



Local Literacy Plan Template: 2025-26 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: Lake of the Woods School District ISD 390

Date of Last Revision: May 2025

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 2025-26 school year.

Lake of the Woods School District's literacy goal is to ensure that every student will be reading at or above grade level at every grade level by providing research based instruction in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension as measured by Fasbridge Benchmark Assessments and MCA's. Reading proficiency is defined as students being able to read at grade level with fluency, accuracy, comprehension, and with appropriate expression.

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?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	x Grade K x Grade 1 x Grade 2 x Grade 3	x Oral Language x Phonological Awareness x Phonics x Fluency x Vocabulary <input type="checkbox"/> Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x 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	x Grade 4 x Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	x Oral Language xPhonological Awareness xPhonics xFluency xVocabulary xComprehension	x Universal Screening <input type="checkbox"/> Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

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.

When students are identified as not reading at or above grade level, parents or guardians receive communication from the classroom teacher either in the form of a phone call, email, letter home, or during conferences. Services that are provided for these students include Tier 1 instruction from a highly qualified teacher, Tier 2 instruction from a highly qualified teacher or reading specialist, and/or Title 1 services from a reading specialist. Intervention takes place immediately following Fastbridge Benchmark testing. Strategies and activities are also shared with parents/families to help support student progress at home. Depending on the reading level of the student, strategies and activities might involve: onset sound identification, rhyming, blending, and segmenting words, onset rime activities, decoding practice, and close and repeated readings.

Student Summary Level and Dyslexia Screening Data 2024-25 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. 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	34	15 (44%)	35	14 (40%)	35	17 (49%)
1 st	26	7 (27%)	27	9 (33%)	27	9 (33%)
2 nd	39	14 (36%)	38	19 (50%)	38	13 (34%)
3 rd	37	13 (35%)	37	12 (32%)	37	11 (30%)

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	24	12 (50%)	0	n/a
5 th	33	13 (39%)	0	n/a
6 th	n/a	n/a	n/a	n/a
7 th	n/a	n/a	n/a	n/a
8 th	n/a	n/a	n/a	n/a
9 th	n/a	n/a	n/a	n/a
10 th	n/a	n/a	n/a	n/a
11 th	n/a	n/a	n/a	n/a
12 th	n/a	n/a	n/a	n/a

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	Savaas myView	Comprehensive	There are 6 components to the myView curriculum: Reading Workshop, Reading-Writing Workshop Bridge, Writing Workshop, Oral Language, Project-Based Inquiry, & Assessment. Explicit teaching of the learning target is approximately 20-30 minutes of whole class instruction per day. Practice of the learning target is approximately 60 minutes of independent and small group instruction per day. This time includes centers where the teacher differentiates instruction based on stud
1 st	Savaas myView	Comprehensive	See Kindergarten
2 nd	Savaas myView	Comprehensive	See Kindergarten

3 rd	Savvas myView	Comprehensive	See Kindergarten
4 th	Savvas myView	Comprehensive	See Kindergarten
5 th	Savvas myView	Comprehensive	See Kindergarten

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	Savvas MyPerspectives	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
7 th	Savvas MyPerspectives	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
8 th	SavvasReading, ElementsofLanguage	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
9 th	SavvasReading, ElementsofLanguage	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
10 th	Savvas MyPerspectives	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
11 th	Savvas MyPerspectives	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week
12 th	Savvas MyPerspectives	small & large group reading,comprehension, vocabulary,writing	50 min.periods 5 days/week

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?

Lake of the Woods School implements Minnesota's Multi-Tiered System of Support (MTSS) Framework to meet the needs of all learners. The MTSS framework involves varying levels of support for individual students, including academic and behavioral support. When fully implemented, each student will receive the amount of support he or she needs as noted below:

- **Core Classroom Instruction Tier 1:** All students receive core instruction. The classroom teacher works with whole and small groups and individual students depending on students' academic needs. Every student in grades K-5 is screened three times per year for difficulties in reading using Fastbridge.
- **Individualized Intervention Tier 2:** Students are identified for intervention based on Fastbridge benchmark data. Students who need additional support receive small group interventions and/or Title 1 reading services in addition to core classroom instruction. These interventions occur in or outside of the classroom for 15-25 minutes four days per week with the fifth day being set aside for progress monitoring. The classroom teacher and/or our reading specialist provide these interventions using resources from Fastbridge, PRESS, and Barton Reading & Spelling System. Students receive this intervention until they meet grade level reading benchmarks. Parents are notified of Tier 2 interventions prior to implementation.
- **Intensive Intervention Tier 3:** Students receiving intensive intervention have been identified through the MTSS process. Intensity and duration is determined by each student's individualized needs as determined by the MTSS Problem Solving Team. Trained specialists provide these interventions using resources from Fastbridge, The Barton System for Decoding and Systematic Reading Instruction, and PRESS.

