



Local Literacy Plan: 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: Worthington Public School, ISD 518

Date of Last Revision: June 12, 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

Worthington ISD 518 will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. K-5 educators, special education educators, EL educators, and reading intervention educators will complete LETRS Vol 2 professional development during the 2024-2025 school year. In addition, the district will continue to evaluate our Tier 1 curriculum to ensure alignment with evidence based practices.

Universal and Dyslexia Screening

Worthington ISD 518 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 academics and social-emotional-behavior (SEB) with intervention recommendations. In the 2024-2025 school year, Worthington ISD 518 will screen all K-5 students enrolled at Prairie Elementary, the Intermediate School, and VIBE three times a year. These testing windows are within the first being within the first 6 weeks of the school year (Fall), second being before February 1 (Winter), and the last being within the last six weeks of the school year (Spring).

FastBridge's **Early Reading assessment** (K-1) comprises twelve components or subtests, seven of which Prairie uses. The subtests given vary for fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance. The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student. The **CBMreading assessment** (grades 1 – 5) will be used as a standardized measure to determine oral reading fluency. **AUTOreading** (grades 2 - 5) is a computer-administered assessment consisting of subtests in decoding, word identification, and comprehension. The **aReading Assessment** (grades 2 – 5) is a computer-adaptive measure of broad reading ability that is individualized for each student. Benchmarks will be used to determine student proficiency.

Grades K-3 Screeners

Worthington ISD 518 will be using the screeners listed below for students in Kindergarten - grade 3:

Name of the Assessment	Target Audience	Component of Reading	Assessment Type	Screening Period
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		Winter
	Grade 2 Grade 3	Fluency Vocabulary Comprehension	Dyslexia Screening	Last 6 weeks of School (Spring)

Grades 4-12 Screeners

Worthington ISD 518 will be using the screeners listed below for all students in grades 4 and 5. We will review approved screeners to implement and make adjustments to universal and dyslexia screening when guidance from MDE is posted for students who do not demonstrate mastery of foundational reading skills in grades 6 and above.

Name of the Assessment	Target Audience	Component of Reading	Assessment Type	Screening Period
FastBridge: CBMReading and aReading AUTOReading (Grades 4 -5)	Grades 4 - 5	Fluency	Universal Screening	First 6 weeks of School (Fall)
		Phonics Vocabulary Comprehension		Winter
				Last 6 weeks of School (Spring)

Parent Notification and Involvement

Measures of proficiency and progress are shared with parents and guardians at conferences throughout the year. If a student is recommended for a reading intervention during the day, after school, or during the summer, an additional parent letter is sent home. The Seesaw and Schoology LMS are used to communicate academic progress with families. In addition, TalkingPoints is a multilingual school-family engagement tool with two-way translation and content. Information will be shared with parents on strategies that can be used at home to support their child’s growth in reading via newsletters from teachers, the district website, and social media. These strategies are:

- Read aloud with your child
- Ask questions

- Tune In, Take Turns, & Talk More

Connecting parents and the school through students’ enrichment activities can foster positive relationships for all involved. Throughout the year, parents are invited to participate in grade level reading activities, school music performances, Discovery Room Nights, and Family Literacy Night.

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
KG	241	87	254	59	254
1 st	184	49	194	69	194
2 nd	225	74	232	89	232
3 rd	208	80	214	86	214

Students Grades 4-12 Not Reading at Grade Level

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia
4 th	227	158	227
5 th	208	139	208
6 th	Will review based on MDE guidance		
7 th	Will review based on MDE guidance		
8 th	Will review based on MDE guidance		
9 th	Will review based on MDE guidance		
10 th	Will review based on MDE guidance		
11 th	Will review based on MDE guidance		
12 th	Will review based on MDE guidance		

Core Reading Instruction and Curriculum 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	HMH: Into Reading	Comprehensive	90 minutes daily
1 st	HMH: Into Reading	Comprehensive	90 minutes daily
2 nd	HMH: Into Reading	Comprehensive	90 minutes daily
3 rd	HMH: Into Reading	Comprehensive	90 minutes daily
4 th	HMH: Into Reading	Comprehensive	90 minutes daily
5 th	HMH: Into Reading	Comprehensive	90 minutes daily

