

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Martin County West School District (2448-01)

Date Submitted to the State 06/10/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Martin County West School District (2448-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). 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 \(2025\).](#)

Table of Contents

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

1. Read Act Goals

District or Charter School Literacy Goals

Martin County West School District (2448-01)'s literacy goal(s) for the 2025-26 school year:

1. Conduct an early childhood screening of 90% of students before they begin their Kindergarten year.
2. To make sure all Kindergarten students are screened.
3. To provide teachers with guidance toward professional learning to support student's literacy development.
4. To have 85% of our students will show fall to spring growth as measured by FastBridge using Areading, Early Reading, and CMBR.
5. To have 75% of our students at benchmark or above on FastBridge by the Spring.

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

1. We knew exactly how many students needed to be screened right away in Kindergarten based on the few that weren't screened in Preschool. We had a list and made sure to get this accomplished right away. There were only a handful of students who hadn't been screen prior to Kindergarten.
2. Through our interventionist we make sure that all kids are screened in the fall in all grades.
3. We had two new teachers start this year and we started them in LETRS right away. We have 25 other staff members that will that finished Volume 2 on May 22, 2026.
4. Our K-4 students all met this goal. Our 4-6th grades did not meet the 85% growth they only made 70-77% growth. We have implemented Capti ReadBasix into our intervention plan and just purchased a new reading curriculum and an intervention curriculum to help with these percentages.
5. None of our grade levels made the goal of having 75% of our students at grade level. We sit with 43% of our students at grade level using the 45 percentile on FastBridge. We have purchased a new reading curriculum along with some intervention curriculum. We are also using Capti to help with structuring our interventions.

The following describes how Martin County West School District (2448-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student literacy performance remains below the proficiency goals outlined in the READ Act. Assessment data show that some students continue to experience gaps in foundational reading skills and require targeted intervention support. Although growth has been observed, overall achievement levels have not yet met state literacy benchmarks. The district is addressing these gaps through evidence-based instruction, aligned interventions, ongoing professional development, and increased use of assessment data to improve literacy outcomes.

Martin County West School District (2448-01)'s literacy goal(s) for the 2026-27 school year:

1. MCW will implement the Minnesota Kindergarten Fall Assessment (MnKFA) with fidelity to collect and analyze student readiness data in order to guide instructional planning, early interventions and family communication.
2. Teachers, instructional coaches and administration will collaboratively support PLCs in the ongoing collection, analysis, and instructional response to screening and formative assessment data in order to improve student learning outcomes. By May 2027, all PLC teams will consistently use curriculum based student data during PLC meetings to identify instructional needs, adjust teaching strategies, and monitor student progress as evidenced by PLC agendas, meeting notes, and intervention planning documentation.
3. To screen all students K-12 in the fall and spring using FastBridge or Capti.
4. To have 85% of our students in grade K-3 show fall to spring growth as measured by FastBridge Areading.
5. To decrease the percentage of students in grade 4-12 that are considered "high risk" as measured by Capti in all six subtests given.

The Local Literacy Lead, Kayla Zehms, for Martin County West School District (2448-01) has an FTE of .20

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The Literacy Lead is engaged with the District and School Leadership team in multiple ways. I communicate all testing to administration, schedule which grade level is testing when and create that schedule. I also met with administration frequently to share data and ask for guidance on topics. Along with that I have been training out Para Professionals along with our ELA teachers in LETRS and Science of Reading. One of the biggest things is keeping the communication going between myself and leadership team.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Martin County West School District (2448-01) Local Literacy Plan is posted on the district website at <https://www.martin.k12.mn.us/parent-links/parent-links>

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.