Click on the link to view Lake of the Woods School MTSS Flowchart [LOW MTSS Flowchart](#)

Our district has not been offered the opportunity to attend MnMTSS professional learning or complete the MnMTSS Self-Evaluation.

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.

Core Classroom Instruction Tier 1: All students receive Tier 1 core instruction. The classroom teacher works with whole and small groups and individual students depending on students' academic needs. In order to determine the targeted skill needed, teachers use Fastbridge data from fall, winter, and spring benchmark tests. Fastbridge is also used to progress monitor students once a week to determine if the intervention is effective. If the intervention is ineffective, the teacher will utilize alternative intervention recommendations, supplied by Fastbridge, based on student benchmarking and progress monitoring data. If the intervention is effective, the teacher moves onto the next intervention recommended by Fastbridge until students reach grade level benchmarks.

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.

Individualized Intervention Tier 2: Students are identified for interventions based on Fastbridge benchmark data. Students who need additional support receive small group interventions within the classroom and/or Title 1 small group pull-out reading services in addition to core classroom instruction. These interventions occur in or outside the classroom for 15-25 minutes four days per week with the fifth day being set aside for progress monitoring using Fastbridge. The classroom teacher and/or our reading specialist provide these interventions using resources from Fastbridge, PRESS, and Barton Reading & Spelling System. Students receive this intervention until they meet grade level reading benchmarks. Parents are notified of Tier 2 interventions prior to implementation and receive monthly progress reports from the classroom and/or Title 1 teacher. If the student is receiving Title 1 services, he or she will be exited from the Title 1 program when grade level benchmarks are met. The classroom teacher will also continue interventions until grade level benchmarks are met.

Intensive Intervention Tier 3: Students receiving intensive intervention have been identified through the MTSS process and receive intensive two to one or one on one interventions. These are students that show little growth after receiving Tier 2 interventions. Intensity and duration is determined by each student's individualized needs which is determined by the MTSS Problem Solving Team prior to receiving the Tier 3 intervention. Trained reading specialists provide these interventions using resources from Fastbridge, The Barton System for Decoding and Systematic Reading Instruction, extra fluency instruction, and/or extra sight word instruction. Students are progress monitored once a week using Fastbridge. If the student continues to show little to no growth he or she will be referred to the Child Study Team (CST). From there it will be determined if the student is in need of Special Education services. Parents are notified before the Tier 3 intervention and/or CST referral takes place.

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.

All required educators will complete LETRs training in order to be in compliance with the Minnesota Read Act. We will follow the timeline for completion provided by the Minnesota Department of Education.

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.

The curriculum and reading instruction used at Lake of the Woods School is aligned with and based on the English Language Arts (ELA) Academic Standards set in 2020. Teachers use the standards as a baseline for determining areas of instruction. This instruction is inclusive of the five research-based areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as outlined by the ELA standard benchmarks at each grade level. Skills introduced in kindergarten are built upon in subsequent grades. Teachers participate in cross-grade level teams to discuss current instructional methods related to the ELA Academic Standards. Across-Grade level teams collaborate and focus on the literacy practices, instructional strategies, and assessment results for students that achieve below, at, and above grade level in reading. In the spring of 2021 the elementary adopted a new reading curriculum to be used by all teachers, called myView Literacy by Savvas. This curriculum was implemented in Fall of 2021. All elementary teachers were also required to take the LETRS reading course. Teachers were divided into two cohorts, one that began in spring of 2021 and the other that began in fall of 2021. LETRS provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language, in order to increase student achievement.

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

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	5	0	0	5
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	2	0	0	2
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

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.

Staff who have not received training need to register for and complete training. Next steps for the district will be to address with individual staff the training they need to complete and take the steps to register for training and complete the training in accordance with the Read Act. Professional Learning Communities will need to focus on support to continue the work in reading literacy.