

READ Act Local Literacy Plan Reporting System (School Year 2025)

3. Section 1: Read Act Goals

1. Restate the district or charter school's literacy goal(s) for the 2024-25 school year (copy and paste this from the district's 2024-25 Local Literacy Plan).

Provide the required training in evidence-based literacy instruction to our pre-K through grade 3 classroom teachers. Teachers will be a part of the CORE Learning's Online Language & Literacy Academy (OL & LA), as a school cohort, and this professional learning will be guided by the school's literacy lead.

Refine our English language arts curriculum and instructional practices. The school's literacy lead works closely with classroom teachers to supplement or enhance the curriculum and instructional practices where gaps become evident; gaps may be evident through assessment data or through observation during classroom instruction and learning.

2. Describe what was implemented or changed to make progress towards the goal(s).

All our K-3 teachers, our Academic Interventionist, and our SpEd reading teacher completed the CORE Online Language & Literacy Academy (OL & LA).

As a result of OL & LA, teachers were able to analyze elements of their ELA curriculum that could be modified or enhanced. The Kindergarten teachers implemented UFLI for the first time this year. Teachers in grades 1-3 incorporated more vocabulary.

3. Describe how current student performance differs from the literacy goal detailed in the READ Act.

About 56% of our K-6 students are reading at or above grade level. The school does not currently have any multilingual learners. Although most students receiving special education support for reading are not yet reading proficiently, the school has successfully released two students from special education services for reading due to their achieving grade-level proficiency. Several years ago, the school shifted its reading instruction and intervention model to a prevention-focused approach to reduce the number of students referred to special education for reading. All K-3 students who demonstrate a need for reading intervention based on screening and diagnostic tools receive intervention support.

4. State the district or charter school's literacy goal(s) for the 2025-26 school year.

The school will adopt and implement the Capti ReadBasix platform as a diagnostic for students in grades 4-6 who are not reading proficiently based on their FastBridge aReading screening results.

The school Literacy Lead will continue to receive training and guidance regarding the MnMTSS model, and a team or teams will be created to roll out the model more intentionally and cohesively throughout the school.

5. Use the form below to update or confirm the contact information of the person filling out this survey.

First Name

Kara

Last Name

DeVriendt

Position

District Literacy Lead

Company Name

Street Address

Apt/Suite/Office

City

State

Zip

Country

Email Address

kdevriendt@discoverywoods.com

Phone Number

Fax Number

Mobile Phone

URL

6. Submit the URL where the annually updated Local Literacy Plan will be posted on the district website.

<https://www.discoverywoods.com/family-information>

4. Section 2: Screening Tools K-3

7. Screening Tools Used for Grade K-3

	mClass with DIBELS 8th Edition	DIBELS Data System (DDS) with DIBELS 8th Edition	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Grade level not served
Kindergarten			X	
1st Grade			X	
2nd Grade			X	
3rd Grade			X	

8. Criteria used to determine benchmark

	MDE composites	Vendor composites using vendor benchmarks	Vendor composites using district set benchmark	Other (describe below)	Grade level not served
Kindergarten		X			
1st Grade		X			
2nd Grade		X			
3rd Grade		X			

Identify district set benchmark for kindergarten:

Identify district set benchmark for 1st Grade:

Identify district set benchmark for 2nd Grade:

Identify district set benchmark for 3rd Grade:

Criteria for "Other" benchmark in Kindergarten:

Criteria for "Other" benchmark in 1st Grade:

Criteria for "Other" benchmark in 2nd Grade:

Criteria for "Other" benchmark in 3rd Grade:

9. If additional screeners were used, please provide details for each grade.

Kindergarten : NA
1st Grade : NA
2nd Grade : NA
3rd Grade : NA

10. Will the district or charter make changes to K-3 screening tools or criteria in the 2025-26 school year?

No

Which tool will be used in the 2025-26 school year?

Describe any other changes to screening tools or criteria in grades K-3 that will be implemented in the 2025-26 school year.

5. FastBridge Opt Out Option

11. Is Discovery Woods (4198-07) opting out of READ Act vendor data sharing?

No

All of the following statements must be acknowledged:

6. Section 3: Screening Tools 4-12

12. Does your district or charter serve students in any grades between 4 and 12?

Yes

13. How many tools are used in the district to screen for characteristics of dyslexia in students in Grades 4-12 who are not reading at grade level?