Martin County West School District (2448-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Martin County West School District (2448-01) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using district set benchmark-We use the Vendor norms to set our benchmarks. We use the 45 percentile as on grade level. This better correlates with the MCA results and allows up to help students that fall within the 30-40% to receive help.	PAST, Letters and Word Survey, Spelling Screener all through LETRS.
	Grade 1	Vendor Composites using district set benchmark-We use the Vendor norms to set our benchmarks. We use the 45 percentile as on grade level. This better correlates with the MCA results and allows up to help students that fall within the 30-40% to receive help.	PAST, Letters and Word Survey, Spelling Screener all through LETRS.
	Grade 2	Vendor Composites using district set benchmark-We use the Vendor norms to set our benchmarks. We use the 45 percentile as on grade level. This better correlates with the MCA results and allows up to	PAST, Letters and Word Survey, Spelling Screener all through LETRS.

Local Literacy Plan for Martin County West School District (2448-01)

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade 2	help students that fall within the 30-40% to receive help.	
	Grade 3	Vendor Composites using district set benchmark-We use the Vendor norms to set our benchmarks. We use the 45 percentile as on grade level. This better correlates with the MCA results and allows up to help students that fall within the 30-40% to receive help.	PAST, Letters and Word Survey, Spelling Screener all through LETRS.

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Martin County West School District (2448-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Martin County West School District (2448-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Local Literacy Plan for Martin County West School District (2448-01)

Once we gave the Capti ReadBasix in Winter to the 4-6th graders we used the report to create our intervention groups and worked on those skills needed improving. After 6 weeks of intervention we took the Capti in the subtests that we worked on in intervention.

Continuous Improvement for Screening Tools Used in Grades 4-12

Martin County West School District (2448-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We did all 6 subtest with our 4-8th graders. Next year our 4-12th graders will take all subtest of the Capti ReadBasix. We will use only Capti for screening. We will give Capti fall, winter and spring to 4-8th graders and anyone receiving an intervention 4-11th grade will use it for progress monitoring.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Martin County West School District (2448-01) 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	33	19	33	19	33	9
1st	40	17	40	19	40	23
2nd	50	28	50	24	50	23
3rd	45	23	45	23	50	23

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Martin County West School District (2448-01) 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.

Martin County West School District (2448-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using district set benchmarks - For K-1 we used the norms on FastBridge and use the number at the 45 percentile. For grades 2 and 3 we used the cut scores provided at our DLL meeting.

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	33	25
1st	40	16
2nd	50	22
3rd	45	8

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

Martin County West School District (2448-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Martin County West School District (2448-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	54	0	54	46	37	0
5th	51	0	51	43	39	0
6th	48	0	48	37	33	0
7th	52	0	52	32	23	0
8th	51	0	51	19	14	0
9th	47	0	47	21	16	0
10th	44	0	44	13	13	0
11th	48	0	48	12	11	0
12th	35	0	35	9	9	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

7. 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.

Martin County West School District (2448-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students are screened three times a year (Fall, Winter and Spring) using FastBridge and Capti. This data gives us a measure on where kids are year to year and the growth that happens throughout the year. That data is compiled and reviewed with each grade level (K-6). After data is reviewed by the grade level, the Student Support Team and Reading Interventionist will look to see who is not meeting benchmark scores and begin an intervention with those students. The interventionist will dig into the data to figure out what the student needs and make sure the intervention is matching the student's needs.

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

Students who fall in the below benchmark group are put into FastBridge/Capti progress monitoring and get monitored weekly or every 6 weeks. At the 6 week mark our SST group will meet and look at data to figure out if the intervention is working. Parents are given an opportunity to meet with the intervention teacher at parent teacher conferences three times a year. To help our teachers with Tier 1 instruction differentiating our Student Support Team will give suggestions on how to differentiate to help students who are performing below grade level.

