



EASTERN CARVER  
COUNTY SCHOOLS

# LITERACY PLAN

2024-25 SCHOOL YEAR



## 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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Eastern Carver County Public School District #112

Date of Last Revision: 5/29/24

### 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

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

This literacy plan provides an overview of the comprehensive approach Eastern Carver County Schools use to meet the literacy needs of all students. The plan identifies screening assessment measures, reading instructional framework, reading resources, and intervention support provided to students in Kindergarten through Grade 12. Additionally, it identifies students that are on track to become proficient readers or helps in the identification of students who may need more targeted instruction in specific areas.

Our district goal is to provide evidence-based reading instruction and intervention through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as oral language, vocabulary, and reading comprehension skills to ensure a high level of reading proficiency for all students.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>  <b>aReading (Grades 2-3)</b>	x Grade K x Grade 1 x Grade 2 x Grade 3	<input type="checkbox"/> Oral Language x Phonological Awareness x Phonics x Fluency x Vocabulary x Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x 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?
<b>Name of Screener: FastBridge aReading (4-5) and CBMReading (4-5)</b>	x Grade 4 x 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 x Phonological Awareness x Phonics x Fluency x Vocabulary x Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x Last 6 weeks of School (Spring)
<b>Name of Screener: STAR</b>	X Grade 6 X Grade 7 X 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 X Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

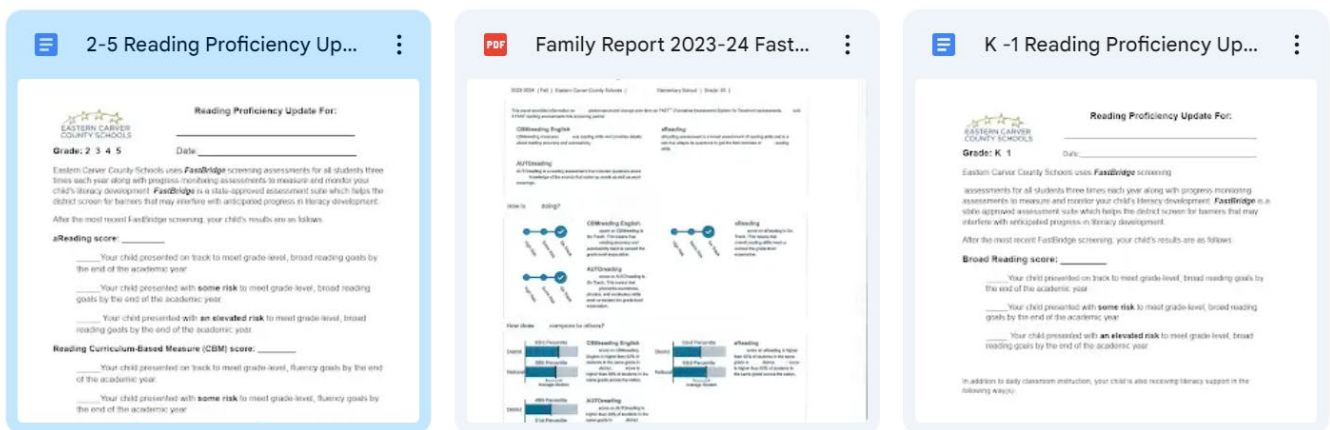
## Parent Notification and Involvement

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.

At ECCS Elementary Schools, we are committed to equipping every child with the ability to read. We are learning more about what research and evidence say to do to help each child be successful in their personalized paths to reading achievement.

Decades of research have proven reading occurs in a specific way in the brains of all people. This process does not occur naturally and must be taught through a pathway in the brain which links sounds of speech to written symbols or letter patterns. This process is called orthographic mapping. It is our goal to help students build a giant 'letter box' of retrievable words which will translate into fluent reading followed closely by comprehension. ECCS educators value collaboration with our district families and ensure parents and caregivers are informed about their child's literacy achievement and intervention support.

