

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Ortonville Public Schools (2903-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Ortonville Public Schools (2903-01). 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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Ortonville Public Schools (2903-01)'s literacy goal(s) for the 2024-25 school year:

The goal of the Ortonville School District is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level and all students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

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

During the past school year we changed our benchmark screening system to Fastbridge. Along with this, we used the Fastbridge built-in research-based interventions for our Tier 1, 2, & 3 students that were specific for each student in grade K-4.

The following describes how Ortonville Public Schools (2903-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We do not currently have every student reading at grade in K-3. We do support multilingual learners and special education student in achieving their individualized reading goals, but we do not have every student reading at grade level in these areas as well.

Ortonville Public Schools (2903-01)'s literacy goal(s) for the 2025-26 school year:

The goal of the Ortonville School District is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level and all students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Ortonville Public Schools (2903-01)'s Local Literacy Plan is posted on the district website at:

<https://www.ortonville.k12.mn.us/district/public-notice>

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 Ortonville Public Schools (2903-01) 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 Ortonville Public Schools (2903-01) 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	42	32	43	16	43	7
Grade 1	45	10	46	14	46	17
Grade 2	35	18	37	20	37	22
Grade 3	36	19	36	26	37	25

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 Ortonville Public Schools (2903-01) 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.

Ortonville Public Schools (2903-01) 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	43	10
Grade 1	46	29
Grade 2	37	15
Grade 3	37	11

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

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 Ortonville Public Schools (2903-01) 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 Ortonville Public Schools (2903-01) 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:

We plan to use Capti ReadBasix for Step 2 after students in grade 4-8th have been identified that are not reading at their grade level. For grades 9-12th, Capti ReadBasix will be used for both steps 1 & 2 (screening and identifying).

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

The following table displays the number of students in Ortonville Public Schools (2903-01) 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	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	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 Ortonville Public Schools (2903-01) 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	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
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
- 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

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

- Family engagement nights
- Parent teacher conferences

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.

Ortonville Public Schools (2903-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The data used in Tier 1 reading instruction will be our F.A.S.T. benchmark assessments that are administered three times a year alongside classroom work/tests to determine if students are making adequate progress towards grade level skills. Fastbridge matches students needs to specific evidence-based interventions according to their benchmarking data.

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

Tier 1 reading instruction fidelity can be found in Domain 1c in the "Framework for Teaching". Setting Instructional Outcomes to either intensify or modify Tier 1 classroom reading instruction, classroom teachers should consider the Elements of Success as listed below, but not limited to:

- Value & Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

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

Students chosen for Tier 2 intervention can be based on the following criteria from their classroom teachers and Title 1 Director:

- o MCA assessment results (grades 3-8 only)
- o Subject grade level below C- or S-
- o Teacher judgement of skill deficit
- o F.A.S.T. benchmark assessment results (K-8 only)

Students entry into Tier 3 has more steps which are listed below:

1. Referred to Teacher Assistance Team
2. Referred to Child Study
3. Special Education evaluation & determination for Tier 3.

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

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

benchmarking data used 3 times a year

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:

Our protocol for administering progress monitoring checkpoints for Tier 2 is once every 2 weeks for K-4 at a minimum.

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

The student may exit from Tier 2 supplemental intervention services when their classroom teacher, interventionist, and/or Title 1 Director feels they are ready to exit according to the same criteria for entering as listed above has been met. Tier 3 reading intervention exit criteria consists of students meeting their reading IEP goals and after a Team meeting.

Does Ortonville Public Schools (2903-01) use personal learning plans for literacy:

Local Literacy Plan for Ortonville Public Schools (2903-01)

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

Ortonville Public Schools (2903-01) 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 progress monitoring done for our Tier 2 students will be conducted by the Title 1 Director every other week.

Special education teachers will be highly encouraged to progress monitor their students on their caseload as well this coming school year.

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.

Ortonville Public Schools (2903-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Ortonville Public Schools (2903-01) has participated in MDE MnMTSS professional learning:

No

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Ortonville Public Schools (2903-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

This year, the Ortonville District will be participating with the other 8 member MRVED Districts to intentionally incorporate Explicit definition and instruction in defined and expected Tier 1 Behaviors that support an environment conducive to learning. We will be participating in shared Professional Development that will include a session with training session with nationally renowned behavior expert, Brian Mendler to begin equipping our teachers and staff with the tools needed to implement Tier 1 Behavior strategies. In our district, we will continue to define and refine our Effective Tier 1 instructional strategies and assessment. This will feature the formation of Professional Learning communities that are committed to collectively defining the essential learning directly linked to standards in our Tier 1 instruction. We will continue to provide Tier 2 interventions that are directly linked to the assessments we use as benchmark tests as well as our ongoing unit and chapter assessments. This will ensure we are using the data we get after Tier 1 instruction to deliver Tier 2 interventions as well as extend the learning for students already exhibiting mastery. Staff will spend scheduled professional development sessions to build a collective capacity in professional practice that makes up the heart of our Multi-Tiered System of Supports.

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 Ortonville Public Schools (2903-01), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	75
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	15
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60

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 Ortonville Public Schools (2903-01) 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	On-set rimes sequence, word boxes, sight word flashcards, syllable deletion, picture card sort	variety of interventions towards their IEP goals
Grade 1	Word Mix-up, Manipulating sounds, sight word flashcards, onset-rimes sequence, word boxes	variety of interventions towards their IEP goals
Grade 2	Repeated reading with Partner, word mix-up, manipulating sounds	variety of interventions towards their IEP goals
Grade 3	Repeated Reading with Partner, Vocabulary Word Cards	variety of interventions towards their IEP goals
Grade 4	Repeated Reading with Partner, onset-rimes sequence, word boxes, word mix-up	ELL version of WonderWorks, fastbridge, reading mastery, and phonics instruction
Grade 5	NA	ELL version of WonderWorks, fastbridge, reading mastery, and phonics instruction
Grade 6	NA	ELL version of WondersWorks, fastbridge, reading mastery, and phonics instruction
Grade 7	NA	interventions towards their IEP goals
Grade 8	NA	interventions towards their IEP goals
Grade 9	NA	interventions towards their IEP goals
Grade 10	NA	interventions towards their IEP goals
Grade 11	NA	interventions towards their IEP goals
Grade 12	NA	interventions towards their IEP goals

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.

Ortonville Public Schools (2903-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/28/2025

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:

Provide additional Professional Development and/or coaching in the area of concentration that the teacher scored the lowest in for their assessments.

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:

Looking at the CAREIALL assessments that the teachers took after each module.

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:

Teachers will meet with Admin and/or Literacy Lead in the areas that they need to improve on.

The following changes in instructional practices have impacted students :

We have started using specific research based interventions from Fastbridge geared directly towards the student that needs it after each benchmark and hitting as many students as we are able.

Ortonville Public Schools (2903-01) has implemented the following professional development and support for teachers around culturally responsive practices:

We are just starting the process of training our teachers in the Science of Reading. This is our first step. After that, we will work towards our plan of implementing more culturally responsive literacy practices.

Ortonville Public Schools (2903-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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):

NA

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	3	2	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	5	0	1
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	6	3	0	3
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	2	0	0	2

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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Local Literacy Plan for Ortonville Public Schools (2903-01)

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

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Ortonville Public Schools (2903-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$21,339.00

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

\$21,339.00

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

- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Ortonville Public Schools (2903-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$19,850.18

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

- Stipends for teachers completing literacy training

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

\$0

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

NA