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

Our K-3 students were given FastBridge three times a year and our 4-8th grade were given FastBridge in the fall and spring, Capti was given in the winter and spring. After this has been given the reading interventionist will group kids to figure out who will receive a Tier 2 intervention. Any student who is below grade level goes into a Tier 2 reading intervention immediately. The tier 2 intervention will be given for 6 weeks then data will be reviewed from weekly progress monitoring. The student support team will meet again and determine if the intervention is continued or if a different Tier 2 intervention is needed. After another 6 weeks the team will meet again and determine if the student will continue in Tier 2 or needs to be referred for a Tier 3 intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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:

Any student who is reading below grade level is progress monitored weekly in Grade K-6 through FastBridge. We also did Capti after 6 weeks of intervention.

Local Literacy Plan for Martin County West School District (2448-01)

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

In Tier 2 (Grade K-8) intervention, students who reach grade level benchmark 3 times in a row on progress monitoring on the skills they are working on are eligible to exit. In Tier 3 (Grades K-12) students who meet criteria after being re-evaluated and reach the goals will be eligible to exit.

Continuous Improvement for Data-Based Decision Making for Action

Martin County West School District (2448-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We are planning to progress monitor weekly in grades K-2. In grades 3-8th we will progress monitoring bi-weekly using CBM reading. We will use Capti every 6 weeks for progress monitoring in grades 4-11th.

8. 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 Martin County West School District (2448-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student
Grade 7	3 times per year	Letter sent home with student
Grade 8	3 times per year	Letter sent home with student

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Martin County West School District (2448-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Two years ago a teacher was on a TOSA (teacher on special assignment). The job of the TOSA was to collected samples of the approved curriculum and deep dive through the curriculums. Last year the district created a reading curriculum committee to view the reading samples and state created rubrics. We met three times throughout the year and gave our staff the choice between the final two options. We then purchased HMH K-12 to be implemented in 2026/2027 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The district selected the HMH reading curriculum through a collaborative review process involving teachers, instructional leaders, and administrators. Materials were evaluated for standards alignment, evidence-based literacy practices, rigor, and support for diverse learners before adoption.

Implementation included phased rollout, teacher training, ongoing coaching, and professional development to support effective instructional practices. Curriculum teams aligned HMH units with state standards and district pacing guides to ensure full coverage of priority skills. The district is just being its work on training and pacing guides.

Fidelity will be monitored through walkthroughs, coaching, PLC collaboration, and lesson reviews to ensure consistent implementation. Student data, teacher feedback, and continuous professional learning are used to refine instruction and support long-term success with the curriculum.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Martin County West School District (2448-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Corrective Reading Decoding (CRD)	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Reading Mastery	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
Other Resources - Knowledge Through Literacy	Tier 2	Grade 6	30

Local Literacy Plan for Martin County West School District (2448-01)

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Knowledge Through Literacy	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
Other Resources - Next Level Reader	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
Other Resources - Rewards	Tier 2	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
Other Resources - Sounds for Spelling	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
Other Resources - Word Connections	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30

Continuous Improvement for Literacy Intervention Resources

Martin County West School District (2448-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Beginning next school year, the district will implement the REWARDS program for students in grades 4-12 to strengthen targeted literacy intervention support. In addition, the district is working to ensure that intervention materials are closely aligned with Capti assessment results and identified student needs. Currently, a variety of intervention resources are utilized, all of which have either been recommended through Capti or are included on the approved curriculum list. This alignment process will support greater consistency, targeted instruction, and improved intervention effectiveness across grade levels.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Martin County West School District (2448-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$31,060

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$13,296

READ Act Literacy Aid

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

Martin County West School District (2448-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$25,162

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$15,000

The plan to spend down the remaining funds are as follows:

Curriculum Purchase

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Contracting or employing a District Literacy Lead	Literacy Aid Funds

12: 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.

Martin County West School District (2448-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

05/22/2026

Synchronous professional development sessions were facilitated by:

Both

Martin County West School District (2448-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

05/22/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

All teachers in Phase One passed with the recommended 80% proficiency level. Teachers who took one attempt and didn't pass with 80% were suggested to retake the test but beforehand re-read areas of the book and consult with the facilitator.

