

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Fillmore Central (2198-01)

Date Submitted to the State 06/02/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Fillmore Central (2198-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Fillmore Central (2198-01)'s literacy goal(s) for the 2024-25 school year:

All students are screened, assessed, and monitored to determine levels of reading proficiency each year. Data is utilized to identify individual learning needs. All students who are identified as not having met grade level benchmarks receive additional support to accelerate reading proficiency growth in order to progress towards grade level benchmarks.

The following was implemented or changed to make progress towards the goal(s):

In the school year 24/25 we implemented Fastbridge as our universal screener and diagnostic assessment. We have 2.5 FTE title I teachers and two reading/math support teachers. All students are screened using Fastbridge. Students in grades K-3 are also screened using the QPS phonics screener and the phonemic awareness screener (PAST). Students in 4-6 who need additional support in reading continue to be screened for phonics and phonemic awareness 3 times per year. From these assessments, students are given layered support which may include special education services, title 1 services, reading support through qualified interventionists, or a combination of the three. In this scenario, some of our students receive consistent, daily support from a variety of sources while working on the same skill.

The following describes how Fillmore Central (2198-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The Read Act goal is for all students to read at their current grade level. Based on Fillmore Central's data, we are making progress toward this goal. We have 17 students who are considered "at risk". 70% are proficient or on a college pathway according to FastBridge data. Additionally, 80% of our elementary students in grades 3-6 scored partial, meets, or exceeds on the MCA reading assessments. These results reflect ongoing growth and effective support across our school.

Fillmore Central (2198-01)'s literacy goal(s) for the 2025-26 school year:

All students in grades K-3 show mastery on phonics skills based on the QPS screener and phonemic awareness screener. (PAST)

Fillmore Central (2198-01)'s Local Literacy Plan is posted on the district website at:

<https://www.fillmorecentral.k12.mn.us/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Fillmore Central (2198-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	QPS/Heggerty
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	QPS/Heggerty
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	QPS/PAST
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	LET

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Fillmore Central (2198-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	40	29	40	26	40	18
Grade 1	31	9	31	7	32	8
Grade 2	44	26	45	26	45	27
Grade 3	50	33	50	40	49	36

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Fillmore Central (2198-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Fillmore Central (2198-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	41	11
Grade 1	31	11
Grade 2	46	15
Grade 3	50	14

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Fillmore Central (2198-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge	Renaissance Learning	40% NPR
	LETRS	Lexia	95% Mastery Rate
Grade 5	FastBridge	Renaissance Learning	40% NPR
	LETRS	Lexia	95% Mastery Rate
Grade 6	FastBridge	Renaissance Learning	40% NPR
	LETRS	Lexia	95% Mastery Rate
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Fillmore Central (2198-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

In grades 4-6, students will continue to be assessed using FastBridge and the QPS phonics screener to monitor reading progress and identify skill gaps. In grades 7-12, staff input and course performance will be used to determine which students should take the Capti ReadBasix assessment. Additionally, all students entering 7th grade who are reading below grade level will complete the ReadBasix screener in the fall to help guide appropriate instructional support.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Fillmore Central (2198-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Fillmore Central (2198-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	Yes	1 time per year
Grade 9	No	
Grade 10	No	
Grade 11	Yes	1 time per year
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student

Local Literacy Plan for Fillmore Central (2198-01)

Families or the community are engaged around literacy through the following:

- Parent teacher conferences
- Other - describe (Required)
 - At Home Reading Calendar/February I Love to Read Month

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Fillmore Central (2198-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At Fillmore Central, students complete benchmark reading assessments three times per year using tools such as FastBridge, QPS (Quick Phonics Screener), and Heggerty. These assessments provide data on phonemic awareness, phonics, fluency, and comprehension. Following each screening window, Data Review Meetings are held with teachers, interventionists, and specialists to analyze the data and identify students needing additional support. Interventions are selected based on skill-specific needs and aligned with evidence-based practices. For example, a student with decoding gaps may be placed in a small group using 95% Group materials. Students needing more support may receive Tier III instruction, often 1:1, multiple times per day. Progress monitoring occurs weekly or biweekly, allowing staff to adjust instruction as needed. Instruction is matched to student need, ensuring a personalized and responsive approach to reading support.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

At Fillmore Central, each grade level follows assigned units from Really Great Reading to ensure consistent Tier 1 instruction. Teachers use screener data to identify focus skills for small group and 1:1 instruction. The FC Reading Recipe and Reading Rules guide targeted support during these times. Fidelity is monitored through classroom observations, lesson plan reviews, and data checks during team meetings to ensure instruction is aligned, differentiated, and responsive to student needs.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Below 40% normed reference on fastbridge assessment. We currently working on a process for high school students.

