LOCAL LITERACY PLAN

Winona Area Public Schools

2025-2026

The Winona Area Public Schools Literacy Goal

The Winona Area Public Schools ensures all students are meeting standards in reading, writing, speaking, and listening skills through learning opportunities that accelerate growth and lead to academic success through a structured literacy approach that focuses on the key concepts of phonemic awareness, phonics, fluency, vocabulary, comprehension, writing and oral language.

Local Literacy Plan Committee Members

Brad Berzinski,
Superintendent

Kristie O'Brien
Director of Learning and Teaching

Emily Cassellius
Principal of Jefferson Elementary School

Stacy Rasmussen
Tier 2 Instructional Coach, Title I Coordinator, G & T Coordinator

Wendy Harward
Director of Special Education

Ying Hou
Assessment Coordinator

Table of Contents

LOCAL LITERACY PLAN **1**
Winona Area Public Schools **1**
2025-2026 **1**
Local Literacy Plan Committee Members **1**
Table of Contents **2**
WAPS Literacy Plan Overview **3**
WAPS Broad Literacy Goal: 3
WAPS 2025-2026 Literacy Goal: 3
The Minnesota Reading to Ensure Academic Development (READ) Act: 3
WAPS Local Literacy Plan Purpose: 3
Curriculum and Instruction **4**
Literacy Curriculum Review Process & Professional Development 4
Three Models of Reading and the Essential Components of Literacy* 5
Assessing Literacy Growth and Achievement **7**
Assessment Tools 7
Data Analysis, Interventions & Progress Monitoring 8
Elementary WAPS Assessment Schedule 9
WAPS' Elementary Literacy Cut Scores 9
Screening for Dyslexia 10
Family Communication, Engagement & Reporting **11**
Other Forms of Communication: 11
Family Literacy Resources* **12**
References **13**

WAPS Literacy Plan Overview

WAPS Broad Literacy Goal:

Winona Area Public Schools (WAPS) is committed to ensuring that all students meet standards in reading, writing, speaking, and listening. We provide learning opportunities designed to accelerate growth and lead to academic success through a structured literacy approach. This approach focuses on key concepts, including phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and oral language.

WAPS 2025-2026 Literacy Goal:

As outlined in the WAPS Comprehensive Achievement and Civic Readiness plan, every grade will increase the percentage of students meeting literacy benchmarks, as measured by FASTBRIDGE assessments, by 3% from Fall 2025 to Spring 2026.

The Minnesota Reading to Ensure Academic Development (READ) Act:

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation 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. The READ Act replaces Read Well by Third Grade (RWBTG) and is in effect as of July 1, 2023. Access and read the full legislation under Minnesota Session Law, Chapter 55, Article 3, READ Act.

WAPS Local Literacy Plan Purpose:

The goal of the Minnesota State READ Act serves as a guiding principle for our literacy plan. We are dedicated to ensuring that every child in our district reads at or above grade level by providing evidence-based instructional strategies aligned with the Minnesota state ELA standards and comprehensive reading science. Our plan includes targeted interventions and personalized support. We also recognize the importance of addressing the unique needs of multilingual learners and students receiving special education services. Through collaboration with educators, families, and community partners, we work diligently to create equitable opportunities for all students to achieve success in literacy and beyond.

Curriculum and Instruction

WAPS Core Literacy Resources:

- K-4: Intro Reading (HMH)
- G5-9: myView & myPerspectives (Savvas)
- G10-12: Teacher-developed standards-based units utilizing several supplemental resources for literacy instruction targeting reading, writing, speaking, and listening skill development.

