



Eden Valley-Watkins School District, ISD#463

Local Literacy Plan for School Year 2024-25

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 \(2023\)](#).

EVW Literacy Goal

The goals at EVW are as follows:

- Train all PreK-6th grade classroom teachers, PreK-12th grade special education teachers, and teachers who provide ELL services in Online Language & Literacy Academy (OL&LA), an evidenced based reading training as approved by MDE by June 2026.
- Begin the review process for a core curriculum to support instruction in grades Kindergarten through sixth grade.

Universal and Dyslexia Screening

EVW uses FastBridge to screen students three times per year. FastBridge is an approved reading screener and is a research-based universal screening and progress monitoring tool for academic and social-emotional-behavior (SEB) with intervention recommendations. Students in grades K-8 will be screened three times a year with the first time being within the first six weeks of school, the second being before February 15th, and the last being within the last six weeks of school.

Grades K-3 Screeners

EVW will be using the screeners listed below:

Name of the Assessment	Target Audience	Component of Reading	Assessment Type	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade K	Phonological Awareness	Universal Screening	First 6 weeks of School (Fall)
	Grade 1	Phonics	Dyslexia Screening	By February 15th (Winter)
	Grade 2	Fluency		Last 6 weeks of School (Spring)
	Grade 3	Vocabulary		
		Comprehension		

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, the chart below indicates the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected. EVW will make adjustments to universal and dyslexia screening when guidance from MDE is posted.

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?
FastBridge: AUTOreading and aReading (and CBM as needed)	Grades 4-8 (Grades 9-12: waiting for further guidance from MDE)	Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) By February 15th (Winter) Last 6 weeks of School (Spring)

Parent Notification and Involvement

The following methods are used to notify families when children are not reading at or above grade level:

- FAST screening results are shared with parents at conferences twice a year.
 - At conferences, teachers share resources to use at home to improve reading skills.
- Students receiving TitleOne, Reading Corp, or ADSIS services in reading are contacted via a letter sent home with students.
- Parents are encouraged to attend TitleOne family nights where teachers share strategies to improve student reading skills.

Strategies Shared with Parents:

Strategies on how to help their child at home to improve reading will be sent home when parents are notified of screening results. Ideas can be taken from [RISE Parent Resources](#) and [Reading Rockets](#), which include activities such as:

Phonemic Awareness:

- Name 3 things that begin with the same sound
- Play copycat with an adult - have the adult say the sound first and then you say it
- Play iSpy with your sounds - I spy something red that starts with a ___ sound.
- Play with words - ask your child to say each sound they hear in a word, or to blend together word parts or sounds to make words. - What word am I saying - note/book (notebook)

Phonics:

- Trace the letter in parenthesis, using a finger in the air, or on someone's back, or on different surfaces (scratchy, soft, smooth) and say the sound 3 times.
- Write the letters on cards or paper and practice saying the sounds

Fluency:

- Practice reading every other word aloud with an adult.
- Practice reading every other sentence aloud with an adult.

Comprehension:

- Read the passage and tell an adult what it makes you think about.
- Read a page, chapter, selection, cover it, tell an adult what you read about.

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

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	64	41	65	44	65	5
1 st	49	23	47	29	49	5
2 nd	73	35	72	41	73	13
3 rd	53	26	54	30	53	12

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	64	30	64	14
5 th	64	26	64	12
6 th	61	39	61	10
7 th	46	33	46	5
8 th	64	38	64	7
9 th	0	0	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	0

Core Reading Instruction and Curriculum Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curriculum 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	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
1 st	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
2 nd	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
3 rd	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
4 th	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
5 th	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.

Core ELA Instruction and Curriculum 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	Teacher curated Standard-based lessons	Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
7 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.
8 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.
9 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.
10 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.
11 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.
12 th	Teacher curated Standard-based lessons	Knowledge Building	Class Period: 47 min.

Data-Based Decision Making for Literacy Interventions

MTSS Process at EVW

We are not currently using the MnMTSS framework, however we are implementing an MTSS framework here at EVW. Three times a year all K-8th grade students are given a screener to determine students that may not be reading at grade level, which are followed by grade level data meetings. Student data is analyzed at the meetings, and personal learning plans are determined for all students. Students identified as reading below grade level are given diagnostic assessments to determine if there is a deficit in reading proficiency. Based on those diagnostic assessments students are identified for Tier 2 or Tier 3 support. An intervention plan is made for identified students and progress monitoring is conducted. Based on progress monitoring, interventions are adjusted as needed. If students are not making adequate growth they may be referred to Teachers Assisting Teachers (TAT) or child study.

There is a need for strengthening our process for monitoring fidelity within our MTSS system. This year, we will be working to improve that process.

Tier 1 Reading Instruction

Next year, at Eden Valley - Watkins Elementary schools we will be reviewing core reading curriculums that will meet the above requirements.

Process to Identify Students with Reading Difficulty

Tier 2 and Tier 3 students are identified for support through the process stated above. All teachers and support staff were trained in administering the diagnostic assessments and corresponding interventions. We will continue to review and refine that training annually to improve fidelity. FastBridge is used to progress monitor students receiving interventions weekly or bi-weekly, depending on the intervention. The criteria for exiting a student from an intervention is three data points above the next screening period's benchmark.

Professional Development Plan

All PreK through sixth grade teachers, PreK through twelfth grade special education teachers, and teachers who provide ELL support will be trained in OL&LA over the next two school years. Training will be completed by June 5, 2026. Reading teachers in seventh through twelfth grade will be trained by an MDE approved training during the 2025-2026 school year.

The district will support the implementation of structured literacy through the support of two district OL&LA Cohort Leaders (OCL) and the adoption of a new elementary reading curriculum. Data will be collected through administrator observations, peer observations, Learning Walks, and the analysis of screening data. That data will guide the creation of district, school, and teacher goals.

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	5	0	0	5
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	14	6	0	8
Grades 4-6 Classroom Educators	9	2	0	7
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	11	1	0	10
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	1	0	0	1

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 7-12 Classroom Educators responsible for reading instruction	4	0	0	4
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 k-12 Instructional support staff who provide reading support	8	0	0	8
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

Action Planning for Continuous Improvement

The first step for EVW is to train phase 1 teachers in evidence-based reading instruction. The reading curriculum adoption process will begin for the elementary school to select a core curriculum to support teachers in implementing evidence-based literacy instruction. Our MTSS process will continue to be refined through the training of staff and improving our fidelity through more frequent observations of interventions in process. We will also continue to improve our data decisions through supporting teachers during monthly PLC meetings. The structuring of Title One and ADSIS will be reviewed to see how to best coordinate those services.

We will continue this process at the secondary level as training, curriculum, and interventions are approved per MDE guidance.