

Edgerton Public School 581

Local Literacy Plan

2024-2025 School Year

Updated: (June 7, 2024)

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 \(2023\)](#).

The district's Local Literacy Plan for the 2024-25 school year has been approved by our superintendent and is posted on our 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 \(2023\)](#).

District's Literacy Goals for 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.

Universal and Dyslexia Screening

The Edgerton Public School District is utilizing FastBridge as the universal and dyslexia screener. Assessments recommended through the MN READ Act as well as other assessments identified to successfully implement the MTSS program are administered.

In kindergarten and first grade, the district is using the earlyReading assessment. EarlyReading is an assessment of essential early reading skills including concepts of print, phonemic awareness, phonics and fluency. In first, second, and third grade we are utilizing the CBMreading assessment. CBMreading is an assessment of fluency. Data will be collected in the fall, winter, and spring.

In grades 4-12, the district is waiting for further guidance from the Minnesota Department of Education to determine an appropriate screening measure for students who do not demonstrate mastery of foundational reading skills.

Parent Notification and Involvement

Measures of proficiency and progress are shared with parents and guardians at conferences in the fall and spring. If a student is below grade level at the February 15th benchmark, an additional parent letter

will be sent. The district will utilize the parent letter in FastBridge to provide information about progress to parents and guardians. Information will be shared with parents on strategies that can be used at home to support their child's growth in reading.

Core Reading Instruction and Curricula in Grades K-5

Edgerton Public School District uses HMH Into Reading for Core Reading Instruction. The core reading instruction is based on the MDE Standards. To focus on foundational skills, K-3 will implement Really Great Reading.

Core ELA Instruction and Curricula in Grades 6-12

Edgerton Public school Core ELA Instruction and Curricula is teacher curated to address the Minnesota academic standards in English Language Arts. The core ELA instruction is based on the MDE Standards.

Data and Decision Making for Literacy Interventions

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. 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.

Professional Development Plan

Edgerton Public educators will receive access to Minnesota Department of Education approved training during the 2024-25 school year. K-6 educators, PK-12 special education staff providing reading instruction, and reading intervention educators will participate in CORE Online Language and Literacy Academy (OL&LA) for training educators on structured literacy. Training will begin August of 2024 and be completed in May of 2025. The district is awaiting further guidance from the Minnesota Department of Education on approved training programs for instructional support staff.

Action Planning for Continuous Improvement

Edgerton Public school has prioritized the implementation of evidence-based structured literacy instruction in grades K-6 during the 2024-26 and 2025-26 school years and will maintain this focus into grades 7-12 through the 2025-26 and 2026-27 school years. The district is committed to ongoing professional development in reading and supporting grade levels in adopting and implementing evidence-based literacy practices. 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, Edgerton Public will evaluate and enhance their MnMTSS Framework to ensure success for all students.