1

7. Specific Dyslexia Screening Tools Used Grades 4-12

14. Name of Screening Tool

aReading

15. Vendor for Screening Tool

FastBridge

16. Criteria / Benchmark Used for Screening Tool

Vendor Benchmarks

17. Which grades do you use this screening tool for?

4th Grade
5th Grade
6th Grade

8. Section 3: Screening Tools 4-12 (continued)

18. 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 for students who are not reading at grade level.

Please describe how the district or charter school will determine which students in grade 4-12 are not reading at grade level.

The school will use the FastBridge aReading assessment and the vendor benchmarks to determine which students need the Capti ReadBasix diagnostic tool.

Please describe 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.

The school will administer the Capti ReadBasix for students in grades 4-6 in the fall (September) and winter (January).

9. Section 4: Parent Notification and Involvement

19. Are parents or guardians notified when children are identified as not reading at grade level?

Yes

20. Click the checkbox next to the grade levels where parents are notified:

Kindergarten
1st
2nd
3rd
4th
5th
6th

10. Section 4: Parent Notification and Involvement (Continued)

21. For the grades selected on the previous page, what is the frequency of parent notification?

	Frequency
Kindergarten	3 times per year, after each screening window
1st	3 times per year, after each screening window
2nd	3 times per year, after each screening window
3rd	3 times per year, after each screening window
4th	3 times per year, after each screening window
5th	3 times per year, after each screening window
6th	3 times per year, after each screening window

22. If "Other" is chosen for a frequency above, please explain further:

23. What 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

24. What 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

11. Section 4: Parent Notification and Involvement (Continued)

25. How are families or the community engaged around literacy?

Family engagement nights
Parent teacher conferences
School events

26. Will the district or charter school make changes to parent notification and involvement in the 2025-26 school year?

Yes

27. Describe changes to parent notification and involvement that will be implemented in the 2025-26 school year.

We need to add ways for parents/families to help students with reading at home in our parent notification letters.

12. Section 5: Data-Based Decision Making for Action

28. Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.

Students at Discovery Woods School are screened in the fall, winter, and spring using FastBridge (earlyEnglish in K-1, aReading + CBMr in 1-3, and aReading in 4-6). Any student in a "some risk" or "high risk" category on FastBridge screening assessments is eligible to receive intervention from the school's Academic Interventionist or the school's Minnesota Reading Corps tutor. Further diagnostic data on phonemic awareness and phonics are collected to determine specific intervention needs. Students receive 20 minutes of intervention four days per week during the school year. Students' progress is monitored every week using a standardized 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 with the interventions being provided. Discovery Woods' Literacy Lead and/or Reading Corps coaches use these data to guide intensification and modification of interventions. Intervention modification and change decisions are reliant on direct observation of tutoring sessions and the assessment and analysis of intervention fidelity data, dosage data, and student engagement data. Students in grades 1-4 also have what the school calls a scheduled Differentiated Instruction (DI) time when all kids are in small groups receiving targeted instruction.

29. Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.

Discovery Woods adopted an evidence-based English language arts curriculum in grades K-6 within the past three years. Learning objectives within these curricula are based on standards and benchmarks for academic content areas, and the vertical alignment of these standards and benchmarks from one grade level to another has been under development and continues to be refined as we move forward in our first five years of implementation. In addition, a scope and sequence for foundational skills has been developed for grades K-2, and a more comprehensive scope and sequence is under development within grade levels and content areas to ensure equitable learning for all students. During and after each school year, the Literacy Lead meets with teachers to provide training and help modify the curriculum to better meet the standards and needs of the students. The Literacy Lead also observes ELA instruction throughout the year to ensure fidelity of tier 1 instruction. As a public Charter School, the school must meet academic goals for a school authorizer. One of these academic goals is that 50% of students are at grade-level proficiency in reading and math by the end of each school year. An additional goal is that the school must demonstrate that 50% of students have met growth goals in both reading and math from their fall to spring screening scores. If students are not meeting the school's proficiency and growth goals, adjustments are made in the areas of academic weakness based on screening data.

30. Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure to specify any difference in processes at the elementary and secondary school levels.

Determinations for tier 2 versus tier 3 interventions are made based on both benchmarking scores and percentile norms on the FastBridge assessment. Students who are in the "high risk" category will work in pairs or 1-1 in interventions. In addition, the highest-risk students may receive a double dose (or increased time) in the intervention setting without missing tier 1 instruction. Students in the "some risk" category based on screening will be matched with group members who are missing similar basic skills that are determined based on the diagnostic assessments, so these students can work together to fill gaps in their literacy foundation.

