

Minnesota READ Act Literacy Plan

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

For

South Washington County Schools (0833-01)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by South Washington County Schools (0833-01). 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

South Washington County Schools (0833-01)'s literacy goal(s) 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.

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

1. Training of all teachers in structured literacy: We trained all teachers from early childhood through transitions and adult basic education to ensure that every teacher is armed with structured literacy knowledge and practices. 2. MTSS work on core instruction: We focused on developing an MTSS framework K1-12. Specifically, we worked on essential benchmarks for each content area. For elementary, this was all around literacy. 3. Screening of students and data analysis: We used FastBridge screeners for K-3. We reviewed this data at a district level and individual buildings used it to determine how to improve core instruction and which students should be identified for Tier 2 or 3 interventions. 4. New interventions and trained interventionists: We added Bridge2Read and UFLI as foundational skills interventions for K-5. We trained all the intervention teachers on these resources.

The following describes how South Washington County Schools (0833-01)'s current student performance differs from the literacy goal detailed in the READ Act:

This year, in K-3, we had 69% of our students at or above benchmark in the Spring, according to our FastBridge screeners.

South Washington County Schools (0833-01)'s literacy goal(s) for the 2025-26 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.

South Washington County Schools (0833-01)'s Local Literacy Plan is posted on the district website at:

<https://www.sowashco.org/academics/elementary-school#LocalLiteracyPlan>

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 South Washington County Schools (0833-01) 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)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for South Washington County Schools (0833-01) 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	1239	523	1238	499	1237	523
Grade 1	1323	376	1327	708	1337	709
Grade 2	1410	692	1423	796	1389	1202
Grade 3	1445	775	1439	789	1419	1299

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 South Washington County Schools (0833-01) 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.

South Washington County Schools (0833-01) 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:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	1237	431
Grade 1	1337	256
Grade 2	1389	137
Grade 3	1419	75

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 South Washington County Schools (0833-01) 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 (Reporting Data is Optional for 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 South Washington County Schools (0833-01) to determine which students in grades 4-12 are not reading at grade level:
For grades 4-5, we will administer the FastBridge CBMs. Will use the "High Risk" category as the indicator. For Grades 6-9, we will administer the MAP Growth test in the Fall. We will use one standard deviation below the mean score for each grade level to determine "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 administer the Capti ReadBasix once in the Fall or Winter for those 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 South Washington County Schools (0833-01) 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 South Washington County Schools (0833-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	No	
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
- 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

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

- Family engagement nights
- Parent teacher conferences

Continuous Improvement for Parent Notification

South Washington County Schools (0833-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Our hope is to upload documentation in Infinite Campus and direct parents there.

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.

South Washington County Schools (0833-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

1. We will have a universal screening process for all students in grades K-9. K-3: We will use the FastBridge subtests, as required by MDE three times/year/ 4-5: We will use FastBridge CBMs in the Fall, optional thereafter. 6-8: We will use the MAP Growth Assessment in Fall and Winter. 9th, New 10th-12th graders: We will use the MAP Growth Assessment in Fall. 2. Site MTSS teams will meet to determine next steps in data triangulation and additional diagnostics (if needed) to administer. It is important to us to engage in this step rather than place students into an intervention only based on screening data. 3. Intervention next steps: Students are placed into an aligned intervention based on their needs OR A classwide intervention is identified and put into place 4. Progress monitoring is a key component for classroom teachers to shape instructions and also to share with the MTSS team. 5. Exit criteria is a site-decision now, but we are working to streamline processes.

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

SoWashCo has a culture of peer, administrator and district walkthroughs which provides regular information about Tier 1 instruction. Coaching support comes from the following: Instructional Coach & Assessment Specialists, Reading Specialists, school administrators, and district-level staff. PLCs meet weekly to review data and respond to the needs of the students, adjust instruction, and/or request additional support for themselves or their student(s). The MTSS team holds data meetings and follows up with teachers, when needed, about student progress or placement in interventions. We triangulate data points from past MAP, MCA, IRLA along with any student needs (Special Education, Gifted, or EL) and look at the testing history to make determinations for different levels of support or tiered instruction in ELA classrooms.