In addition to sharing literacy screening data with parents at conferences held twice a year with an option to have an interpreter present as needed, we send home Reading Proficiency forms, or the Family Engagement document printed directly from FastBridge Learning (all pictured below) with screening scores and a description what the scores mean for each child. ECCS publishes on its website a reading proficiency report including data with ethnic groups, gender, and free and reduced lunch status sharing the number and percentage of students meeting the reading proficiency benchmark at the end of each grade.



Parents and caregivers are included in the iTeam process and are notified when their child will be a part of the i-team conversation. This is not the first time information is shared regarding a concern about their child's reading. Families provide information and insights about their child as a learner. Throughout the intervention process, progress is monitored and shared with the partnered team by phone, in person and/or writing. Following an intervention, parents and/or caregivers continue to

participate in discussions about the results and the follow-up measures that will be put in place to continue monitoring the child's achievement. This may include a referral for a possible educational assessment. In order for a child to complete an educational assessment, families must give consent. If an educational assessment is conducted, conclusions are reported to the iTeam. If a child qualifies for special education services, the building continues to monitor their reading progress; however, the special education case manager collects the student achievement data. If a student does not qualify for special education services, the student returns to the iTeam and continued targeted interventions are planned, monitored and evaluated until the student is successfully able to meet grade level expectations.

Intervention teachers participate in conferences whenever possible to share the evidence-based intervention strategies utilized when working with their child. We also have an elementary [MTSS district website](#) available for families to view ECCS interventions and the intervention framework. ECCS has a [literacy engagement site](#) with valuable resources for parents or caregivers to enjoy with their child from home to help support literacy goals. The following links are shared with parents on the ECCS literacy site:

- [Recognizing letters names](#)
- [Fun with letter sounds](#)
- [Listen to a story](#)
- [Recognizes/hears sounds in words](#)
- [Rhyme Time](#)
- [Reading Fluency Activities](#)

# 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 3<sup>rd</sup> 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	638	471	631	455	631	176
1 <sup>st</sup>	650	344	661	453	661	208
2 <sup>nd</sup> (cbm)	637	377	639	450	639	189
3 <sup>rd</sup> (cbm)	658	425	663	445	663	218



## 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
4 <sup>th</sup> (cbm)	695	222	695	222
5 <sup>th</sup> (cbm)	575	197	575	197
6 <sup>th</sup>	630	322	0	0
7 <sup>th</sup>	632	294	0	0
8 <sup>th</sup>	625	354	0	0
9 <sup>th</sup>	0	0	0	0
10 <sup>th</sup>	0	0	0	0
11 <sup>th</sup>	0	0	0	0
12 <sup>th</sup>	0	0	0	0

## 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	Soday Essentials Being a Reader Being a Writer	Soday Essentials: Foundational Skills Being a Reader/Writer: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes
1 <sup>st</sup>	Soday Essentials Being a Reader Being a Writer	Soday Essentials: Foundational Skills Being a Reader/Writer: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes
2 <sup>nd</sup>	Soday Essentials Being a Reader Being a Writer	Soday Essentials: Foundational Skills Being a Reader/Writer: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes
3 <sup>rd</sup>	Soday Essentials Being a Reader Being a Writer	Soday Essentials: Foundational Skills Being a Reader/Writer: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes
4 <sup>th</sup>	Soday Essentials Units of Study	Soday Essentials: Foundational Skills Being a Reader: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes
5 <sup>th</sup>	Soday Essentials Units of Study Being a Writer	Soday Essentials: Foundational Skills Being a Reader: Comprehensive	110 minutes Whole Class: 50 minutes Differentiated Instruction: 60 minutes

