DEPARTMENT OF EDUCATION

Local Literacy Plan Template: 2024-25 School Year

To support every 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: _ **Meeker and Wright Special Ed. Co-op (MAWSECO) 0938**

Date of Last Revision: _ **June 11, 2024** _

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 Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

Our literacy goals for 2024-2025:
- Ensure that all programs are using curricular resources that are evidence-based AND meet the unique learning needs of the students in our programs.
- Help students increase their literacy skills by meeting them where they are and targeting instruction at their specific needs. Progress will be measured individually based on IEP requirements and on relevant data collected on each student.

Universal and Dyslexia Screening

MDE READ Act Website: For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

We are transitioning to an approved screener and will submit data in June 2025.

For K-3, we are transitioning to FastBridge in 2024-2025.

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

We are transitioning to an approved screener and will submit data in June 2025.

For grades K-3, we are transitioning to FastBridge in 2024-2025.

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8ᵗʰ Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8ᵗʰ Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

MDE READ Act Website: For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

We are transitioning to an approved screener and will submit data in June 2025.

For grades 4-12, we will use a combination of testing in 2024-2025. We are currently using Star testing as a Universal Screener, and we will continue with that in 2024-2025. We will use FastBridge for dyslexia screening.

*As more information comes out from MDE, we will alter this plan as needed.

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: Star Reading	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☐ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener: FastBridge	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring) Used only for students below grade level in specified areas.

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Parents/guardians are notified when their children are identified as not reading at or above grade level during IEP meetings, IEP check-ins, IEP progress reports, and conferences. At that time, parents are also notified about the services being provided. In addition, parents are notified of student academic information at each quarter or trimester depending on the program.

The strategies that are shared with parents/families to use at home vary depending on the specific needs of the student.

For the 2024-2025 school year, there will be a page on the district's website that will provide links to information and resources that parents/families might find useful to use at home. The resources will cover topics such as phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

MDE READ Act Website: For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

We are transitioning to an approved screener and will submit data in June 2025.

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG						
1st						
2nd						
3rd						

Students Grades 4-12 Not Reading at Grade Level

MDE READ Act Website: For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

We are transitioning to an approved screener and will submit data in June 2025.

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min
1st	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min
2nd	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min
3rd	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min
4th	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min
5th	Reading Eggs, RAZ	Foundational Skills, Knowledge Building, Supplemental	45 min

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
7th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
8th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
9th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
10th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
11th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)
12th	Achieve 3000 Exact Path	comprehension	Class period (approx. 50 minutes)

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a (2023).](#) Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

As a special education cooperative, our programs are structured so that they provide small group instruction and individualized instruction based on the specific needs of the students.

The multiple data points in the IEPs are used to determine entry into necessary intervention. In addition, the information in the IEPs is what is used to monitor progress and determine a student's readiness to exit intervention. The IEP team determines what qualifies as appropriate progress.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

Phase 1 staff will begin the CORE (OL&LA) training in August 2024. The course will be completed within a year.

Phase 2 staff and new staff will begin training in August 2025.

Paraprofessionals and instructional support staff will begin training in August 2025. Those staff members will participate in the training provided by the Regional Literacy Network. If the training provided by the Regional Literacy Network is available during the 2024-2025 school year, we might explore the option of having those staff members complete the training in the 2024-2025 school year.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	12	0	0	12
Pre-K through grade 5 Curriculum Directors	2	0	1	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

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
Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
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	10-12	0	0	10-12
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Next steps:

- Implement the required screenings in the 2024-2025 school year in alignment with the READ Act.
- Work with a curriculum team to evaluate and review current curriculum and decide which new curricular resources need to be purchased.
- Provide necessary training for teachers implementing new curriculum.
- Work with PLCs to identify literacy needs within our programs and identify strategies or practices that could address those needs.
- Work with teachers to implement the strategies learned from the READ Act professional development.
- Offer training on MnMTSS and work with a team to figure out the best way to implement the MnMTSS framework in the structure of a special education cooperative.