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	StudySync	comprehension, vocabulary, writing	55 mins daily (year long)
7 th	StudySync	comprehension, vocabulary, writing	55 mins daily (year long)
8 th	StudySync	comprehension, vocabulary, writing	55 mins daily (year long)
9 th	StudySync	comprehension, vocabulary, writing	90 mins daily (semester)
10 th	StudySync	comprehension, vocabulary, writing	90 mins daily (semester)
11 th	StudySync	comprehension, vocabulary, writing	90 mins daily (semester)
12 th	StudySync	comprehension, vocabulary, writing	90 mins daily (semester)

Data-Based Decision Making for Literacy Interventions

Worthington ISD 518 uses a Multi-tiered System of Support (MTSS) Framework to support the needs of all students. The first level of support occurs in the classroom with a minimum of 90 minutes of structured literacy, core instruction, delivered by the classroom teacher using the District's ELA Standards aligned reading curriculum. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers utilize small group instruction to meet the needs of their diverse learners (also considered the second level of support). Based on screening and diagnostic assessments, the third level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by Reading Interventionists. Reflection and continuous improvements will be informed by guidance from the READ Act.

Students are identified to receive intervention services based on multiple assessment measures including: FAST, ACCESS language levels, and teacher recommendation. The Interventionists and classroom teachers work together to identify initial student placement for this service. Small groups of students work with an interventionist on identified skill deficits using an evidence based intervention. These students are progress monitored weekly using a related FAST assessment. This data is used to determine if a student needs additional and more intensive service, or if they are meeting the identified grade level targets and may exit from the service. Interventionists and classroom teachers regularly review the intervention data.

Professional Development Plan

LETRS Professional Learning:

Worthington ISD 518 K-5 staff completed LETRS (Language Essentials for Teachers of Reading and Spelling through Lexia) Volume 1 during the 2023-2024 school year. Staff will continue and complete LETRS Volume 2 during the 2024-2025 school year. Certified staff will attend eight virtual training sessions and complete the online modules. In June 2024, five Worthington ISD 518 staff members were trained LETRS Vol 1 and Vol 2 Facilitators. These individuals will train new staff to the district in LETRS Volume 1 in the 2024-2025 school year and lead monthly PLC discussions focused on implementation with grades K-5. The district is awaiting further guidance from the Minnesota Department of Education on approved training programs for instructional support staff.

Instructional Coaching and Peer Coaching:

Instructional Coaches work with non-tenured staff, utilizing the New Teacher Center's High Leverage Tools to guide and focus on standards-aligned instruction, analyzing student work, and reflection to improve outcomes for students. All tenured staff partner with a peer and utilize peer coaching focusing on data and improving their instructional practices through observations and reflection. The focus of the peer coaching will be the science of reading best practices in small group literacy instruction.

The table below includes a count of staff from the 2023-2024 school year 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	Educators who 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	14	14	—	—
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	67	—	52	15
Grades 4-5 (or 6) Classroom Educators (if applicable)	22	—	22	—
K-12 Reading Interventionists	8	4	4	—
K-12 Special Education Educators responsible for reading instruction	26	—	26	—
Pre-K through grade 5 Curriculum Directors	1	1	—	—
Pre-K through grade 5 Instructional Support Staff who provide reading support	118	—	—	118

Phase 2: Educator Role	Total Number in District	Educators who completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	13	—	—	13
Grade 6 through 12 Educators who work with English learners (Licensed ELL teachers)	17	—	17	—
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	—	—	—	—
Grades 6-12 Instructional support staff who provide reading support	65	—	—	65
Grades 6-12 Curriculum Directors	Curriculum Coordinator is PreK-12			

Action Planning for Continuous Improvement

Worthington ISD 518 has prioritized the implementation of evidence-based structured literacy instruction in grades K-5 during the 2023-24 and 24-25 school years. The district is committed to ongoing professional development in reading and supporting grade levels in adopting and implementing evidence-based literacy practices. Teachers will leverage the insights gained from LETRS training to enhance the delivery of evidence-based literacy instruction. This integrated approach ensures that every student receives targeted support tailored to their individual needs, fostering a more inclusive and effective learning environment.

As part of its continuous improvement efforts, the district is evaluating Tier I literacy curricula used in grades K-12, as well as intervention resources and screening guidance, and following guidance from the Minnesota Department of Education to determine the next steps. In addition, Worthington ISD 518 will evaluate and enhance their MTSS Framework to ensure success for all students.