## 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 <sup>th</sup>	Units of Study in Reading	Comprehension, writing	54-minutes classes
7 <sup>th</sup>	Units of Study in Reading	Comprehension, writing	54-minutes classes
8 <sup>th</sup>	Units of Study in Reading	Comprehension, writing	54-minutes classes
9 <sup>th</sup>	Pre-AP Framework English 1	Comprehension, writing, vocabulary	Modified block - 3x57 minutes + 1x90 minutes
10 <sup>th</sup>	Teacher-created curriculum	Comprehension, writing, vocabulary	Modified block - 3x57 minutes + 1x90 minutes
11 <sup>th</sup>	Teacher-created curriculum	Comprehension, writing, vocabulary	Modified block - 3x57 minutes + 1x90 minutes
12 <sup>th</sup>	Teacher-created curriculum	Comprehension, writing, vocabulary	Modified block - 3x57 minutes + 1x90 minutes

## 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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

*Discuss if and how the district is implementing a multi-tiered system of support framework.*

*Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.*

ECCS offers evidence-based, systematic, and multisensory reading intervention options for primary and intermediate readers at the beginning stages of reading through the making meaning process.

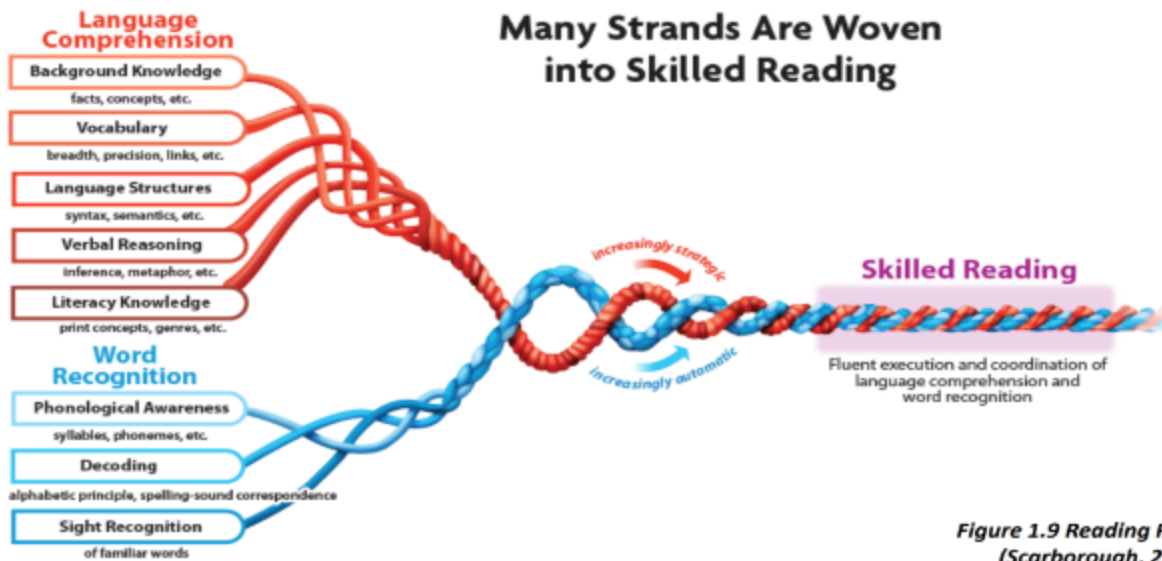
ECCS follows a Multi-Tiered System of Support (MTSS) to ensure all students are able to receive literacy support as informed by universal screening. Our intervention decisions begin with universal screening with the FastBridge assessment suite for all students along with classroom formative assessments and additional diagnostics for students who may present in a risk category or display characteristics of dyslexia. Students in Grades K-5 who are identified in a risk category for not meeting screening or performance benchmarks are provided with instruction through targeted literacy interventions. This time provides students with 20-30 minutes of daily small group or individual instruction targeting the specific needs of each student.

Aligning with the Science of Reading, ECCS interventionists ensure all interventions are grounded with explicit and systematic instruction and target the greatest literacy support need/s for each student. Interventions are supplemental to core reading instruction. FastBridge benchmarks are used as our criteria for students who will receive intervention. Students who present in a risk category will be assigned a tier 2 or 3 targeted intervention in a small group setting with students who have similar support needs. If the data presents this need, students may be working in a paired group or one on one with an interventionist.