Literacy Curriculum Review Process & Professional Development

Year:	Activity:
2024-2025	• 100% of Phase 1 faculty hired before Fall 2023 completed CORE Learning's Online Language & Literacy Academy (OL&LA). • Most phase 2 faculty completed CORE Learning's OL&LA. • Two faculty members completed CORE Learning's OL&LA Cohort Leader (OCL) professional learning. • WAPS articulated clear expectations for literacy instruction via the resource HMH Into Reading. • 100% of MN State ELA Standards were implemented. • 100% of WAPS standards-aligned literacy pacing guides from Kindergarten through Grade 12 were completed.
2025-2026	• 100% of phase 1 faculty hired between Fall 2023 and June 2024 will complete the OL&LA course. • The new phase 1 faculty hired for 2025-2026 will complete the OL&LA course. • More phase 2 faculty will complete the OL&LA course.
On-Going	• WAPS instructional coaches coach and support teachers in reading instruction and the implementation of the HMH Into Reading resource. • All teachers participate in grade-level Professional Learning Communities (PLCs) twice a month, engaging in collaborative inquiry based on student reading growth and achievement data. Grade-level teams have dedicated time to develop and revise standards-based literacy scope and sequences, lesson plans, and create common assessments. • WAPS teachers and leaders analyze universal screening literacy data to inform their instruction, focusing on reading fluency and accuracy, letter sounds, word decoding, word segmenting, phonemic awareness, word analysis, vocabulary development, and comprehension. Students who are not making adequate progress toward grade-level proficiency receive targeted interventions, and their progress is monitored through our multi-tiered systems of support (MTSS) framework.

Three Models of Reading and the Essential Components of Literacy*

*The following section is from Oregon's Early Literacy Framework, 2023.

The following five reading models reflect past and present research findings and hold important insight into how children acquire literacy skills that are paramount for shaping and reshaping how literacy instruction is approached and designed. While there are many models of reading, these are commonly used models to illustrate the core ideas of reading research:

1. The Five Pillars of Reading

2. The Simple View of Reading

3. Scarborough's Rope

These models are not methods, techniques, or programs; they help educators understand the interrelated components, or smaller parts, that comprise reading and writing. No single reading model captures all of the components; for this reason, it is important to draw from multiple models.

1. **The Five Pillars of Literacy Instruction**

   In 2000, the National Reading Panel identified five components as part of a comprehensive system for English literacy instruction:

   • **Phonemic awareness:** an awareness of, and the ability to, manipulate the individual sounds (phonemes) in spoken words.

   • **Phonics:** the study and use of sound/spelling correspondences and syllable patterns to help students read written words.

   • **Fluency:** reading text with sufficient speed, accuracy, and expression to support comprehension.

   • **Vocabulary**: the body of words and their meanings that students must understand to comprehend text.

   • **Text comprehension:** the ability to make meaning using specific skills and strategies, vocabulary, background knowledge, and verbal reasoning skills.

   Over the last two decades, research has built on the above original components to include oral language and written expression as additional ingredients to cultivate students' literacy development:

   • **Oral language:** "Sometimes called spoken language, oral language includes speaking and listening— the ways humans communicate. Oral language skills provide the foundation for word reading and comprehension. They are at the heart of listening and reading comprehension, as a predictor for both."

   • **Writing** (written expression and spelling): Writing was added, "due to the reciprocal relationship between written expression and text comprehension."84 (See Section 6: Writing, Reading Comprehension, Vocabulary, & Background Knowledge)

2. The Simple View of Reading

Gough (1986) theorized that the two most essential components of being able to read are the ability to decode (word recognition) and the ability to comprehend the language of text (spoken language). Both must be present for reading comprehension to be possible. This reinforces the importance of early oral language development, composition, both before and during the early grades - beginning formal schooling with strong oral language paves the way for reading comprehension as students learn to decode and recognize words.

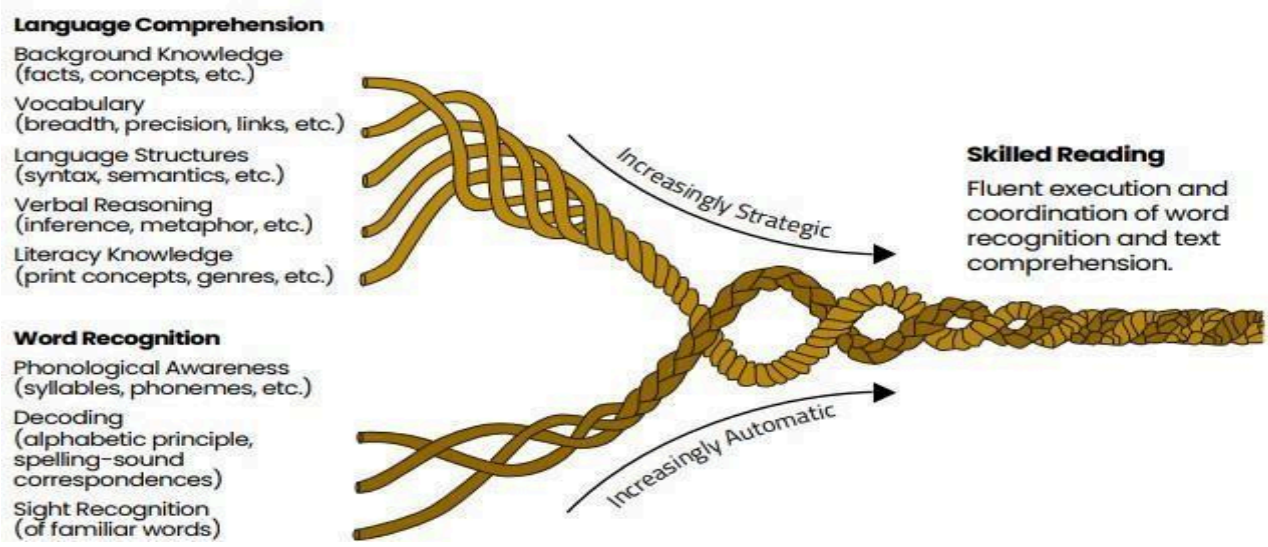
See a visual representation of the Simple View of Reading below.



