

MVED Local Literacy Plan: 2024-2025 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: Minnesota Valley Education District 6027

Date of Last Revision: June 5, 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

The district will begin the required Read Act training in August, 2024. Special Education Teachers will be trained using the CORE-OL&LA program. Phase 1 teachers will complete their training by the end of the 2024-2025 school year.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

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?
FastBridge: earlyReading (Grades K-1)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

FastBridge: earlyReading CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: aReading	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

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: FastBridge: CBMReading (Grades 4-8)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: FastBridge: aReading (Grades 4-12)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Parent/teacher conferences two times a year to discuss students’ learning and progress at which time the teachers collaborate with parents to discuss and provide resources to support literacy. At each students’ Individualized Education Plan (IEP) at least one time a years, teachers will discuss the students progress on literacy. Report cards will be sent home quarterly to communicate student performance as well as Fast scores three times a year will be sent home. Additionally, teachers have ongoing communication with parents throughout the year.

**Student Summary Level and Dyslexia Screening Data 2023-24 School Year
Summary Data Kindergarten through 3rd Grade**

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 – 3 rd	4	2	6	2	6	0

Students Grades 4-12 Not Reading at Grade Level

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
4 th - 8 th	14	12	14	0
9 th -12 th	NA	NA	NA	NA

Core Reading Instruction and Curricula Grades K-5

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	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20

1 st	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20
2 nd	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20
3 rd	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20
4 th	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20
5 th	Voyager Passport	Foundational, knowledge, comprehensive	Whole group – 15 Small group/individual - 20

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)
6 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min
7 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min
8 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min
9 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min
10 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min

11 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min
12 th	MN State Standards teacher designed	Comprehension, writing, literature	Whole group - 45 min

Data-Based Decision Making for Literacy Interventions

Minnesota Valley Education District (MVED) is a district designed for students with a disability to attend school to increase their specific skills within a highly structured and supportive setting that provides a large number of accommodations. The district focuses on the students Individualized Education Plan goals and objectives as well as meeting students’ academic needs. Therefore, all students are receiving academics in whole group when possible as well as individualized interventions to match their needs. MVED does not use MnMTSS framework nor have they participated in training.

Professional Development Plan

The district will begin the required Read Act training in August, 2024. Special Education Teachers will be trained using the CORE-OL&LA program. Phase 1 teachers will complete their training by the end of the 2024-2025 school year.

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	NA			
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	NA			
Grades 4-5 (or 6) Classroom Educators (if applicable)	NA			
K-12 Reading Interventionists	NA			
K-12 Special Education Educators responsible for reading instruction	10	0	1	9

Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0
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	NA			
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	NA			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	NA			
Grades 6-12 Instructional support staff who provide reading support	NA			
Grades 6-12 Curriculum Directors	NA			
Employees who select literacy instructional materials for Grades 6-12	NA			

Action Planning for Continuous Improvement

The first step to implement the evidence-based literacy instruction will be to get all instructional staff trained in CORE-OL&LA programs. Once training have been completed, the district will develop a literacy plan that encompasses the principles of the training. Current data and resources will be reviewed, and new curriculum tools implemented where needed. Progress will be monitored, and practices adjusted to meet the specific needs of each learner.