All interventions procedures and resources are informed from the **Simple View of Reading** as developed by Philip B. Gough and William E. Tunmer (1986) and shared from Waterford.org and **Scarboroughs Reading Rope** developed by Hollis Scarborough (2001).



# Multi-Tiered Interventions

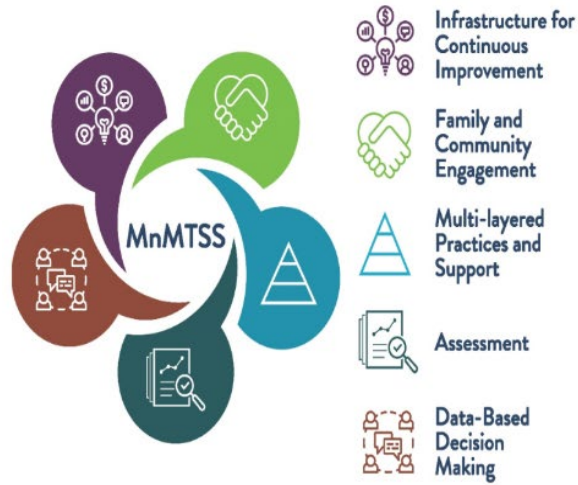


**Figure 1.9 Reading Rope**  
(Scarborough, 2001)

Students participating in targeted interventions are progress monitored weekly. Progress monitoring informs adjustments or changes to the targeted intervention to ensure the intervention is having the desired effect on student achievement. Progress monitoring graphs are discussed during PLC meetings to see if any changes are needed or to see if the student is ready to exit the intervention and be successful with core literacy instruction. If a student has two of the last three data points at the next screening season's benchmark or the end of the year benchmark for kindergarten, educators will make a collaborative decision to exit the student from the intervention and continue support within the classroom. ECCS desires continued literacy success after students exit the intervention, so progress monitoring will continue for a few more weeks to ensure student continued success at grade level without the previous intervention support.

Below please find our districts MTSS Framework as adopted from the MDE MTSS graphic.

# MTSS Framework



Component	Subcomponent
1: Infrastructure for Continuous Improvement	1.1 Vision, Mission, Policy, Procedure
	1.2 Leadership
	1.3 Beliefs
	1.4 School Climate
	1.5 Professional Learning Supports
	1.6 Collaborative Linked Teams
2: Family and Community Engagement	2. Family Engagement
3: Multi-layered Practices and Supports	3.1 Universal (Core)
	3.2 Supplemental (Intervention)
	3.3 Intensive (Intervention)
4: Assessment	4.1 System Evaluation
	4.2 Universal Screening
	4.3 Progress Monitoring
	4.5 Outcomes Assessment
5: Data- Based Decision Making	5.1 Accessable and Integrated Data Systems
	5.2 Educational Decision Making



## 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.*

To ensure literacy educators in Eastern Carver County Schools are provided with exceptional, evidence-based professional learning, to support each learner's optimal learning development, and to align with MN legislation (READ ACT), ECCS will continue to focus on literacy for the 2024-2025 school year. Pre-K-5 literacy educators, K-5 ML educators, elementary-based instructional coaches, K-12 reading interventionists, and E-12 special education educators will participate in structured literacy training with Online Language and Literacy Academy through CORE Learning with three hours of synchronous training (virtual group instruction) and 40-50 hours of asynchronous training (online modules and print reading).

