

Minnesota READ Act Literacy Plan for 2024-25

For

Edgerton Public School District (0581-01)

Date Submitted to the State 06/06/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Edgerton Public School District (0581-01). 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 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Edgerton Public School District (0581-01)'s literacy goal(s) for the 2024-25 school year:

The Edgerton Public School District will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. Professional development will be offered for K-3 educators, special education staff providing reading instruction, reading intervention educators and to our administration who assist in selecting curriculum. In addition, the district will evaluate our Tier 1 curriculum and intervention resources to ensure alignment with evidence based practices. Guidance provided by the Minnesota Department of Education and the University of Minnesota Center for Applied Research and Educational Improvement will be continuously reviewed and incorporated into the Edgerton Public School District's Literacy Plan.

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

K-6 educators, PK-12 special education staff providing reading instruction, and reading intervention educators participated in CORE Online Language and Literacy Academy (OL&LA) for training educators on structured literacy. Training began August of 2024 and was completed in May of 2025.

The following describes how Edgerton Public School District (0581-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Throughout the school year, students have shown steady growth in their reading proficiency, with an increasing number meeting or exceeding benchmark goals putting us on track to meet READ act goals.

Edgerton Public School District (0581-01)'s literacy goal(s) for the 2025-26 school year:

For the 2025-2026 school year, our school is committed to advancing literacy by building on the best practices learned in the OL& LA CORE training. We will implement these strategies to enhance instruction, ensuring students receive high-quality, research-based literacy support tailored to their needs. Additionally, we will continue to analyze current data to identify our most pressing challenges, allowing us to adapt and refine our approach for maximum effectiveness. By combining evidence-based practices with ongoing data review, we aim to strengthen foundational literacy skills and foster a culture of academic excellence, preparing all students for long-term success.

Edgerton Public School District (0581-01)'s Local Literacy Plan is posted on the district website at:

<https://www.edgertonpublic.com/domain/91>

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 Edgerton Public School District (0581-01) 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	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Edgerton Public School District (0581-01) 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	24	13	24	18	24	14
Grade 1	28	CTSTR	28	10	29	14
Grade 2	30	18	30	15	30	15
Grade 3	28	13	28	15	28	11

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 Edgerton Public School District (0581-01) 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.

Edgerton Public School District (0581-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	24	CTSTR
Grade 1	29	CTSTR
Grade 2	30	CTSTR
Grade 3	28	CTSTR

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 Edgerton Public School District (0581-01) 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			
Grade 5			
Grade 6			
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 Edgerton Public School District (0581-01) 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:

This will be determined at a later date. We are currently waiting for guidance on this from MDE.

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

The following table displays the number of students in Edgerton Public School District (0581-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

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 Edgerton Public School District (0581-01) 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	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
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:

- Parent teacher conferences
- 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
- Strategies parents/families can use at home in helping their student succeed

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

- Family engagement nights
- Parent teacher conferences
- School events

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.

Edgerton Public School District (0581-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Edgerton Public School has implemented and continuously strives to improve the implementation of the Minnesota Multi-Tiered Systems of Support (MnMTSS) Framework. The district analyzes student outcomes and needs to design and deliver ongoing evidence-based instruction and interventions. Targeted instruction is guided by various data and assessments including FastBridge. The district monitors student progress to modify instruction to address student needs as identified through the identification process. Continuous improvements will be informed by guidance from the READ Act.

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

Monitoring fidelity in Tier 1 instruction involves systematically assessing whether educators are implementing research-based teaching strategies as intended. This process includes classroom observations, teacher self-assessments, and data collection on student performance to ensure consistency and effectiveness.

Differentiating Tier 1 instruction requires tailoring lessons to meet the diverse needs of all students while maintaining high-quality core instruction. This differentiation can be achieved through flexible grouping, scaffolded support, varied instructional materials, and adjusting pace or complexity based on student readiness.

Continuous feedback loops, professional development, and collaboration among educators further strengthen both fidelity and differentiation efforts, ensuring that all students receive equitable and effective instruction.

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

A student's entrance into supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention is determined by multiple factors, including FastBridge assessments, classroom performance and assessments, and teacher observations. FastBridge benchmark scores play a critical role in this process, as they provide data-driven insights into a student's reading proficiency. Students who score below grade-level expectations on these assessments may be flagged for additional support. However, classroom performance is also a key consideration—teachers assess students' engagement, comprehension, and ability to apply reading skills in daily lessons. If a student demonstrates persistent difficulties despite high-quality Tier 1 instruction, they may be placed in Tier 2 for small-group intervention. Those requiring even more individualized support due to significant skill gaps may enter Tier 3, where they receive intensive, targeted instruction tailored to their specific needs. Continuous progress monitoring ensures that interventions remain responsive and effective, allowing adjustments as necessary. The district is awaiting further guidance from the Minnesota Department of Education on the criteria for assessment and targeted reading intervention in grades 4-12.

