

Minnesota READ Act Literacy Plan

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

For

Kittson Central School District (2171-01)

Date Submitted to the State 06/07/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Kittson Central School District (2171-01). 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

Kittson Central School District (2171-01)'s literacy goal(s) for the 2024-25 school year:

Developing a rich understanding of the components of reading is one of the many developmental goals in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Implementing a literacy plan that is designed around the science of reading ensures a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning of what they read, and transfer that learning across all subject areas. Instruction that provides the basis for all students will help close the achievement gap and ensure all students are ready for the demands of post-secondary and the workplace. Each grade level provides an important building block for subsequent years, and it is important that students who are struggling with reading are identified as early as possible so additional assistance and resources can be provided to ensure growth of at least one year each year. In order for this goal to be achieved, it will be require students, parents, teachers, and administration to all be part of the solution.

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

This year we used Fastbridge to assess three times a year. We used that data and others to identify which learners need additional support and resources. We used UFLI and Orton Gillingham to help them get to grade level.

The following describes how Kittson Central School District (2171-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We still have students that are below level. The goal is to get every student at grade level. We are identifying and using best practices to move them forward. All of our students are gaining a year with these strategies. However if they are already a year behind they would have to gain two years. If we are using best practices and evidence and research based practices the goal is to catch them early. So we are not playing catch up.

Kittson Central School District (2171-01)'s literacy goal(s) for the 2025-26 school year:

Our vision is for all learners to acquire the knowledge, language and skills to become proficient readers. To bridge the gap using evidence based resources and practice, based on the science of reading. Support quality planning and data-driven decision making in a multi-tiered system. Use collaborative problem solving and decisions within a multi-tiered system. Ensure educators are supported in building knowledge through literacy based instruction. Promote literacy in families by making reading enjoyable. Communicate high learning expectations for all children. Incorporate the interests and cultures of children and their families. Including access to books that reflect their cultures.

Local Literacy Plan for Kittson Central School District (2171-01)

Kittson Central School District (2171-01)'s Local Literacy Plan is posted on the district website at:

<https://kittson.k12.mn.us/district-info.html>

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 Kittson Central School District (2171-01) 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	Read Well , NWEA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Read Well, NWEA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Read Well, NWEA, Star
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Won

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Kittson Central School District (2171-01) 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	21	19	21	8	21	7
Grade 1	27	11	27	9	27	9
Grade 2	19	10	19	7	19	8
Grade 3	12	11	12	9	12	10

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 Kittson Central School District (2171-01) 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.

Kittson Central School District (2171-01) 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	21	3
Grade 1	27	4
Grade 2	17	1
Grade 3	12	1

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 Kittson Central School District (2171-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	RAN	Fastbridge	Fastbridge
Grade 5	RAN	Fastbridge	Fastbridge
Grade 6	RAN	Fastbridge	Fastbridge
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 Kittson Central School District (2171-01) to determine which students in grades 4-12 are not reading at grade level:

This year we only screened new students using RAN. If they were in the high risk category they need intervention.

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:

We will screen all students in 4-12. In the fall, winter and spring.

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

The following table displays the number of students in Kittson Central School District (2171-01) 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	20	13	3	0
5th	26	12	2	0
6th	15	7	2	0
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	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 Kittson Central School District (2171-01) 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	2 times per year
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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences

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

Local Literacy Plan for Kittson Central School District (2171-01)

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.

Kittson Central School District (2171-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Read Well by Voyager Sopris is used for K-2. Every student is assessed for placement at the beginning of the year. Teachers and Interventionists meet to form small groups. Students work at their individual level. Each week they are assessed. If they are exceeding expectations they are moved to the next group. If they are not passing the assessments they are moved down. If most of the group is not passing they are given extra practice to achieve the weekly goal. Third through sixth grade uses Wonders. They are also assessed weekly. They are in a whole group setting with some pullout and extra accommodations for students that are struggling. All students in K-6 are also tested with Fastbridge screeners three times a year. Progress monitoring through Fastbridge is used for targeted intervention.

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

When we adopted Read Well and Wonders each teacher received extensive training. Annually curriculum is reviewed, and should it no longer meet requirements the process for curriculum review is followed. Staff are continually monitored and aided in implementation of resources. Paying close attention to the Science of Reading. Staff is given lots of suggestions for trainings and continue to discuss and learn good practices.

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

Universal screeners, whether curriculum based or standardized are used a minimum of three times a year to assist in determining students who are on-level reading. Students who are not meeting Tier 1 targets receive instructional materials for supplemental support in the areas indicated by the screeners. Intervention resources include explicit teacher-led instruction based on a specific area of need, reciprocal teaching, or University of Florida Literacy Institute (UFLI). Orton Gillingham is also used as an intervention for students in 3-5 who are dyslexic or EL.