The online asynchronous training modules will begin on July 1, 2024, when the CORE learning modules will open. Participants will have two options for synchronous, live web-based check-in sessions and will choose either option A or B:

- Option A Synchronous Meetings:  
August 29, 2024, at 2:00  
November 1, 2024, at 2:00  
January 21, 2025, at 2:00
- Option B Synchronous Meetings:  
November 1, 2024, at 9:00  
December 2, 2024, at 9:00  
February 28, 2025, at 9:00

Documented successful training using CORE Learning criteria will be turned into the district no later than June 30, 2025. Completion criteria is as follows:

Completion of OL&LA's 9 modules and required activities and assignments:

Each module is rooted in principles of Structured Literacy, focusing on the practical application of evidence-based reading research for students with diverse language backgrounds like Multilingual Learners, English language variety speakers, and students with dyslexia.

- Module 1 Welcome
- Module 2 Big Picture: Spoken Language, Reading, and Word Structure
- Module 3 Effective Instruction: Language and Early Literacy
- Module 4 Phonics, Decoding, and Irregular Words
- Module 5 Multisyllabic Words, Spelling, and Fluency
- Module 6 Vocabulary: Spoken and Written Language
- Module 7 Syntax: The Structure of Language and Writing
- Module 8 Comprehension: Language and Reading
- Module 9 Assessing Reading

The required activities and assignments found in the nine OL&LA modules:

These include:

- Pre-Knowledge Checks
- Post Knowledge Checks
- End-of-Module Knowledge Checks with a score of 80% or higher - can retake the Post Knowledge Checks until the desired score has been reached. (40% of grade)
- Community Chats (one original post and a minimum of one reply)
- In Practice Activities
- Write-to-Learn Activities
- Section Reflections
- Videos from Experts in the Field / Classroom Videos
- Quick Checks and Interactives

Completion of all of the activities above (40% of grade)

The Online Portfolio (20% of grade) is made of 3 in practice activities, 3 community chat posts, and 3 write to learn activities. These items are hand scored using a three-point rubric to evaluate the quality of the response.

To successfully pass the Online Language and Literacy Academy, you must have a final overall course score of 80% or higher.

Additional details about ECCS's Science of Reading/structured literacy training plan is shared with participants on our district's website and through this [informational flier](#).

ECCS will continue to collect screening data through our MTSS process three times a year in order to monitor our continuous improvement model. The future goal of ECCS is to see improved literacy achievement as seen through our FastBridge benchmark data. The goals of ECCS as structured literacy professional learning are completed and aligned with our district literacy resources and the new ELA MN Standards is for greater teacher understanding of what needs to be elevated and targeted through core instruction, less need for intervention resources, and higher literacy achievement for all students.



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.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	13	0	0	13
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	139	0	0	139
Grades 4-5 (or 6) Classroom Educators (if applicable)	64	0	0	64
K-12 Reading Interventionists	22	0	0	22
K-12 Special Education Educators responsible for reading instruction	102	12	0	93
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	14	0	0	14

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	115	0	0	Grades 4-5: 64 (Part of Phase 1 in ECCS)
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	17	0	0	17
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	9	0	0	9
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## 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.*

The future goal of ECCS is to see improved literacy achievement as seen through our FastBridge benchmark data. The goals of ECCS as structured literacy professional learning are completed and aligned with our district literacy resources and the new ELA MN Standards is for greater teacher understanding of what needs to be elevated and targeted through core instruction, less need for intervention resources, and higher literacy achievement for all students.

ECCS will continue to support all teachers who are not able to participate in structured literacy training through CORE Learning to be able to participate the following year with CORE Learning. All teachers who complete CORE Learning training by the end of the 2025 school year will be supported with ongoing coaching through our district literacy lead in collaboration with building instructional coaches.

As a part of the [current assessment plan](#) in the elementary buildings, ECCS will add diagnostic assessments for Grade 2-5 students who present in a risk category on the FastBridge CBMreading assessment to better target intervention needs. ECCS would like to explore an oral language screening assessment for students in Grades K - 3.

In our middle schools, a new programming schedule has allowed for regular interventions at an appropriate dosage for improvement in fundamental skills, however the high schools still need to develop an appropriate vehicle for providing supplemental interventions. Teaching and Learning staff will continue to research and identify research-supported interventions for adolescents.