

Minnesota READ Act Literacy Plan for 2024-25

For

New London-Spicer School District (0345-01)

Date Submitted to the State 05/27/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by New London-Spicer School District (0345-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

New London-Spicer School District (0345-01)'s literacy goal(s) for the 2024-25 school year:

Kindergarten through 4th grade classroom teachers, reading intervention teachers, special education teachers responsible for reading instruction, and support staff who provide reading support will be trained in the Science of Reading through the state-approved professional development program CAREIALL. This course is designed to support educators in operationalizing the science of reading in their classrooms. Participants will gain an understanding of the latest evidence-based practices in literacy instruction, as well as the research that supports those practices and guides instructional decision-making. All Kindergarten through 4th grade classroom teachers and staff will be working towards our Prairie Woods Elementary's building goal of our 1st through 4th grade students are proficient on the FASTBridge CBM at their end of year benchmark level in the fall of 2023. Our goal is that 65% of our students will meet the end of year benchmark level or have made typical to aggressive growth on the Spring FASTBridge CBM. *World's Best Workforce Kindergarten through 4th grade teachers and the ELA committee will be reviewing the intervention process. Kindergarten through 12th grade and the ELA committee will review the current reading curriculum utilized to deliver core instruction to all students. Through this process we will examine approved curricula that meet the MDE requirements to have literacy curricula and supporting materials that are evidence-based and focused on structured literacy. Grades 5th through 8th grade will transition to using FastBridge as their screener to align with current grades Kindergarten through 4th grade. This will also meet The Read Act guidelines of providing a literacy screening tools to identify students with characteristics of dyslexia in grades 4-12. Grades 5th through 8th grade will refine reading interventions at each grade level. The New London Spicer District will hire a Director of Teaching and Learning which will oversee as the Literacy Lead (a literacy specialist with expertise of working with educators as adult learners) for our schools as we implement new training and curricula as defined by The Read Act, but also assist in other district initiatives across the entire district.

The following was implemented or changed to make progress towards the goal(s):

A Director of Teaching and Learning was hired 7/1/24. The Middle School (gr5-8) have an intervention system in place using Fastbridge screening, using CBM as well as EdMentum to determine appropriate interventions. The K-12 ELA Curriculum team is working toward determining an appropriate resource to purchase based on MDE guidelines and districts needs. All Phase I teachers are participating in Careiall training, and will complete in April 2026. PreK teachers completed LETRS for Early Childhood. Para Professionals were trained in Science of Reading Training (modules 1-4).

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The following describes how New London-Spicer School District (0345-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Our current student performance is below the goal of every child reading at grade level. Our current building performance is: Elementary 49.9% at or above benchmark, Middle School 66% at or above benchmark. We are not currently measuring HS benchmark performance.

New London-Spicer School District (0345-01)'s literacy goal(s) for the 2025-26 school year:

Phase 1 teachers will complete Careiall training with a passing score of 85% or better. The district will implement Phase 2 training as it is announced. The K-12 Curriculum team will be finalizing a NEW curriculum resource and will be purchasing for SY 26-27. Grades 9-12 will begin Benchmark Screening using Fastbridge, and Dyslexic screening using Capti. Interventions will begin for grade 9-12. Our District Literacy goal is 65% at or above benchmark.

New London-Spicer School District (0345-01)'s Local Literacy Plan is posted on the district website at:

<https://www.nls.k12.mn.us/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by New London-Spicer School District (0345-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for New London-Spicer School District (0345-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	103	68	103	44	103	31
Grade 1	114	23	114	24	114	39
Grade 2	107	35	106	35	107	47
Grade 3	137	50	137	53	138	58

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how New London-Spicer School District (0345-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

New London-Spicer School District (0345-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	103	16
Grade 1	114	36
Grade 2	71	15
Grade 3	80	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

New London-Spicer School District (0345-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

For the above chart, I used spring dyslexic screening numbers. We had an error in our 2nd grade NWF screening, as it was neglected to be administered. This process will become more automatic next year, and will be monitored to ensure fidelity of the benchmarking timelines, as well as ensuring that we are screening appropriately.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by New London-Spicer School District (0345-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by New London-Spicer School District (0345-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

