



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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Milaca School District 0912

Date of Last Revision: 5/28/2025

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 2024-25 school year.

Goal 1: Every child reading at or above grade level every year.

Goal 2: Kindergarten Readiness - The percentage of Milaca students enrolled in kindergarten that score at or above the Early Reading Composite Benchmark score (32) on Formative Assessment System for Teachers (FAST) reading on their entry benchmarking (fall) will increase from 58% in 2024-2025 to 62% in 2025-2026.

Goal 3: Third Grade Literacy - The percentage of Milaca third graders scoring proficient on the MCA III-Reading will increase from 47.2% in 2025 to at or above 50% in 2026.

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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ 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 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?
Name of Screener: FastBridge	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☐ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener: CAPTI	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Universal Screening ☒ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☒ Winter (optional) ☐ 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.

Parent Notification:

Assessment results are communicated with parents at parent-teacher conferences on a biannual basis (November and March). Progress reports are shared and communicated with parents in conjunction with quarterly report cards (November, January, March, and May).

If, on screening assessments, a child's performance indicates an elevated risk for not meeting grade level literacy benchmarks; parents are notified. This notification includes a description of the identified literacy discrepancy, a description of the supports offered by the school to support the child's accelerated growth in literacy development, and at-home suggestions for parents to support their child's literacy growth.

Following a student selection protocol; parents are notified if their child qualifies for a multi-tiered system of supports (MTSS) program, otherwise known as a literacy intervention, and parent permission is requested.

Reading Corps: After screening, every child who qualifies for Reading Corps services receives a letter home describing the tutoring/intervention services they will receive. All students receiving Reading Corps services receive a monthly family newsletter that describes their progress in intervention sessions and provides activities for families to do at home that are directly related to the specific literacy skills practiced in tutoring sessions with Reading Corps tutors.

Parent/Family Strategies:

Parents and families play a significant role in their child's literacy development. From the moment they are born, children are surrounded by language, making the home the perfect place for parents to extend upon effective literacy strategies. The following table represents resources and strategies that are provided to parent(s) and families by grade level and/or support program.

Grade Level/Support Program	Resource/Strategy	Skills
Preschool		
Kindergarten	• ABC Chart/Flashcards • Games • Zeno Word List • Decodable Books • Orthographic Mapping	• Letter Recognition • Letter/Sound Correspondence • Automaticity • Phonics • Fluency • Decoding • Encoding
First Grade	• Zeno Word List • Decodable Books • Reading Strategy Handout • Orthographic Mapping	• Phonics • Fluency • Decoding • Encoding • Automaticity
Second Grade	• Decodable Books • Comprehension Checks • DOK Questions • Orthographic Mapping	• Phonics • Fluency • Decoding • Encoding • Automaticity
Third Grade	• Differentiated Books	• Phonics • Fluency • Decoding

	• Weekly Comprehension Passage (Phonics Skill Based) • DOK Questions (Phonics Skill Based) • Orthographic Mapping	
Fourth Grade	• Daily Reading at Home • Comprehension Checks • Summarizing • Orthographic Mapping	• Phonics • Fluency • Decoding • Encoding
Fifth Grade	• Daily Reading at Home • Comprehension Checks • Summarizing • Links to Resources • Orthographic Mapping	• Phonics • Fluency • Decoding • Encoding
Sixth Grade	• Daily Reading at Home • Comprehension Checks • Genre Talks • Orthographic Mapping	• Phonics • Fluency • Decoding • Encoding
Title One	• ABC Flashcards • Consonant-Vowel-Consonant Word Practice • Letter/CVC/Fluency Homework Passage (Optional Weekly) • Orthographic Mapping	• Letter Recognition • Letter/Sound Correspondence • Automaticity • Phonics • Fluency • Decoding • Encoding
MTSS Program	• ABC Flashcards • Consonant-Vowel-Consonant Word Practice • Letter/CVC/Fluency Homework Passage (Optional Weekly) • Orthographic Mapping	• Letter Recognition • Letter/Sound Correspondence • Automaticity • Phonics • Fluency • Decoding • Encoding
Special Education	• Letter Recognition • Letter/Sound Correspondence • Orthographic Mapping	• Letter Recognition • Letter/Sound Correspondence • Phonics • Fluency • Decoding • Encoding

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. 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	Number of Students Universally at or Above	Number of Students Universally	Number of Students at or Above	Number of Students Screened for Dyslexia	Number Identified with
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	Screened in Fall	Benchmark Fall	Screened in Spring	Benchmark Spring		Characteristics of Dyslexia
KG	101	37	93	53	101	21
1 st	98	26	94	34	98	37
2 nd	115	23	113	54	115	60
3 rd	132	29	127	58	132	69

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, 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	106	59	106	30
5 th	95	34	95	37
6 th	126	67	126	24
7 th	118	50	118	24
8 th	99	55	99	15
9 th	121	72	121	28

10 th	-	-	-	-
11 th	-	-	-	-
12 th	-	-	-	-

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	Benchmark Literacy Heggerty Phonemic Awareness	Foundational Skills Supplemental	Average 100 minutes 10 minutes
1 st	Benchmark Literacy Heggerty Phonemic Awareness	Foundational Skills/Knowledge Building Supplemental	Average 110 minutes 10 minutes
2 nd	Benchmark Literacy Heggerty Phonemic Awareness	Knowledge Building Supplemental	Average 145 minutes 10 minutes
3 rd	Benchmark Literacy Heggerty Phonemic Awareness	Knowledge Building/Comprehensive	Average 80 minutes
4 th	Benchmark Literacy	Knowledge Building/Comprehensive	Average 105 minutes
5 th	Benchmark Literacy	Knowledge Building/Comprehensive	Average 80 minutes

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	Benchmark Literacy	Comprehension, Vocabulary, Writing	Average 52 minutes
7 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes
8 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes
9 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes
10 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes
11 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes
12 th	McDougal Littell Language of Literacy	Literacy, Language, Communication, Vocabulary, Writing	Average 46 minutes

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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Discuss if and how the district is implementing a multi-tiered system of support framework:

Milaca School District offers a multi-tiered system of support (MTSS) program that oversees student referrals, intervention changes, and student exits. The Milaca School District Multi-Tiered System of Support Framework is outlined in the table below.

