weekly progress monitoring. The student support team will meet again and determine if the intervention is continued or if a different Tier 2 intervention is needed. After another 6 weeks the team will meet again and determine if the student will continue in Tier 2 or needs to be referred for a Tier 3 intervention.

5.4 and 5.5 How often is progress monitoring data collected for students in Tier 2 and how often is progress monitoring data collected in Tier 3?

- ☐ More than once a week
- ☒ Once a week
- ☐ Once every two weeks
- ☐ Once a month
- ☐ Other:

5.6 Provide the K-12 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.

Any student who is reading below grade level is progress monitored weekly in Grade K-8.

5.7 Provide the criteria for exit for supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.

In Tier 2 (Grade K-8) intervention, students who reach grade level benchmark 3 times in a row on progress monitoring on the skills they are working on are eligible to exit. In Tier 3 (Grades K-12) students who meet criteria after being re-evaluated and reach the goals will be eligible to exit.

5.8 Does the district or charter school use personal learning plans for literacy?

- ☒ Yes
- ☐ No

5.9 Which students is the district or charter school utilizing a personal learning plan for literacy? Check all that apply

- ☒ All students not reading at grade level
- ☒ Students receiving supplemental (Tier 2) support
- ☒ Students receiving intensive (Tier 3) support

5.10 Briefly describe what components are included in the personal learning plans.

Students in Tier 2 and not reading at grade level use a learning plan created by FastBridge and the Reading Interventionist. The students in Tier 3 use their Individual Education Program and their curriculum to get a learning plan for the student.

5.11 Does the District plan to make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year?

☒ Yes

☐ No

Section 6: Multi-Tiered System of Supports (MTSS)

6.1 Is the district implementing a multi-tiered system of support framework?

☒ Yes

☐ No

6.2 Is the district or charter school using the MnMTSS framework?

☒ Yes

☐ No

6.3 Has the district participated in the MDE MnMTSS professional learning? (MDE Compass MnMTSS training that includes 6 or 9 sessions.)

☒ Yes

☐ No

6.4 Does the district plan to make changes to MTSS in the 2025-2026 school year?

☒ Yes

☐ No

6.5 If yes, What?

MCW will be going through the training in June and plans to work to implement the framework into a routine used procedure at MCW.

Section 7: Core Curricular Resources Grade K-5

7.1 Do you serve students in any grades between K and 5?

☒ Yes

☐ No

7.2 Please indicate which K-5 grades the district and Charter Serves.

- ☒ Kindergarten
- ☒ 1st
- ☒ 2nd
- ☒ 3rd
- ☒ 4th
- ☒ 5th

7.3-7.9 Which Core Curricula is implemented, the curriculum type, and instructional delivery minutes per day.

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	McMillan/McGraw-Hill Language Arts DeeDee Wills, Tara West and Vowac	Comprehensive & Supplemental	Whole class 60 min per day
1 st	McMillan/McGraw-Hill Language Arts UFLI	Comprehensive Foundational	Whole class 60 min per day
2 nd	McMillan/McGraw-Hill Language Arts	Comprehensive	Whole class 60 min per day
3 rd	McMillan/McGraw-Hill Language Arts	Comprehensive	Whole class 60 min per day
4 th	McMillan/McGraw-Hill Language Arts	Comprehensive	Whole class 60 min per day
5 th	McMillan/McGraw-Hill Language Arts	Comprehensive	Whole class 60 min per day

7.10 Does your district plan to make changes to core curricula resources in grades K-5 in the 2025-26 school year?

- ☒ Yes
☐ No

7.10 Describe the changes to core curricular resources in grade K-5 that will be implemented in the 2025-2026 school year?

MCW will be going through a reading curriculum review in 2025-2026 and choosing a new core curriculum.

Section 8: Reading Intervention Grades K

8.1 Reading Interventions

Grade	Supplemental (Tier 2) Reading Interventions	Intensive (Tier 3) Reading Interventions
Kindergarten 1st 2nd	UFLI Sounds for spelling	Reading Mastery
3rd 4th 5th 6th 7th 8th	UFLI Sounds for Spelling All in One Passages Reading Comprehension Year Long Close Reading Phonics Lesson Interventions & Multisyllabic Words Reading Comprehension Bundle FastBridge Intervention Plans	Corrective Reading

9th	N/A	Corrective Reading
10th		
11th		
12th		

8.2 Does the district plan to make any changes to reading interventions in grades K-12 in the 2025-2026 school year?

- ☒ Yes
☒ No

8.3 If yes what changes?

We are hoping to adapt an intervention curriculum when the approved list comes out.