31. How often is progress monitoring data collected for student in Tier 2?

Once a week

Tier 2 progress monitoring "other" explanation:

32. How often is progress monitoring data collected for student in Tier 3?

Once a week

Tier 3 progress monitoring "other" explanation:

33. Provide the K-12 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.

Students are monitored regularly (typically every week, but some may be monitored every other week), and changes to groups or intensity are made on an as-needed basis and not just at the benchmarking windows. Students who participate in tier 2 interventions via the school's Minnesota Reading Corps program are monitored weekly by tutors and monthly by program coaches to ensure interventions are working and changing interventions or groupings as necessary. If a student is not showing the progress we want to see from the fall to winter benchmarking period, we will modify and intensify the intervention being received.

34. Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention.

Students receiving intervention from the school Academic Interventionist become eligible to exit interventions based on progress monitoring data and screening results. Students receiving Reading Corps services must have three of their most recent five 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 monitored weekly using a 1-minute FastBridge probe. If intervention needs to be continued, the focus of interventions may change based on diagnostic data that is collected during all three screening windows.

13. Section 5: Data-Based Decision Making for Action (Continued)

35. Does the district or charter school use personal learning plans for literacy?

No

For which students is the district or charter school using a personal learning plan for literacy:

Briefly describe what components are included in the personal learning plans.

36. Will the district or charter school make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plan in the 2025-26 school year?

No

Describe changes to data-based decision making for action that will be implemented in the 2025-26 school year.

14. Section 6: Multi-tiered System of Supports (MTSS)

37. Is the district or charter school implementing a multi-tiered system of support framework?

Yes

38. Is the district or charter school using the MnMTSS framework?

Yes

39. Has the district or charter school participated in the MDE MnMTSS professional learning?

Yes

40. Will the district or charter school make changes to MTSS in the 2025-26 school year?

Yes

41. Describe changes to MTSS that will be implemented in the 2025-26 school year.

The Literacy Lead started the MDE MnMTSS professional learning in the 24-25 school year and will continue that into the next school year. The plan is to start implementing more of the MnMTSS model in the coming school year.

15. Section 7: Core Curricular Resources Grades K-5

42. Does the district or charter serve students in any grades between K and 5?

Yes

43. Please indicate which K-5 grades the district or charter serves:

Kindergarten
1st
2nd
3rd
4th
5th

16. Section 7: Core Curricular Resources Grades K-5 (continued)

44. How many core curricula are implemented in Kindergarten?

1

45. How many core curricula are implemented in 1st grade?

1

46. How many core curricula are implemented in 2nd grade?

2

47. How many core curricula are implemented in 3rd grade?

1

48. How many core curricula are implemented in 4th grade?

1

49. How many core curricula are implemented in 5th grade?

1

17. Section 7: Core Curricula Resource #1 for Kindergarten

50. Tell us more about this core curricula.

Name of Core Curricula

UFLI Foundations, K-2, 2022 (Highly Aligned)

Name of "Other" Curricula

Curricula Type

Foundational

Instructional delivery minutes per day:

45

18. Section 7: Core Curricula Resource #1 for 1st Grade

51. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

FlyLeaf Publishing

Curricula Type

Comprehensive

Instructional delivery minutes per day:

45

19. Section 7: Core Curricula Resource #1 for 2nd Grade

52. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

FlyLeaf Publishing

Curricula Type

Comprehensive

Instructional delivery minutes per day:

45

19. Section 7: Core Curricula Resource #2 for 2nd Grade

53. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

Bookworms

Curricula Type

Comprehensive

Instructional delivery minutes per day:

45

20. Section 7: Core Curricula Resource #1 for 3rd Grade

54. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

Bookworms

Curricula Type

Comprehensive

Instructional delivery minutes per day:

75

21. Section 7: Core Curricula Resource #1 for 4th Grade

55. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

Bookworms

Curricula Type

Comprehensive

Instructional delivery minutes per day:

75

22. Section 7: Core Curricula Resource #1 for 5th Grade

56. Tell us more about this core curricula.

Name of Core Curricula

Other

Name of "Other" Curricula

Bookworms

Curricula Type

Comprehensive

Instructional delivery minutes per day:

75

23. Section 7: Curricular Resources (continued)

57. Will the district or charter school make changes to curricular resources in grades K-5 in the 2025-26 school year?

No

Describe changes to curricular resources in grades K-5 that will be implemented in the 2025-26 school year.