Milaca School District Multi-Tiered System of Support Framework

Program	Grades	
Advanced Learners Program (ALP)	Grades 2-6	Some students performing well-above grade level benchmark targets and grade-level peers on standardized tests, receive services through the advanced learners program.
Core Reading Program	All Grades	All students receive core reading instruction.
Foster Grandparent Program		Some students receive Foster Grandparent Program support based on benchmark assessment results. Students receiving support may also qualify for Reading Corps, Title One, ADSIS or Special Education Support.
Reading Corps Program	Kindergarten-2	Any student scoring below grade level targets on FastBridge screening assessments are eligible to receive Reading Corps tutoring. Students in Reading Corps receive 20 minutes of intervention per day during the school day. Students receiving Reading Corps services are progress monitored on a weekly basis using a standardized

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		curriculum-based measure (FastBridge Test of Letter Sounds, Fastbridge Test of Nonsense Words English, Fastbridge CBM-R). These data are graphed to ensure that students are making progress in Reading Corps interventions. Reading Corps coaches use these data to guide intensification and modification to intervention sessions. Intervention modification and change decisions are reliant on regular, direct observation of tutoring sessions and the assessment and analysis of intervention fidelity data, dosage data and student engagement data. Students must have two of the last three progress monitoring data points above the upcoming seasonal benchmark target to exit from Reading Corps tutoring interventions. Students who exit from Reading Corps continue to be progress monitored weekly using a 1-minute FastBridge probe until the end of the school year.
Title One Program	Kindergarten-6	Some students receive Title One reading interventions based on benchmark assessment results. Students receiving Title One support did not meet grade level benchmark targets and do not qualify for Special Education programming. Students who exit the Title One program (achieving grade level target) transition into Reading Corps Program.
Alternative Delivery of Specialized Instructional Services (ADSIS)	Kindergarten-6	Students not responding successfully to Title One reading interventions may qualify for one-on-one ADSIS reading intervention. Students are selected during regular MTSS meetings based on progress monitoring data. Students who exit ADSIS Services (demonstrating growth toward grade level target) will have access to Title One programming.
Special Education	All Grades	Students not responding to multiple reading interventions may be evaluated for Special Education programming. Students not qualifying for special education following a referral and evaluation will have access to Title One programming.
ELL	All Grades	Students qualifying for ELL services.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction:

Three times a year, grade level teachers and the MTSS staff use the benchmark assessment results to identify students needing intensified (or modified) instruction. These staff members participate in a student selection process that involves reviewing data and referring students for additional support services.

The Multi-Tiered System of Support (MTSS) staff meets biweekly to discuss student referrals, possible student exits, intervention changes, and special education evaluation referrals. Time is devoted to referring students to different MTSS resources (*see MTSS Framework above*). Members of the MTSS committee complete diagnostic assessments on new student referrals to ensure the intervention is matched to the reading deficiency.

Weekly progress monitoring data will be used by MTSS staff to evaluate the intervention, intensity, frequency, and student attendance.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention:

Three times a year, grade level teachers and the MTSS staff use the benchmark assessment results to identify students needing intensified (or modified) instruction. These staff members participate in a student selection process that involves reviewing data and referring students for additional support services. MTSS staff use a diagnostic assessment to match student needs with interventions and group students accordingly.

Students in an intervention program are progress monitored weekly. MTSS interventionists review progress monitoring data and bring possible student exits, intervention changes, and special education evaluation referrals. Program exit criteria includes a positive growth trend on the individual graph, advancement towards closing the gap between the target line and the growth line on the individual graph, exceeding the grade level target, or achieving benchmark targets on local assessments. The initial goal line is typically set at 2 words of growth per week for fluency interventions and at the grade level spring benchmark for decodable words.

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.

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.

Milaca School District will use the Language Essentials for Teachers of Reading and Spelling (LETRS) program for training educators on structured literacy. The district will access the train-the-trainer option to have a certified trainer on staff. Phase I training began in August of 2024 with completion anticipated July of 2026. Paraprofessionals will be trained during the 2025-2026 school year. The Literacy Coach will facilitate the paraprofessional training.

Milaca School District will support the implementation of structured literacy by assigning a Literacy Coach to facilitate training and instructional coaching. The Literacy Coach will be trained as a LETRS certified trainer. Data collected to assure continuous improvement includes assessment data and cohort achievement data.

The Literacy Coach will meet with reading teachers and grade level teams to review data, identify needed supports, and identify needed resources.

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	4	3	1	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	18	1	17	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	2	0	0
K-12 Reading Interventionists	5	1	2	2
K-12 Special Education Educators responsible for reading instruction	16	0	16	0
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	26	0	0	26

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	15	0	0	15
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	1
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	24	0	0	24
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

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.

The next steps the district will take to improve implementation of evidence-based literacy instruction is embedded and on-going professional development for Phase 1 staff and paraprofessionals. The district will be researching reading curricula according to MDE criteria.

Milaca School District is using the Language Essentials for Teachers of Reading and Spelling (LETRS) program for training educators on structured literacy. The district is accessing the train-the-trainer option to have a certified trainer on staff. Phase I training began in August of 2024 with completion anticipated July of 2026. Phase II training will begin once MDE releases information related to Phase II requirements.