



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: South Washington County Schools

Date of Last Revision: June 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.

In order to prepare all students for college and career readiness, the goal of South Washington County Schools (SoWashCo Schools) is for students to achieve grade level proficiency or higher by the end of each grade level. To meet this goal, our focus is on increasing literacy acquisition at the end of each grade level.

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:	<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)
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.

Parents and families are informed of student progress at regularly scheduled parent/teacher conferences during each school year. During this time teachers will share ways they are supporting the readers in the class and if they are in any pull-out interventions.

The Independent Reading Level Assessment (IRLA), an individually-administered assessment, is used to determine reading achievement. This assessment measures reading accuracy, fluency, vocabulary, and comprehension while teachers observe student reading behaviors. Students meeting grade level expectations are on track to becoming proficient readers.

IRLA + Progress Report + Conferences + Skills Card (Ways to support at home) + District supported interventions

In addition, parents will receive their child's progress report at the end of the year with the statement "I can read end-of-the-year grade-level text accurately and fluently for purpose and understanding". A four indicates they have exceeded the benchmark, a three indicates they have met the benchmark for the year, a two means they have partially met the benchmark and one means they have not met the benchmark.

Parents receive timely information and ideas from the classroom teacher and the building reading specialist on how to help their child read at home and information on other resources available within and outside of the school district. Below is an example of such communication:

All children benefit from additional reading and writing practice at home. Here are some ways you can support your child's reading and writing development:

- Visit the local library regularly.
- Help your children choose interesting, enjoyable books that won't be frustrating.
- Read to and with your children. Read favorite books again and again!
- Talk with your children about books they are reading.
- Encourage your child to write: make lists, write notes and/or record experiences in a journal.
- Build background knowledge and vocabulary by talking about new experiences.

Parents and families are informed of student progress at regularly scheduled parent/teacher conferences during each school year.

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						
1 st						
2 nd						
3 rd						

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				
5 th				
6 th				
7 th				
8 th				
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	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60
1 st	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60
2 nd	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60
3 rd	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60
4 th	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60
5 th	American Reading Company	Foundational Skills, Knowledge Building, Comprehensive	Whole Group: 30 Differentiated Instruction: 60

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			
7 th			
8 th			
9 th			
10 th			
11 th			
12 th			

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?

South Washington County Schools is currently in the process of implementing SoWashCo MTSS which is based on the MNMTSS framework. At the beginning of our journey, there were district level leaders that attended the MDE professional learning cohorts. During these meetings, the Self-Evaluation of MNMTSS for District Leadership Teams. From the self-evaluation, the components that have been identified for improvement are: Multilayered Practices and Supports, specifically Tier 2, supplemental interventions.

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.

Currently, for elementary, South Washington County Schools uses Independent Reading Level Assessment (IRLA) to determine Tier I targeted evidence-based reading instruction. From the IRLA scores, students are placed in a schedule to meet with the teacher (Equitable Conference Schedule). To form these schedules, teachers use multiple data points from the IRLA to differentiate instruction based on current student needs.

Currently, for secondary, South Washington County Schools uses Measures of Academic Progress, D and F reports, and credit attainment to monitor fidelity and intensifying/modifying Tier I instruction.

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 subcomponent 3.2 and 3.3 of the MnMTSS framework.

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.

In SoWashCo Schools, we believe in investing in our teachers. We have created a staff development model that ensures that all teachers have access to a high level of professional development in literacy in order to ensure highly qualified teachers in every classroom. We believe in job-embedded professional development that ensures teachers receive ongoing instruction in best practices. Below are some of the ways we work to ensure high quality instruction in the classroom:

- Reading Specialists: Each of our elementary buildings employs a licensed reading specialist. A major responsibility of the reading specialist is to provide coaching support to teachers to ensure that high quality core instruction and intervention is happening daily, in and out of the classroom, to meet the needs of all students.
- Instructional Coaches: Our instructional coaches offer support to ensure that teachers are supported in best educational practices, effectively using data to guide instruction and building a safe and supportive climate in their classrooms..
- Alternative Teacher Performance Pay System Teacher Leader (ATPPS): *ATPPS is a unique school improvement program. Each District/site designs a program to meet their specific needs. There are 5 basic components that each plan must address: Career Ladder, Job Embedded Professional Development, Teacher Observation, Performance Pay, & Alternative Salary Schedule*
- A professional learning community (PLC) is an organizational structure by design that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. In addition to our job-embedded coaches, each of our buildings meets in regular monthly PLCs. The focus of these PLCs is student achievement, where teachers regularly review student data as part of ongoing cycles.
- Literacy Training for New/Probationary Teachers: Classes are offered to new and probationary elementary teachers that focus on each of the components of a comprehensive literacy model of instruction. These classes are also open to continuing contract teachers as a refresher. Additional classes and workshops are available to all teachers during the year to ensure that all teachers are kept abreast of best practices in literacy instruction.

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	89	0	0	89
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	237	0	0	237
Grades 4-5 (or 6) Classroom Educators (if applicable)	107	0	0	107
K-12 Reading Interventionists	28	0	0	28
K-12 Special Education Educators responsible for reading instruction	100	0	0	100
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	107	0	0	107

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	168	0	0	168
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	11	0	0	11
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	372	0	0	372
Grades 6-12 Instructional support staff who provide reading support	50	0	0	50
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	5	5	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.

To improve literacy instruction, the district will be implementing a MTSS system for all students K – 12. There will be an intentional focus for grade level teams and departments to pick promise standards. Create common formative and summative assessments based on the promise standards and implement a teaching-assessing cycle.

All South Washington County School licensed staff will be trained in one of the recommended MDE literacy training modules by the end of the 2024 – 2025 school year.

There will be a core group of staff at each elementary building that will be trained on progress monitoring and a district wide intervention calendar will be put into place. Intervention teachers will also be provided with a common intervention resource.