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

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

Local Literacy Plan for Kittson Central School District (2171-01)

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:

A student assistance team is in place to help monitor the progress of students who have been identified as Tier 2 or Tier 3. This team, at a minimum, includes the guidance counselor, special education teacher, reading interventionist, and an administrator. Interventions are monitored and amended as determined by student performance and social emotional well being.

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

If their weekly assessments are showing marked progress in K-2 they would be moved up to the next level. In 3-6 It would be teacher referral on the weekly basis. The screener used in the middle and the end of the year would also be used. We also use Star and NWEA/MCA. If they have reached grade level they would not receive intervention anymore.

Does Kittson Central School District (2171-01) use personal learning plans for literacy:

Yes

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

- Students receiving intensive (Tier 3) support

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

Diagnostics, Progress monitoring, Outcomes Test scores and reading levels are included from each year. This data from screeners will be used to identify the specific area the student needs intervention. The age and grade level of the student will be identified.

Continuous Improvement for Data-Based Decision Making for Action

Kittson Central School District (2171-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Kittson Central is working towards being more data driven. Personal learning plans will be made for all tier 1 and tier 2 students. This will identify gaps so action can be taken. All teachers and resource specialists will be included.

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.

Kittson Central School District (2171-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Kittson Central School District (2171-01) has participated in MDE MnMTSS professional learning:

No data entered

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Kittson Central School District (2171-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Kittson Central will implement the Minnesota Multi-tiered System of Supports. We would like to be more data driven. We will use the screeners required under the READ act. Kittson Central will be more effective at gathering data and using it in an organized and efficient way. These improvements will be school wide. Focused on continued improvement.

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 Kittson Central School District (2171-01), 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	· Read Well, Voyager Sopris	Comprehensive	60
Grade 1	· Read Well, Voyager Sopris	Comprehensive	90
Grade 2	· Read Well, Voyager Sopris	Comprehensive	100
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	110
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 5	· Wonders, K-5, 2023 (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 Kittson Central School District (2171-01) 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 and Read Well on students level	Read Well on level
Grade 1	UFLI and Read Well on level	Read Well on level
Grade 2	UFLI and Read Well on level	Read Well on level
Grade 3	UFLI and Read Well on level	Read Well on level
Grade 4	Barton and Wonders pull out	Read Well on level
Grade 5	Barton and Wonders pull out	Read Well on level
Grade 6	Barton	Read Well on level
Grade 7	none	Read Well
Grade 8	none	Core pull out
Grade 9	none	Core pull out
Grade 10	none	Core pull out
Grade 11	none	Core pull out
Grade 12	none	Core pull out

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.

Kittson Central School District (2171-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 09/01/2024

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 don't have anyone who falls into this category.

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:

Data is shared with the Student Assist Team. Evidence of core classroom work. Star test scores, Fastbridge scores, NWEA, and MCA Read Well initial placements and Wonders initial evaluation and Weekly assessments.

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:

Kittson Central will continue to provide training, both initial and continuing, for new and current staff. Planning sessions will be held biweekly to support fidelity, integrity of our curriculum and resources. Data will be shared after each testing season. Progress monitoring will be used in the specific areas that are needed. Student Assist Team meetings will be held monthly to share feedback on how and if resources are effective.

The following changes in instructional practices have impacted students :

Kittson Central started using UFLI this year. This curriculum has been instrumental in advancing Kindergarten reading skills. This should assure growth in each level. We also used UFLI for intervention with first and second grade. This has given them the support to keep gaining the skills they need for the subsequent year.

Kittson Central School District (2171-01) has implemented the following professional development and support for teachers around culturally responsive practices:

We have many multicultural books available to us. Each teacher is required to take cultural competency. We offer sessions that focus on cultural competence and identity. To offer support for equitable learning environments where all students can see their identities and cultures reflected in the curriculum.

Local Literacy Plan for Kittson Central School District (2171-01)

Kittson Central School District (2171-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

Elementary teachers will be trained to better read the data from Fastbridge and how to use the data for interventions.

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

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Kittson Central School District (2171-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$15,311.96

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

\$15,311.96

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Kittson Central School District (2171-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$15,311.96

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

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

\$4015

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

This money will be used in the 25-26 for continued training for our Elementary Special Ed Teacher to finish Volume Two of LETRS, training for new staff on FastBridge training, and additional Evidence Based Literacy Instruction.