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:

Through our FastBridge testing we use Early Reading, Areading, Comp Efficiency, and CBM. This allows us to see how students are doing in the five areas. The Early Reading covers phonemic awareness and phonics. Areading/FASTTrack Reading covers vocabulary, phonics and comprehension. Comp Efficiency covers comprehension. CBM covers the fluency. We look forward to using a Tier 1 curriculum that is consistent in K-12 to help our students receive systematic, sequential and explicit teaching!

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:

Coaching support during the 2026-2027 school year will include regular professional learning team meetings at each grade level designed to support strong Tier 1 pacing guides to ensure teachers systematically implementing the new

Local Literacy Plan for Martin County West School District (2448-01)

curriculum with fidelity. During these meetings teachers will bring their diagnostic data to analyze and plan for supporting tier one instruction. A peer coach along with administration will conduct regular walk throughs that focus on literacy best practice.

The following changes in instructional practices have impacted students:

With implementing a new curriculum for the 2026-2027 school year. That meant that during the 2025-2026 school year teachers could implement tools and strategies through their LETRS training and try to adapt their current curriculum to these ways. Teachers are aware that big changes need to come to the district so preparing and becoming comfortable with those changes in how we teach reading to students has been a big focus. We will be using data to help us determine if we are making positive growth with the new curriculum next year.

Martin County West School District (2448-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We are in the early stages of building a sustainable and intentional approach to culturally responsive practices. We recognize the importance of ensuring that all students see themselves reflected in the curriculum and that instructional approaches are inclusive and affirming of diverse backgrounds, experiences, and learning needs. To begin this work, we have engaged in district-wide professional development that includes training on equity, trauma-informed practices, and understanding cultural and linguistic diversity. These foundational learning experiences are designed to build awareness and create a common language among staff as we work toward more culturally responsive classrooms. In the context of literacy, we are working to integrate culturally responsive practices into our instructional materials, teaching strategies, and assessment practices. Teachers are encouraged to include texts that reflect a range of cultures, voices, and experiences. Additionally, we are promoting instructional strategies that honor students' backgrounds and build on their cultural knowledge to enhance comprehension and engagement.

Support for teachers in implementing these practices comes through grade-level collaboration, professional learning communities (PLCs), and administrative feedback during observations. As part of our long-term plan, we aim to expand this support by embedding culturally responsive literacy practices into our professional development calendar and by identifying teacher leaders who can model and mentor others in this work.

Next year we will have an EL Teacher in our district to help further our practice on this.

Martin County West School District (2448-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):

MCW has collaborated closely with the South Central Service Cooperative to participate in training sessions and ongoing planning meetings designed to support effective implementation of the READ Act. District staff have attended, and will continue to attend, the Summer COMPASS Institute in Minneapolis to strengthen literacy leadership and instructional practices. Additionally, staff members have completed Volume 2 of LETRS training during the 2025-2026 school year to further enhance evidence-based literacy instruction across the district. We plan to continue training with our new

Local Literacy Plan for Martin County West School District (2448-01)

reading curriculum to make sure that reading, writing, exchanging ideas and ELA standards are being met.

Continuous Improvement for Professional Development Plan

Martin County West School District (2448-01) will make the following changes to the professional development plan for the 2026-27 school year:

Adding staff to support the new reading curriculum and providing more training for teachers.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	8	8	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	2	2	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	10	9	1	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	1	1	0
K-12 Special Education educators responsible for foundational reading instruction	7	7	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Martin County West School District (2448-01)

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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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
Teachers who provide foundational reading instruction to students in grades 4-12	6	6	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	2	2	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

10

The PSLT was provided by:

District PSLT Trainer

14. 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 \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Martin County West School District (2448-01) is implementing a multi-tiered system of support framework:

No

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

Martin County West School District (2448-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We have taken the training through MDE on MTSS. We have been meeting monthly to work through making our own framework and handbook.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Martin County West School District (2448-01) does not include a DLI Program