



Local Literacy Plan Template: 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. 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: May 30, 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 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

1. To refine the process of identifying students in need of reading support.
2. To provide teachers with guidance toward professional learning to support student's literacy development.
3. To support the intervention process which will allow students to accelerate their reading achievement to achieve grade level reading performance.
4. 85% of our students will show fall to spring growth as measured by FastBridge using Areading, Early Reading, and CMBR.

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 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 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: CMBReading 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 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 checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
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)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Students at Martin County West are tested three times a year (Fall, Winter, and Spring) through FastBridge. This data gives us a measure on where kids are year to year and the growth that happens throughout the year. When a student is identified as not reading at grade level, the parents will receive a letter that explains what intervention services their student will be getting. At MCW we offer grade level interventions, title one pull out time, and ReadingCorps. Students who are not reading at grade level will automatically be placed in grade level reading interventions to receive intense interventions immediately. Students then also could receive ReadingCorps or a Title One pull out. Parents, Students, and Classroom Teacher sign the compact and that is returned to the school.

Families will receive a progress report every six weeks to let parents know where their child is. 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 a parent teacher conference three times a year.

The Martin County West School District will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, or to foster parental involvement.

The Martin County West School District will offer a flexible number of meetings, such as meetings in the morning or evening, Back-to-School conferences and Parent/Teacher conferences are offered at various times throughout the morning, afternoon, and evening. Parent teacher conferences are offered three times a year and are used to discuss student progress and goals established.

The Martin County West School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the activities specifically described below: The district will work to keep parents informed of activities, events, parenting tips and learning opportunities, and MCW news in a variety of ways including, but not limited to: a regularly updated web portal for the district/schools, the district newsletter, local newspapers, Parent/Teacher conferences throughout the year, Character Strong parent letters and information supporting the activities of the PTA, classroom/school activities, letters/notes home, and other communications (E-mail, infinite campus connections, social media such as FaceBook and Twitter, phone, face-to-face).

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	47	23	53	24	0	0
1 st	41	18	42	12	3	3
2 nd	53	16	52	17	0	0
3 rd	48	21	48	23	0	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	43	32	2	1
5 th	52	31	0	0
6 th	45	23	1	1
7 th	46	22	0	0
8 th	37	15	0	0
9 th				
10 th				
11 th				
12 th				

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

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	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	Comprehensive	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

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	McMillan/McGraw-Hill Language Arts	Comprehensive	Whole class 60 min per day
7 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day
8 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day
9 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day
10 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day
11 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day
12 th	Teacher created novel based units and skills	Comprehensive	Whole class 60 min per day

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.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

-Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Our school is in the process of selecting a comprehensive reading curriculum for Tier 1 reading instruction. We will work to ensure that all staff are trained in implementing the curriculum with fidelity.

-Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponents 3.2 and 3.3 of the MnMTSS framework.

After students have completed the fall benchmark testing for Fastbridge. Our reading interventionist will dig through the data and work to compile groups of students based on ability and what skills are needed to be worked on in a small group setting. Students who are identified as reading on grade level or above (Tier 1) will do an intervention to their level in the classroom with a teacher of that grade level. Students who are performing below grade level (Tier 2) will receive a small group intervention with our Title One or Reading Interventionist during our Grade level intervention time. Students who are Tier 3 will receive special education services during grade level intervention.

At Martin County West any student who is not reading at grade level is progress monitored weekly through FastBridges' progress monitoring system. Students will be tested each week to work on their skill. K&1 work through any skills that they are missing ranging from letter names, letter sounds, segmenting words, blending words, decodable words and nonsense words. Grade 2-6 work on fluency at the correct grade level to see if their rate of words per minute increases. However, our grades 2-6 can also still work on the other skills listed in addition to the CMBR if necessary.

Once a student is performing at the 50th percentile they are eligible to exit Title One and Reading Intervention and join the group of students working on skills that are at grade level.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

The District Staff Development team and administration plan ongoing professional development that includes curriculum mapping of standards, standards based instruction and assessment planning, and the use of formative assessments to identify student strengths and weaknesses. Time is provided for Professional Learning Communities (PLCs) to collaborate and plan while maintaining a focus on data analysis to help ensure student achievement. Much of the professional development specific to reading instruction will be provided to teachers on staff development days and at regularly scheduled Professional Learning Community meetings as teachers explore the Science of Reading and establish criteria to use for the selection of reading curriculum as the district moves through the curriculum cycle.

In addition to the professional development listed above, our school district is undergoing LETRS training next year for all staff members who need to take that training in Phase One. Through LETRS training staff participating in the training will have to do "Bridge to Practice " activities that will allow them to start implementing things into their classrooms right away. Through our LETRS training our staff will be able to implement a new curriculum through the science of reading approach.

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	2	2	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	11	0	0	11
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	0	1	7
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	6	0	0	6
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	6	0	2	4

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	7	0	0	7
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 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	5	0	2	3

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

As Martin County West begins with our curriculum cycle for a new ELA curriculum. We will start with researching for a curriculum that fits the criteria of the Science of Reading and the READ Act. After researching we will begin the selection process for choosing that correct curriculum. While researching and choosing our curriculum our staff will be completing LETRS training for Phase One. Our new curriculum will be implemented in the 2025 school year. As with any new curriculum, we will make sure that appropriate training is completed for that curriculum and check-ins are made throughout the year to make sure that teachers are supported.

Martin County West will always continue to refine our intervention process to fit the needs of our students and to fit the Minnesota State Standards along with the READ Act.