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

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Progress monitoring data collection for students in Tier 3 occurs: Once a week

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:

The progress monitoring protocol for supplemental targeted reading instruction involves regular assessment of student performance to determine the effectiveness of interventions and identify necessary adjustments.

Educators analyze trends in student progress, comparing current performance to established benchmarks to assess whether the intervention is yielding expected results. If a student demonstrates insufficient growth, modifications such as increased instructional time, smaller group settings, or alternative teaching strategies may be implemented. Additionally, collaboration among educators ensures that interventions remain responsive to individual student needs, fostering continuous improvement in reading proficiency.

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

A student may exit supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention when they demonstrate consistent progress and meet established benchmarks indicating grade-level proficiency. This decision is based on multiple data points, including standardized assessments, classroom performance, and teacher observations. Regular progress monitoring helps determine whether the student has developed the necessary reading skills to succeed in core instruction without additional support. If a student consistently meets or exceeds expected growth rates and performs at or above benchmark levels, they may transition back to Tier 1 instruction. However, exit decisions should be made collaboratively by educators, considering the student's overall academic performance and ensuring continued success in the general curriculum. The district is awaiting further guidance from the Minnesota Department of Education for targeted reading interventions in grades 4-12.

Does Edgerton Public School District (0581-01) use personal learning plans for literacy:

No

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

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

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.

Edgerton Public School District (0581-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Edgerton Public School District (0581-01) has participated in MDE MnMTSS professional learning:

No

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 Edgerton Public School District (0581-01), 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90

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 Edgerton Public School District (0581-01) 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	RGR Countdown	RGR Countdown
Grade 1	RGR Blast	RGR Blast
Grade 2	RGR HD Word	RGR HD Word
Grade 3	RGR HD Word	RGR HD Word
Grade 4	RGR HD Word	RGR HD Word
Grade 5	RGR HD Word	RGR HD Word
Grade 6	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 7	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 8	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 9	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 10	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 11	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.
Grade 12	In November we will look at the guidance to see how it fits our needs.	In November we will look at the guidance to see how it fits our needs.

Continuous Improvement for Reading Interventions

Edgerton Public School District (0581-01) will make the following changes to reading interventions for the 2025-26 school year.

In November we will look at the guidance to see how it fits our needs.

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.

Edgerton Public School District (0581-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/23/2025

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:

Teachers who do not complete the training at the 80% proficiency level will retake the training.

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:

Fidelity checklists are used to collect data to ensure teachers effectively implement explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Additionally, professional learning communities and collaborative discussions help refine teaching strategies based on collected data.

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:

Coaches analyze fidelity data to identify strengths and areas for improvement, then provide individualized support through modeling lessons, co-teaching, and professional development workshops.

The following changes in instructional practices have impacted students :

Implementing the science of reading has significantly improved student literacy outcomes by providing explicit, systematic, and evidence-based instruction. Our district has seen continuous growth in students' reading proficiency, with many meeting or exceeding benchmark expectations. Also, as a result of implementing strategies learned from the OL&LA CORE training, students who previously struggled with foundational reading skills are now demonstrating increased confidence and success in literacy tasks.

Edgerton Public School District (0581-01) has implemented the following professional development and support for teachers around culturally responsive practices:

All teachers participated in the OL&LA training for the Read Act which provided culturally responsive practices for literacy instruction. The district will continue to review and monitor these practices and make changes as

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needed.

Edgerton Public School District (0581-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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 will look at our data to decide on the most pressing literacy needs. The data will determine the areas in which we need additional professional development.

Continuous Improvement for Professional Development Plan

Edgerton Public School District (0581-01) will make the following changes to the professional development plan for the 2025-26 school year:

All paraprofessionals will receive training in evidenced-based reading instruction.

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	2	2	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	4	0	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	4	4	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	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
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Grades 4-12 Classroom Educators responsible for reading instruction	3	3	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	18	0	0	18
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	4	4	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Edgerton Public School District (0581-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$18,358.29

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

\$18,024.80

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

- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Edgerton Public School District (0581-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$15,505.80

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

\$7420

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

Funds will be used for new teacher training.