Section 9. Professional Development Plan

9.1 Name of the approved professional development program selected for Phase 1 educators.

- ☐ CORE OL&LA
☒ LETRS
☐ CAREIALL

9.2 Date of completion (or expected completion) for Phase 1 Professional Development.

Volume 1 of LETRS completed on: 05/23/2025

Volume 2 of LETRS to be completed by: 05/22/2026

9.3 How were your synchronous sessions facilitated?

- ☐ Vendor provided facilitator
☒ Local Certified Facilitator

9.4 Did the LCF participate in the Community of Practice for Certified Facilitators?

- ☒ Yes
☐ No

9.5 Describe how the district is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.

All teachers in Phase One passed with the recommended 80% proficiency level. Teachers who took one attempt and didn't pass with 80% were suggested to retake the test but beforehand re-read areas of the book and consult with the facilitator.

9.6 Describe the fidelity data that is being 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.

Through our FastBridge testing we use Early Reading, Areading, Comp Efficiency, and CBM. This allows us to see how students are doing in the five areas. The Early Reading covers phonemic awareness and phonics. Areading/FASTTrack Reading covers vocabulary, phonics and comprehension. Comp Efficiency covers comprehension. CBM covers the fluency.

9.7 Describe how the district or charter school is implementing coaching support and feedback based on results of the fidelity data to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas.

At this time, our district has not formally implemented a coaching model; however, we provide multiple layers of support to ensure that elementary teachers are equipped to deliver explicit, systematic, and evidence-based instruction across the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Our Reading Intervention Team plays a central role in supporting classroom teachers by collaborating on lesson planning and assisting with the implementation of targeted reading interventions. This team meets regularly with teachers to review student data and ensure instructional practices align with research-based approaches.

In addition, teachers receive ongoing support through our Professional Growth Plan process, which encourages reflective practice and goal setting aligned with literacy priorities. School administrators conduct regular walkthroughs and formal observations to provide timely, constructive feedback focused on instructional fidelity and student outcomes.

While we do not yet have a dedicated coaching framework, we are committed to using fidelity data and student performance trends to inform professional development and targeted support. As we continue to strengthen our literacy framework, we recognize the value of instructional coaching and are exploring ways to incorporate it into our system in the future.

9.8 Describe how the changes in instructional practices have impacted students and provide evidence of this impact.

This will be a component of the upcoming curriculum review and selection process.

9.9 How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.

Our district is in the early stages of building a sustainable and intentional approach to culturally responsive practices. We recognize the importance of ensuring that all students see themselves reflected in the curriculum and that instructional approaches are inclusive and affirming of diverse backgrounds, experiences, and learning needs.

To begin this work, we have engaged in district-wide professional development that includes training on equity, trauma-informed practices, and understanding cultural and linguistic diversity. These foundational learning experiences are designed to build awareness and create a common language among staff as we work toward more culturally responsive classrooms.

In the context of literacy, we are working to integrate culturally responsive practices into our instructional materials, teaching strategies, and assessment practices. Teachers are encouraged to include texts that reflect a range of cultures, voices, and experiences. Additionally, we are promoting instructional strategies that honor students' backgrounds and build on their cultural knowledge to enhance comprehension and engagement.

Support for teachers in implementing these practices comes through grade-level collaboration, professional learning communities (PLCs), and administrative feedback during observations. As part of our long-term plan, we aim to expand this support by embedding culturally responsive literacy practices into our professional development calendar and by identifying teacher leaders who can model and mentor others in this work.

We are committed to ongoing growth in this area and are exploring partnerships and resources that will help us deepen our understanding and implementation of culturally responsive literacy instruction.

9.10 How did the district engage with the Regional Literacy Network? Check all that apply

- ☒ Attended District Literacy Lead Community of Practice
- ☒ Attended Local Certified Facilitator Community of Practice
- ☒ Requested district support with implementation of evidence-based structured literacy practices
- ☐ other:

9.11 Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA standards (Reading, Writing, and exchanging ideas) if applicable

MCW has worked closely with our South Central Service Cooperative to attend training sessions and have meetings to help our school better start to implement the READ Act. Staff from our district will and have attended the Summer COMPASS institute that is offered in Minneapolis. Our staff will be completing Volume two of LETRS training during the 2025-2026 school year.

