



Goodhue County Education District 2024-25 Local Literacy Plan

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: 0651

Date of Last Revision: 6/12/24

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

Goodhue County Education District's literacy goal for 2024-25 is to increase the number of students performing at or above benchmark on FastBridge's earlyReading or aReading with all member districts as well as focusing on the Tier 2 & 3 programs supported and run by Goodhue County Education District.

Universal and Dyslexia Screening

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

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	Grade K, 1	Phonological Awareness, Phonics, Fluency	Universal Screening and Dyslexia Screening	First 6 weeks of School (Fall), Winter, and Last 6 weeks of School (Spring)
FastBridge: CBMReading	Grade 1, 2, 3	Phonological Awareness, Phonics, Fluency	Universal Screening and Dyslexia Screening	First 6 weeks of School (Fall), Winter, and Last 6 weeks of School (Spring)
FastBridge: aReading	Grade K, 1, 2, 3	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Universal Screening and Dyslexia Screening	First 6 weeks of School (Fall), Winter, and 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?
FastBridge: aReading (Grades 4-12)	Grade 4, 5, 6, 7, 8, 9, 10, 11, 12	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Universal Screening	First 6 weeks of School (Fall), Winter, and Last 6 weeks of School (Spring)
FastBridge: CBMreading (4-12)	Grade 4, 5, 6, 7, 8, 9, 10, 11, 12	Phonological Awareness, Phonics, and Fluency	Dyslexia Screening and Universal Screening	First 6 weeks of School (Fall), Winter, and Last 6 weeks of School (Spring)

Parent Notification and Involvement

With universal screening data, parents will be notified on how to access scores and be contacted with support if students are not reading at or below grade level.

We also have a Goodhue County Education District Reading Center with direct support services for our families.

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
K-3	9	5	16	7	16	6

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

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	13	6	14	7
5 th	12	7	12	2
6 th	21	13	18	10
7 th	12	9	1	1
8 th	23	12	0	0

9-12	20	12	0	0
------	----	----	---	---

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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	Wonders	aLEARNcoach	60 minutes (Core) 30 minutes (Intervention)
1 st	Wonders	aLEARNcoach	60 minutes (Core) 30 minutes (Intervention)
2 nd	Wonders	aLEARNcoach	60 minutes (Core) 30 minutes (Intervention)
3 rd	Wonders	aLEARNcoach	60 minutes (Core) 30 minutes (Intervention)
4 th	Wonders	Read180 Workshop	60 minutes (Core) 30 minutes (Intervention)
5 th	Wonders	Read180 Workshop	60 minutes (Core) 30 minutes (Intervention)

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	Wonders Amplify ELA	Read180 Workshop	45 minute (CORE) 15 minutes (intervention)
7 th	Amplify ELA Edgenuity	Read180 Workshop	45 minute (CORE) 15 minutes (intervention) Online School (Asynchronous)
8 th	Amplify ELA Edgenuity	Read180 Workshop	45 minute (CORE) 15 minutes (intervention) Online School (Asynchronous)
9 th	Amplify ELA Edgenuity	Read180 Workshop	45 minute (CORE) 15 minutes (intervention) Online School (Asynchronous)
10 th	Teacher Created Curriculum	Read180 Workshop	45 minute (CORE)

	Edgenuity		15 minutes (intervention) Online School (Asynchronous)
11 th	Teacher Created Curriculum Edgenuity	Read180 Workshop	45 minute (CORE) 15 minutes (intervention) Online School (Asynchronous)
12 th	Teacher Created Curriculum Edgenuity	Read180 Workshop	45 minute (CORE) 15 minutes (intervention) Online School (Asynchronous)

Data-Based Decision Making for Literacy Interventions

The district is indeed implementing a multi-tiered system of support framework and is following the MnMTSS framework. Both district and school teams have participated in professional learning cohorts provided by the Minnesota Department of Education (MDE), including attending MnMTSS professional learning sessions and conducting the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT).

Several components and subcomponents within the framework have been identified for improvement, particularly PLCs and tiered interventions at RBEC and 5RO. The Reading Center improvement work across the county is integrated into the framework for Tier 1-3 interventions.

Tier 1 Targeted Evidence-Based Reading Instruction

Data and Methods:

Assessment Data: Tier 1 data is gathered from PLC assessment data from programs like Wonders and Journeys, as well as teacher-created assessments.

Review Process: These assessments are reviewed using the ATLAS protocol in Professional Learning Communities (PLCs).

Monitoring Fidelity: The process for monitoring fidelity includes regular review sessions in PLCs where data is analyzed to ensure that instructional practices are effective and being implemented as planned.

Modification and Intensification: Based on the data reviewed, instructional strategies are adjusted and intensified as necessary to meet the needs of all students.

Identifying Students Not Reading at Grade Level

Criteria and Data Used:

FAST Data: Tier 2-3 interventions rely on FAST data, which is discussed in PLCs and used in Student Learning Objectives (SLO) and improvement plans.

Progress Monitoring: Teachers progress monitor students who are not reading at grade level using various tools and methods to track their progress and adjust interventions as needed.

Entry into Tier 2 and Tier 3:

Criteria for Entry: Students who are identified through assessment data and progress monitoring as not meeting grade-level expectations are considered for Tier 2 and Tier 3 interventions.

Fidelity Monitoring: Interventions are monitored for fidelity to ensure they are being implemented as designed, and this is regularly reviewed in PLCs.

Type and Frequency of Progress Monitoring:

Regular Intervals: Progress monitoring occurs at regular intervals to ensure that interventions are effective and that students are making progress.

Adjustments: Based on progress monitoring data, interventions are adjusted in intensity or approach as necessary.

Criteria for Exit from Intervention:

Achievement of Benchmarks: Students exit from Tier 2 and Tier 3 interventions once they have met established benchmarks and are reading at grade level.

Sustained Progress: Exit criteria also include sustained progress over a period to ensure that improvements are stable and not temporary.

By following the MnMTSS framework and utilizing data-driven methods for assessing and intervening with students at various tiers, the district aims to provide a comprehensive and effective support system for all students.

Professional Development Plan

Goodhue County Education District will train all staff in CORE during the 2024-25 school year based on our unique make-up of programs and the supports we have across all programs for Special Education students. All staff will complete the training by June 6, 2025.

We also have ongoing cohorts around the Science of Reading and reading interventions to support the learning of staff that have already completed an approved reading professional development program from MDE. With the cohorts and data monitoring we will continue to adapt and change based on our students and teacher’s outcomes to assure continuous improvement.

Goodhue County Education District also uses instructional coaches to provide targeted professional development to teachers, focusing on strategies for creating a positive classroom climate and implementing culturally responsive teaching practices. Research by the Learning Policy Institute has shown that high-quality professional development can lead to positive outcomes in student behavior and can reduce disciplinary issues.

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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	13	3	10	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	2	0
K-12 Reading Interventionists	3	1	2	0
K-12 Special Education Educators responsible for reading instruction	20	0	20	0
Pre-K through grade 5 Curriculum Directors	4	0	4	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	1	0	1	0

Action Planning for Continuous Improvement

The eduClimber data system is an interactive system that integrates all whole child data into a single platform with built-in tools for intervention, tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement. We are leveraging this system across seven districts to integrate data and learn from one another in order to make adjustments and improvements to learning and instruction.