3. Scarborough's Reading Rope

Scarborough's Reading Rope is a visual metaphor for developing skills over time that expands upon the essential components of the Simple View of Reading. This model asserts that, for either of the two essential components of reading (decoding and language comprehension) to thrive, students need to be taught the skills necessary for each of those two domains. In their development, these subcomponents intertwine and become increasingly strategic and automatic to develop fluent, skilled reading. This interweaving of skills can occur early in literacy development and continues as students become more skillful readers.

See a visual representation of Scarborough's Rope below.



Assessing Literacy Growth and Achievement

WAPS uses multiple measures to assess literacy growth and achievement.

Assessment Tools

FastBridge

All kindergarten-fourth-grade students are assessed three times a year using FastBridge universal screeners. Students scoring below the target will also be progress monitored with FAST. FAST collects the data and charts the growth of each child.

HMH Into Reading Assessments (Arriba la Lectura for the Spanish Dual Language Immersion school)

Classroom teachers in Grades Kindergarten through 4 use formative and summative assessments from the core literacy resource, Intro Reading (or Arriba la Lectura), to assess students' attainment of literacy standards and learning targets.

ACCESS Test

English learners take the ACCESS test, which measures their academic English language growth and proficiency in reading, writing, speaking, and listening.

Data Analysis, Interventions & Progress Monitoring

WAPS teachers and leaders analyze literacy data to inform instruction, including reading fluency and accuracy, letter sounds, word decoding, word segmenting, phonemic awareness, word analysis, vocabulary development, and comprehension. Students who are not making suitable progress toward grade level proficiency receive targeted interventions and are progress monitored through our multi-tiered systems of support (MTSS).

When a Concern is Identified: The Steps

1. **Tier 1 / Through PLCs:**
    a. **Meeting 1:** Teachers participate in collaborative data inquiry around student work and data, and plan for students of concern within tier 1 settings. Teachers use diagnostic tools to identify areas of concern and plan classroom universal interventions.
    b. **Meeting 2:** Teachers evaluate universal intervention progress after 4-6 weeks. If classroom interventions are unsuccessful, the student moves to Tier 2.
2. **Tier 2 / Student Support Team**
    a. The Student Support Team reviews the student's data and determines additional support needs.
    b. Reading Corp or Title I teachers provide individual or small group interventions and monitor students' progress. Student progress is evaluated weekly and discussed at SST every 6 weeks or sooner if needed.
    c. If progress is made, interventions continue. If not, interventions are changed and monitored.
    d. Students who do not make sufficient progress are referred to Tier 3.
3. **Tier 3 / Child Study Team**
    a. The Student Success Team meets to discuss concerns about child study.
    b. After 6 weeks of intervention, data is gathered, the Child Study team meets again and continues the analysis, action planning, teaching, and assessing cycle. If sufficient progress is not made, the following may be considered:
        i. Individualized Education Plan
        ii. Functional Behavior Plan
        iii. Modified intervention
        iv. 504 plan