The district plans to use Fastbridge CBM benchmarking to determine students that are not reading at grade level.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in New London-Spicer School District (0345-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	
5th	0	CTSTR	CTSTR	
6th	0	CTSTR	CTSTR	
7th	0	CTSTR	CTSTR	
8th	0	CTSTR	CTSTR	
9th	0	CTSTR	CTSTR	
10th	0	CTSTR	CTSTR	
11th	0	CTSTR	CTSTR	
12th	0	CTSTR	CTSTR	

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does New London-Spicer School District (0345-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

New London-Spicer School District (0345-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

The District plans to use the Parent Letter provided by Fastbridge.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

New London-Spicer School District (0345-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

We used the Fastbridge interventions, as well as Kilpatrick, Primary Phonics, PRESS, Moon Dogs, and Read Naturally. After Benchmarking, the students that were not at grade level, were placed into interventions. They were further screened to ensure that they were receiving the appropriate Evidence Based Intervention.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Tier 1 instruction has been, and will continue to be a focus as we move forward. Currently as the Phase I teacher are going through training, it has started the Tier 1 discussion, and the differentiation that goes with student needs. The teachers have been practicing differentiation and also effective teaching methods as part of their training.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

The students are identified for Tier 2 support through Fastbridge benchmark screeners. Students not meeting benchmark are identified, and more extensive screening happens using intervention screeners and placed into intensive intervention. If the student is not able to meet exit criteria for the appropriate intervention, another intervention is started, or the student is referred for Tier 3 interventions. Grades 5-8 are referred for Tier 2 according to teacher referral, Fastbridge data, and grade reports. After extensive Tier 2 instruction, a student is referred for Tier 3 intervention.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

FastBridge and PRESS are used K-4 to ensure progress monitoring and establishing any necessary modifications.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

The exit criteria has been when a student reaches benchmark, or reaches significant growth on the intervention being used.

Does New London-Spicer School District (0345-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

New London-Spicer School District (0345-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

The district will be implementing protocols for exit criteria K-12, as well as implementing a referral process for tier 2 and 3 for reading, math and behavior.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

New London-Spicer School District (0345-01) is implementing a multi-tiered system of support framework:
No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by New London-Spicer School District (0345-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
Grade 5	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	55

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by New London-Spicer School District (0345-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Intensive Letter Sounds	PRESS
Grade 1	Primary Phonics	PRESS
Grade 2	Primary Phonics	Kilpatrick
Grade 3	Read Naturally	Kilpatrick
Grade 4	Read Naturally	Kilpatrick
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

New London-Spicer School District (0345-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

We are currently monitoring progress with Careiall facilitators and monitoring progress and scores. I alert staff if there is a missing assignment, or if they need to re-submit an assignment. We are prepared to provide "tutoring" if a grade check shows need. At this point, the staff is doing stellar work!

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Currently, as we are still in ongoing training, we are monitoring the Transfer to Practice work that is turned in. This work signifies the implementation of topics within the classroom, as well as how it was received. The Transfer to Practice is also discussed with facilitators during the live sessions.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The coaching support is a peer coaching support while we are completing the material. Groups are discussing and planning using the 5 areas of instruction during PLT times.

The following changes in instructional practices have impacted students :

We are not seeing significant changes in instructional practices at this point. Our Phase I teachers are 1/2 complete with their training.

New London-Spicer School District (0345-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Careiall training has been inclusive of Culturally Responsive Practices during training. The linguist components has been vital, as well as looking at our curriculum and books in the library. The District is also adopting Danielson for our evaluation method in order to monitor Culturally Responsive practices in all areas, including

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literacy. Our plan is to continue to provide Professional Development in this area, in order to support our staff and students.

New London-Spicer School District (0345-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Other, explain: (Required)
 - Attended District Literacy Lead Community of Practice
 - Other, explain: (Required)

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

The District also provided LETRS for Early Childhood to our Preschool teachers, as well as the Para Educator Science of Reading training. Our ELA curriculum group has been focused on the 2020 ELA standards and using the crosswalk provided by MDE to prepare and make necessary changes.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	11	11	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	22	1	21	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	0	6	0
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	23	0	23	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	16	0	0	16
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	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

New London-Spicer School District (0345-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$87,071.02

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$87,071.02

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

New London-Spicer School District (0345-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$61,867.06

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$21567

If funds remain, the plan to spend down the remaining funds are as follows:

Competition of Careiall training (\$100/seat) = \$4700 Stipends for teachers Intervention materials Screeners (Fatbridge/Capti)