Progress monitoring data collection for students in Tier 2 occurs: Once a month

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

Biweekly or weekly

Local Literacy Plan for Fillmore Central (2198-01)

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

At Fillmore Central, the TAT (Teachers Assisting Teachers) process is part of our System of Support. It brings together teachers, intervention experts, and support staff to collaboratively problem-solve for students not making expected progress. The process is data-driven, with teams reviewing screening and progress monitoring results to design timely, targeted interventions. Teachers maintain communication with families throughout the process. If interventions are successful, support continues; if not, the team may consider a referral for evaluation.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

At Fillmore Central, students may exit Tier 2 or Tier 3 reading intervention when they consistently demonstrate grade-level proficiency. Specifically, students must show three consecutive progress monitoring scores that meet or exceed their individual growth goals and perform at or above grade level on benchmark assessments. At the elementary level, teams also consider classroom performance and teacher input. At the secondary level, data from course performance and reading assessments are used. Exit decisions are made collaboratively during data review meetings and communicated with families.

Does Fillmore Central (2198-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

[The following components are included in the personal learning plans, if used:](#)

A Personal Learning Plan (PLP) uses data from FastBridge, QPS, and Heggerty to target reading skill gaps. Tier II includes small-group instruction 3-5 days a week by interventionists using programs like 95% Group. Tier III provides 1:1 support 2-3 times daily with targeted instruction. Fillmore Central's Reading Rules and Reading Recipe guide instruction. Staff monitor progress and adjust plans to help all students reach grade-level reading goals.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Fillmore Central (2198-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Fillmore Central (2198-01) has participated in MDE MnMTSS professional learning:

Yes

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Fillmore Central (2198-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 1	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 2	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 3	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 4	· Standards Based Reading Instruction	Knowledge Building	75
Grade 5	· Standards Based Reading Instruction	Knowledge Building	75

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Fillmore Central (2198-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI	Barton Reading and Spelling
Grade 1	UFLI	Barton Reading and Spelling
Grade 2	UFLI	UFLI
Grade 3	UFLI	UFLI
Grade 4	UFLI	Read Naturally
Grade 5	UFLI	Read Naturally
Grade 6	UFLI	Read Naturally
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Fillmore Central (2198-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/05/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

We currently do not have anyone who did not score at or above 80%. We did get extensions for a couple of staff who were unable to get the course done by the due date.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We monitor the fidelity of our tier one instruction by collecting multiple, ongoing sets of data: Fastbridge: for vocabulary, comprehension, and fluency Fastbridge/PAST/QPS: For phonemic awareness and phonics. We pay close attention to what skills are being taught systematically through Really Grade Reading in grades K-3.

Teachers have generated a sequence with skills that will be mastered along a timeline at each grade level. K-6 staff have access to this information to help them know what skills have been taught to mastery at previous grades.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

At Fillmore Central, we integrate our title I teachers into the classroom and they take students out for small group instruction. We hold data meeting 3 times per year to discuss individual students and services/interventions. In prek-3, we focus on phonemic awareness and phonics as our strong base. In grades 4-6, we transition to comprehension, fluency, and vocabulary. We also employ to support teachers that work 1:1, small group, or in the classroom. Part of their duties are to spend 1 hour each days in classrooms supporting reading instruction,.

The following changes in instructional practices have impacted students :

We have made many positive changes to our reading instruction in the last 4 years. Our screener data demonstrates that we are creating a solid base for our students in reading. We also have a structured writing

Local Literacy Plan for Fillmore Central (2198-01)

program developed by our staff and a handwriting program that is consistent across grade levels. As of this report, over 90% of our 5th/6th graders were able to correctly write an 8 sentence paragraph independently. This was our first year of the program. We anticipate even more growth in the following years. In reading, 80% of students in 3-6 grade score in the some risk/low risk/ college pathway on Fastbridge Areading.

Fillmore Central (2198-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Each year, our staff has mandatory training they are required to complete before the beginning of the year. This training is provided for free through Infinitec.

Fillmore Central (2198-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We provide classes throughout the year on early reading. These classes are taught by our title teacher and reading intervention teachers. We also have two days for staff development before school to plan and coordinate our goals for the year. This year, we will focus on small group reading in the classroom and using data to identify skill areas that need to be retaught using our 1:1 reading recipe.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	3	2	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	10	10	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	8	7	0	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	6	0	0	0

Educator Count Phase 2

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

Local Literacy Plan for Fillmore Central (2198-01)

Grades 4-12 Classroom Educators responsible for reading instruction	6	0	0	6
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Fillmore Central (2198-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$68,859.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$10,431.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Stipends for teachers completing literacy training

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Fillmore Central (2198-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$30,870.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Stipends for teachers completing literacy training

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$23205

If funds remain, the plan to spend down the remaining funds are as follows:

Staff development for all certified teachers for two days in the summer. Also, a portion of the funds will be used throughout the year to pay our reading support teacher as part of her coaching duties in the classroom. If allowed Fillmore Central will used the money to purchase screeners as well. (CapT Read Basics and Fastbridge)