Elementary WAPS Assessment Schedule

Elementary WAPS Assessment Schedule 25-26					
Test	**Reading**	**Grades**	**Testing Window**	**Math**	**Grades**
FAST Fall	**earlyReading**	K-1	Sep 15-26	**earlyMath**	K-1
	CBMReading Nonsense Words	2-4 1-3	Sep 15-26	**aMath**	2-4
	aReading	2-4	Sep 15-26		
FAST Winter	**earlyReading**	K-1	Jan 14-30	**earlyMath**	K-1
	CBMReading Nonsense Words	2-4 1-3	Jan 14-30	**aMath**	2-4
	aReading	2-4	Jan 14-30		
FAST Spring	**earlyReading**	K-1	May 11-22	**earlyMath**	K-1
	CBMReading Nonsense Words	2-4 1-3	May 11-22	**aMath**	2-4
	aReading	2-4	May 11-22		
MCA	**Reading**	3-4	Jeff, WK, GV	**Math**	3-4
paper MCA, MTAS	**Reading**	3-4	Jeff, WK, GV	**Math**	3-4

WAPS' Elementary Literacy Cut Scores

Kindergarten Reading	**Fall**	**Winter**	**Spring**
Letter Sounds	3	26	41
Letter Names	14	42	50
Word Segmenting	3	25	30
Concepts of Print	7		
Nonsense Words		6	12
Onset Sounds	11	16	
Sight Words			13
Composite	32	50	64
Kindergarten Spanish Early Reading	**Fall**	**Winter**	**Spring**
Concepts of Print	6		
Spanish Letter Sounds	5	26	38
Spanish Onset Sounds	5	14	
Spanish Syllable Reading	1	12	29
Spanish Word Segmenting		21	33
Spanish Sight Words			21

Grade 1 Reading	Fall	Winter	Spring
Word Segmenting	28	31	32
Nonsense Words	10	17	22
Sight Words	16	49	65
Sentence Reading	12		
CBM Fluency		37	66
Composite	33	52	66
Spanish Grade 1 Reading	**Fall**	**Winter**	**Spring**
Spanish Sight Words	15	40	58
Spanish Word Segmenting	30	34	34
Spanish Sentence Reading	16		
Spanish Syllable Reading	19	30	40
Spanish Decodable Words (not required for composite)	6	19	32
Spanish CBM		20	45

Grade 2	Fall	Winter	Spring
CBM Fluency	56	84	101
Spanish CBM Fluency	39	61	79
Nonsense Words	22	25	28
aReading	469	481	490
aMath	197	201	205

Grade 3	Fall	Winter	Spring
CBM Fluency	87	110	125
Spanish CBM Fluency	53	63	78
Nonsense Words	28	31	33
aReading	490	498	503
aMath	204	207	209
MCA Reading			350
MCA Math			350

Grade 4	Fall	Winter	Spring
CBM Fluency	115	133	147
Spanish CBM Fluency	82	93	104
aReading	502	509	513
aMath	209	211	213
MCA Reading			450
MCA Math			450

Screening for Dyslexia

Winona Area Public Schools (WAPS) is committed to identifying and supporting students who may show signs of dyslexia.

- For students in **grades K–3**, WAPS uses **FastBridge** screeners to identify potential indicators of dyslexia.

- For students in **grades 4–12**, WAPS will begin using **CAPTI ReadBasix**, a tool designed to screen for reading difficulties, including characteristics associated with dyslexia.

Students who demonstrate signs of dyslexia benefit from **explicit, systematic, phonemic, phonetic, multisensory, intensive, and evidence-based instruction** focused on word sounds and word recognition.

WAPS provides **Tier 2 intervention services** to support students who may exhibit these indicators, helping them make progress toward reading proficiency.

Family Communication, Engagement & Reporting

WAPS communicates information about literacy progress and proficiency for students in Kindergarten through Grade 4 to parents at November and March Parent-Teacher conferences, and at the end of each quarter, at a minimum. WAPS follows the communication process below:

- Teachers will report to all families whose child scores “some risk” or “high risk” on FAST assessments at November conferences. By this time, most families have already been contacted regarding any concerns; however, conferences are an excellent opportunity to present specific data, discuss interventions, and showcase progress. Teachers have a form to fill out that informs parents of their child's progress.
- Along with notifying families about a child scoring below grade level, we report to families the specific support measures we are taking to enhance reading development (e.g., Reading Corps, Title I, classroom interventions, etc.).
- Title I, Special Ed, or Reading Corps tutors will print off students’ progress monitoring graphs and give them to teachers to share at conferences.
- Teachers may share additional progress monitoring graphs with families from FAST, including Individual Student Reports, which indicate grade-level reading equivalent information.
- After conferences, teachers document in Infinite Campus that a conference was held. Teachers note if families were notified about reading concerns and if an intervention plan was shared.

