

Minnesota READ Act Literacy Plan

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

For

Howard Lake-Waverly-Winsted (2687-01)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Howard Lake-Waverly-Winsted (2687-01). 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

Howard Lake-Waverly-Winsted (2687-01)'s literacy goal(s) for the 2024-25 school year:

Howard Lake-Waverly-Winsted Students will reach 60% proficiency on the MCA reading test district wide.

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

Science of Reading training, implementation of UFLI, grade level data meetings, targeted interventions at both tier 2 and tier 3.

The following describes how Howard Lake-Waverly-Winsted (2687-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Student performance is lower than our target goal. We made growth towards the goal, but we did not meet the goal. Our students are growing at expected rates as shown in Fast Bridge data.

Howard Lake-Waverly-Winsted (2687-01)'s literacy goal(s) for the 2025-26 school year:

The number of students at or above 40% will increase by 5% from the fall baseline score to the spring score in reading as measured by the Fast Bridge assessment district wide. HLWW students will increase from 52% to 57% in aReading.

Howard Lake-Waverly-Winsted (2687-01)'s Local Literacy Plan is posted on the district website at:

https://assets-rst7.rschoolday.com/rst7files/uploads/sites/170/2022/12/11081848/HLWW_Literacy_Plan

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 Howard Lake-Waverly-Winsted (2687-01) 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)	Other (describe below)	N/A
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Other (describe below)	N/A
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	N/A
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	N/A

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Howard Lake-Waverly-Winsted (2687-01) 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	73	41	73	35	75	39
Grade 1	90	25	92	30	94	36
Grade 2	96	49	96	41	99	48
Grade 3	85	40	87	44	87	48

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 Howard Lake-Waverly-Winsted (2687-01) 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.

Howard Lake-Waverly-Winsted (2687-01) 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	10	0
Grade 1	10	0
Grade 2	10	0
Grade 3	10	0

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

Howard Lake-Waverly-Winsted (2687-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We plan to implement more screeners both MDE and Vendor composites as well as a few of our own evidence based screeners to determine better the students that are screened and demonstrate characteristics of Dyslexia. FastBridge Letter Sounds (Gr. K and 1), FastBridge Word Blending (K and 1), FastBridge Onset Sounds (K), FastBridge Word Segmenting (1), FastBridge Fluency (1-4), FastBridge Decodable Words (1-2), FastBridge AutoReading Encoding and Decoding, (3-4), PRESS Skills Monitoring checklists (2-3), CORE Phonics Survey (2-4). We still struggled to keep accurate data on the students that we felt demonstrated characteristics of Dyslexia and did not make formal recommendations to any parents in this school year.

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 Howard Lake-Waverly-Winsted (2687-01) 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 Howard Lake-Waverly-Winsted (2687-01) to determine which students in grades 4-12 are not reading at grade level:

We will screen all students 4-12 in aReading. Any student scoring high risk and some risk will be required to take the Capti ReadBasix assessment.

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:

Grades 4-8 F, W, S Grades 9-12 F, S at minimum

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

The following table displays the number of students in Howard Lake-Waverly-Winsted (2687-01) 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 Howard Lake-Waverly-Winsted (2687-01) 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	Yes	2 times per year
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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Other - describe (Required)
 - FastBridge Scores

Local Literacy Plan for Howard Lake-Waverly-Winsted (2687-01)

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
- Other - describe (Required)
 - Next steps of potential services such intervention, title, referrals, summer school, etc...

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Howard Lake-Waverly-Winsted (2687-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

A more formal notification with screening results and intervention plans and strategies for parents to do at home.

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.

Howard Lake-Waverly-Winsted (2687-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Classroom teachers meet as grade level teams to discuss student data and move students into groups as needed within the classroom. Interventionists meet with classroom teachers to discuss student data and move students into and out of intervention groups as needed. Data is looked at frequently to determine what students need, not just a one size fits all. Conversations are on going to move students where they need to be to get what they need.

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

Peer observations, grade level meetings, administrative observations, professional development, PLC's. All of these work together to help us monitor each other and keep our fidelity of Tier 1 instruction.

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

Tier 2 would include students just below 40th%ile to 25th%ile in academic benchmarks and Tier 3 would include students below 25th and those not making progress in their progress monitoring.

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:

Students not making progress after 10-12 or more data points.

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

When a student shows significant progress in their data points. After 10 or more data points that a student stays at or show progress, they can be exited or moved on to a new intervention.

Does Howard Lake-Waverly-Winsted (2687-01) 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.

Howard Lake-Waverly-Winsted (2687-01) 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 Howard Lake-Waverly-Winsted (2687-01), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Tara West	Comprehensive	50
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	60
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	60
Grade 5	· Benchmark Advance, K-5, in press (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 Howard Lake-Waverly-Winsted (2687-01) 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	Orton Gillingham	Sondag
Grade 1	Orton Gillingham	Sondag
Grade 2	Orton Gillingham	Sondag
Grade 3	UFLI, Orton Gillingham	Sondag
Grade 4	UFLI, Orton Gillingham	Sondag
Grade 5	NA	UFLI
Grade 6	NA	UFLI
Grade 7	NA	UFLI
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Howard Lake-Waverly-Winsted (2687-01) will make the following changes to reading interventions for the 2025-26 school year:

We will have staffing changes at the middle school and most likely be able to add some intervention curriculum to the middle level.

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.

Howard Lake-Waverly-Winsted (2687-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 04/11/2025

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:

All completed to the required proficiency.

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:

At this time, we have not made a plan to collect this data. In progress.

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:

At this time, we have not made a plan to collect this data. In progress.

The following changes in instructional practices have impacted students :

Staff have begun robust conversations through their PLC's and staff meetings at what they have learned and begun making plans to implement the science of reading strategies in their classrooms. We have plans to continue implementation and see our data rise as a result of the learning.

Howard Lake-Waverly-Winsted (2687-01) has implemented the following professional development and support for teachers around culturally responsive practices:

In our Core/OLLA training there was ample training for our multi language learners.

Howard Lake-Waverly-Winsted (2687-01) 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):

ELA Network, Title Network and Curriculum/Assessment Network through Resource Training and Solutions.

Local Literacy Plan for Howard Lake-Waverly-Winsted (2687-01)

Continuous Improvement for Professional Development Plan

Howard Lake-Waverly-Winsted (2687-01) will make the following changes to the professional development plan for the 2025-26 school year:

Para Literacy Training and continued support for implementing the science of reading. Continued support for the transition in the new ELA standards.

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	5	5	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	17	17	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	12	12	0	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	13	13	0	0
PreK through grade 5 Curriculum Directors	2	2	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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Local Literacy Plan for Howard Lake-Waverly-Winsted (2687-01)

Grades 4-12 Classroom Educators responsible for reading instruction	17	14	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
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.

Howard Lake-Waverly-Winsted (2687-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$60,668.51

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

\$40,000.00

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

- Employing a reading intervention specialist
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Howard Lake-Waverly-Winsted (2687-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$52,321.40

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
- Stipends for teachers completing literacy training

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

\$50560

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

Stipends, Holding for curriculum.