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

We are still refining this process

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below

Varies by site

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

Varies by site

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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:

We are still refining this process, as we are in the process of creating an MTSS structure.

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

We are still refining this process, as we are in the process of creating an MTSS structure.

Does South Washington County Schools (0833-01) 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

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.

South Washington County Schools (0833-01) 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 South Washington County Schools (0833-01), how the resource 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	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	120
Grade 1	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	120
Grade 2	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	120
Grade 3	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	90
Grade 4	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	90
Grade 5	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Comprehensive	90

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 South Washington County Schools (0833-01) 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	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 1	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 2	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 3	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 4	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 5	Bridge2Read, UFLI	Bridge2Read, UFLI, Sonday
Grade 6	Read180	Read 180, Sonday
Grade 7	Read180	Read 180, Sonday
Grade 8	Read180	Read 180, Sonday
Grade 9	Achieve3000	Sonday
Grade 10	NA	Sonday
Grade 11	NA	Sonday
Grade 12	NA	Sonday

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.

South Washington County Schools (0833-01) is using the following approved professional development program:

- CORE OLLA
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/05/2025

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:

There were teacher leaders for each cohort that went through the training in advance. These leaders communicated regularly with their cohorts. The district also monitored progress of participants, communicated with them and their administrators regularly. Finally, help sessions were held in person at the end of the year for anyone needing assistance to finish their work. We anticipate a 100% completion rate for all returning staff. 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:

Review of screener, diagnostic, and classroom data

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:

SoWashCo has a culture of peer, administrator and district walkthroughs which provides regular information about Tier 1 instruction. Coaching support comes from the following: Instructional Coach & Assessment Specialists, Reading Specialists, school administrators, and district-level staff.

The following changes in instructional practices have impacted students :

We do not have many immediate changes to instructional practices, as the learning just took place this year. However, we do know that teachers have made tweaks to daily instruction. Since this was our first year with a universal screener, we have tracked great growth in our K-3 learners. Next year, we look forward to revisiting key ideas monthly at sites to really work on transferring the learning to practices in the classroom. We hope to co-create this alongside teachers and staff.

South Washington County Schools (0833-01) has implemented the following professional development and

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support for teachers around culturally responsive practices:

Our equity promise and equity policy guide all that we do in SoWashCo. Over the last decade, our staff has engaged in robust AVID and CLRT trainings. These practices and protocols are embedded in all student and adult learning in our district and the professional learning is ongoing.

South Washington County Schools (0833-01) 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):

Our ELA team has spent the last three years learning about and building scopes and sequences for the 2020 ELA standards. They were fully implemented in 2024-2025. Given this implementation has begun and all of our staff has been trained, the professional development support will be in the form of coaching and PLCs for 2025-2026.

Continuous Improvement for Professional Development Plan

South Washington County Schools (0833-01) will make the following changes to the professional development plan for the 2025-26 school year:

We have trained all teachers, so we will shift to only training new staff as identified in Phases 1 & 2.

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	93	93	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	49	49	0	0
K-3 Classroom Educators	231	231	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	99	99	0	0
K-12 Reading Interventionists	40	40	0	0
K-12 Special Education Educators responsible for reading instruction	279	279	0	0
PreK through grade 5 Curriculum Directors	1	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	110	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	318	318	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	23	23	0	0
Grades 6-12 Instructional support staff who provide reading support	26	26	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	37	37	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

South Washington County Schools (0833-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$978,912.85

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

\$978,912.85

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist

READ Act Literacy Aid

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

South Washington County Schools (0833-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$773,238.40

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Approved literacy screeners (this can include materials, training and coaching)
- Curriculum reviewed by MDE that was rated as highly aligned
- Other - Explain (Required)
- Other options include:
 - Teacher Leader stipends for early adopters/leaders

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