Other Forms of Communication:

School/Class Newsletters

At the K-4 level, the school buildings generate newsletters for parents that include communication regarding building activities, events, and news, and ways parents can support students at home.

School Website

Each school’s website contains information related to curriculum and instruction as well as updates on what is happening at the building and opportunities for parents to get involved.

Family Literacy Resources*

- *Amira: https://amiralearning.com/reading-game/login*
- *Book and Reading (Scholastic): www.scholastic.com*
- *Chateau Meddybumps Early Learning Resources: www.meddybumps.com*
- *Children's Picture Book Database: www.lib.muohio.edu*
- *Colorin Colorado (A bilingual site for families and educators): www.colorincolorado.org*
- *Common Core State Standards: http://www.corestandards.org/read-the-standards/*
- *Decoding Dyslexia: Minnesota: www.decodingdyslexiamn.org*
- *Department of Education Early Learning Services – Parent Resources: www.ed.gov/early- learning/resources*
- *Giggle Poetry: www.gigglepoetry.com*
- *International Dyslexia Association: http://umw.dyslexiaida.org/*
- *International Reading Association: www.reading.org*
- *Learn to Read: www.commonsensemedia.org*
- *Minnesota Center for Reading Research: http://www.cehd.umn.edu/reading/*
- *MN Dept. of Ed. (Standards): http://education.state.mn.us/MDE/EdExc/StanCurr/*
- *Minnesota Reading Association: http://mra.onefireplace.org/*
- *Navigating the School System When a Child is Struggling with Reading or Dyslexia: Navigating the School System When a Child is Struggling with Reading orDyslexia*
- *PBS Kids: www.pbskids.org*
- *PBS Kids (Ready to Learn): www.pbskids.org/readytolearn*
- *PBS Kids (Word Play): www.pbskids.org/island/preview/gamepreview*
- *Read Well: www.education.state.mn.us*
- *Reading A to Z The online leveled reading program): www.readinga-z.com*
- *Reading Activities Organized by RIT Ranges: www.community.nwea.org/node/668*
- *Reading Eggs: https://readingeggs.com/*
- *Reading Rockets: www.readingrockets.org*
- *Study Island: www.edmentum.com/products/study-island*
- *Study Zone (Upper Beginner): www.studyzone.org*
- *What Works Clearinghouse Literacy Topics: www.ies.gov*
- *The Yale Center for Dyslexia and Creativity: www.dyslexia.yale.edu/teachers*

Additional Resources:

- *ASCD (Association for Supervision and Curriculum Development): www.ascd.org*
- *CCSSO (Council of Chief State and School Officers/INTASC Standards Interstate NewTeacher Assessment and Support Consortium (INTASC): www.ccsso.org*
- *Intervention Central: http://www.interventioncentral.org/*
- *ILA (International Literacy Association: https://www.literacyworldwide.org/*
- *Learning Forward: www.learningforward.org*
- *Learning Forward Minnesota: www.learningforwardmn.org*
- *Minnesota Department of Education: www.mde.org*
- *National Council of Teachers of English: www.ncte.org*
- *Phi Delta Kappa International, The Professional Association in Education:*

www.pdkintl.org

*White Bear Lake Area Schools. (2022) *White Bear Lake Area Schools Local Literacy Plan.*

References

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, *7*(1), 6–10. https://doi.org/10.1177/074193258600700104

Reading Rockets. (2012, November 9). *Key shifts of the Common Core Standards for English Language Arts and Literacy*. https://www.readingrockets.org/article/key-shifts-common-core-standards-english-language-arts-and-literacy

Reading Rockets. (2021, June 6). *The simple view of reading*. https://www.readingrockets.org/article/simple-view-reading

Minnesota Revisor of Statutes. (n.d.). *Sec. 120B.11 MN Statutes*. https://www.revisor.mn.gov/statutes/cite/120B.11

Oregon Department of Education. (n.d.). *Standards: ELA, Oregon Department of Education: Standards: ELA: English Language Arts: State of Oregon*. https://www.oregon.gov/ode/educator-resources/standards/ELA/Pages/ELAStandards.aspx

White Bear Lake Area Schools. (2022). *White Bear Lake Area Schools local literacy plan*.