9.12 Does the district plan to make changes to the professional development plan in the 2025-2026 school year?

- ☐ Yes
- ☒ No

9.13 If yes, what are the changes?

Section 10. Professional Development Educator Count

10.1 Educator counts for Phase 1 Table:

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	0	0	0	0
PreK -12 Classroom Educators who work English Learners (ELL teachers)	0	0	0	0
K-3 Classroom Educators	10	0	9	1
Grades 4-5 (or 6) Classroom Educators (if applicable)	7	0	7	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	7	0	7	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0

Pre-K through grade 5 Instructional Support Staff who provide reading support	2	0	2	0
---	---	---	---	---

10.2 Educator Count for 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
Grades 4-12 Classroom Educators responsible for reading instruction	10	0	10	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	1	1	0

Section 11. Literacy Aid Funds

11.1 What amount of literacy incentive aid was received in the 2024-2025 school year?

\$27,531.00

11.2 What amount of literacy incentive aid was spent in the 2024-2025 school year?

\$27,531.00

11.3 Check all eligible uses of literacy incentive aid for which funding was applied in the 2024-2025 school year. Check all that apply:

- ☐ Professional development on using evidence-based literacy screening and progress monitoring tools.
- ☒ MDE approved READ Act professional development (LETRS)
- ☐ Contracting or employing a District Literacy Lead
- ☒ Employing a reading intervention specialist
- ☒ Approved literacy screeners (this can include materials, training and coaching)
- ☐ Cost of substitute teachers to all teachers to complete literacy professional development
- ☒ Stipends for teachers completing literacy training
- ☐ Not applicable

Read Act Literacy Aid

11.4 What amount of READ Act Literacy Aid was received in the 2025 fiscal year? \$25,162

11.5 Check all eligible uses of READ Act Literacy Aid for which funding was applied in the 2024-2025 school year?

- ☐ Professional development on using evidence-based literacy screening and progress monitoring tools
- ☐ MDE approved READ Act professional development (LETRS)
- ☐ Contracting or employing a District Literacy Lead
- ☐ Employing a Reading Interventionist Specialist
- ☐ Approved Literacy screeners (this can include materials, training and coaching)
- ☐ Cost of substitute teachers to allow teachers to complete literacy professional development
- ☐ Stipends for teachers completing literacy training
- ☒ Curriculum reviewed by MDE that was rated as highly aligned
- ☒ Reading Intervention (curriculum, training, materials)
- ☐ Other options, please explain: _____
- ☐ Not applicable

11.6 As of the completion of this Local Literacy Plan, how much READ Act Literacy Aid remains in the required reserved account? \$25,162

11.7 If funds remain, describe the plan for spending remaining funds. The school district is currently assessing its curriculum needs and developing a plan on how to spend the remaining Read Act Literacy Aid.

Section 12. Screening Summary Count Grade K-3

12.1 Summary data for students in grades kindergarten through grade three: the number of students universally screened, at or above benchmark in the fall, winter and spring.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Winter	Number of Students at or Above Benchmark Winter	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring
KG	41	20	43	28	43	29
1 st	45	31	47	28	48	28
2 nd	40	26	39	25	42	24
3 rd	49	27	49	28	49	27

Section 13. Dyslexia Screening Summary Student Counts Grade K-3

13.1 What process was used to administer the Nonsense Words subtest in Grade 2 and 3?

- ☒ Integrated: All students in Grades 2 and 3 were administered the Nonsense Words Subtest.
- ☐ Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy reate were used to determine which students received the Nonsense Words subtest as required by MDE
- ☐ Gated: ONLY Oral reading fluency words correct per minute was used to determine which students received the nonsense words subtest.
- ☐ Gated: ONLY oral reading fluency accuracy rate was used to determine which students received the Nonsense Words subtest
- ☐ Grade Level not served

13.2 What criteria were used to identify students demonstrating characteristics of dyslexia?

- ☐ MDE Composites
- ☐ Vendor composites using Vendor benchmarking
- ☒ Vendor composites using district set benchmarks
- ☐ Other, Explain: _____
- ☐ Grade level not served

13.3 Provide the following dyslexia screening summary data for students in grades kindergarten through grade three.

Grade	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	43	2
1 st	48	9
2 nd	42	11
3 rd	49	6

13.4 Does the district plan to make changes to dyslexia screening in grade K-3 in the 2025-2026 school year?

- ☐ Yes
☒ No

Section 14. Dyslexia Screening Summary Student Counts Grade 4-12

14.1 Identification of characteristics of dyslexia student count will be entered into a table

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Identified with Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4 th	51	19	10	0
5 th	47	23	7	1
6 th	50	23	7	0

7 th	48	17	5	0
8 th	47	20	11	0
9 th				
10 th				
11 th				
12 th				