24. Section 8: Reading Interventions Grades K-12

58. Reading Interventions. Please indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each grade level.

	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
KG	MN Reading Corps	UFLI
1st	MN Reading Corps	UFLI
2nd	MN Reading Corps	UFLI
3rd	MN Reading Corps	UFLI
4th	UFLI	UFLI
5th	UFLI	UFLI
6th	UFLI	UFLI
7th	NA	NA
8th	NA	NA
9th	NA	NA
10th	NA	NA
11th	NA	NA
12th	NA	NA

59. Will the district or charter school make changes to reading interventions in grades K-12 in the 2025-26 school year?

No

Describe changes to reading interventions in grades K-12 that will be implemented in the 2025-26 school year.

25. Section 9: Professional Development Plan

60. Name of the approved professional development program selected for Phase 1 educators:

CORE OLLA

61. Date of completion (or expected completion) for Phase 1 Professional Development:

03/21/2025

62. How were synchronous sessions facilitated?

Local Certified Trained Facilitator

63. Did the LCF participate in the Community of Practice for Local Certified Facilitators?

Yes

64. Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.

All teachers completed the approved training and achieved the 80% proficiency level.

65. Describe the fidelity data that is being 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 being created to ensure fidelity in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

66. Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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.

The fidelity checklists will be used during teacher observations. If most teachers need more training in one or more areas, then there will be a group training on that specific need and follow-up observations. If only one or two teachers need more training in a particular area, then there will be coaching sessions and more observations.

67. Describe how the changes in instructional practices have impacted students, and provide evidence of this impact.

This district has been implementing the Science of Reading and many of the requirements in the READ Act since 2019. We are reaching higher levels of growth and proficiency as a result of implementing more evidence-based practices.

68. How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.

The school offers Cultural Competency training every 3 years at the school site for all teachers. In addition, the school is incorporating more diverse representation in books that are included in the classroom libraries and the ELA & Social Studies curricula.

69. How did the district engage with the Regional Literacy Network?

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

70. Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas) if applicable.

The district really needs to focus on math in the coming year; however, paraprofessionals will likely be trained at a basic level so they can better support students in the classroom. Classrooms will also be supported by the Literacy Lead as they incorporate more writing into instruction.

71. Will the district or charter school make changes to the professional development plan in the 2025-26 school year?

No

Describe changes to the professional development plan that will be implemented in the 2025-26 school year.

26. Section 10: Professional Development Educator Count

72. Educator Counts Phase 1

	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	2	2	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	5	5	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	1	0	2
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	1	1	0	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

73. Educator Counts Phase 2

	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	2	1	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	1	1	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

27. Section 11: Literacy Aid Funds

74. What amount of literacy incentive aid was received in the 2024-25 school year?

\$5,565.03

75. What amount of literacy incentive aid was spent in the 2024-25 school year?

\$5,565.03

76. Check all eligible uses of literacy incentive aid for which funds were applied in the 2024-25 school year.

Contracting or employing a District Literacy Lead

77. What amount of READ Act Literacy Aid was received in the 2025 fiscal year?

\$4,153.76

78. Check all eligible uses of READ Act Literacy Aid, for which funding was applied in the 2025 fiscal year.

MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

Employing a reading intervention specialist

28. Section 11: Literacy Aid Funds (Continued)

79. As of the completion of this Local Literacy Plan, how much READ Act Literacy Aid remains in the required reserved account?

\$0

80. If funds remain, describe the plan for spending remaining funds.

NA

29. Section 12. Screening Summary Student Counts Grades K-3

81. Screening Summary Student Counts Grades K-3

	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
Kindergarten	10	5	9	6	8	6
1st Grade	11	4	11	4	11	3
2nd Grade	11	4	11	7	11	6
3rd Grade	17	10	18	9	17	9

30. Section 13: Dyslexia Screening Summary Student Counts K-3

82. What process was used to administer the Nonsense Words subtest in Grades 2 and 3?

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

83. What criteria was used to identify students demonstrating characteristics of dyslexia?

MDE composites

Enter district set benchmark:

Enter Other Explained:

84. Dyslexia Screening Summary Student Counts K-3

	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	8	2
1st Grade	11	5
2nd Grade	11	6
3rd Grade	17	8

85. Will the district or charter school make changes to dyslexia screening in grades K-3 for the 2025-26 school year?

No

Describe changes to dyslexia screening in grades K-3 that will be implemented in the 2025-26 school year.

32. Section 14: Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)

86. Identification of characteristics of dyslexia student counts (reporting to MDE is optional for 2024-25 school year)

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