

Minnesota READ Act Literacy Plan for 2024-25

For

Heron Lake-Okabena School District (0330-01)

Date Submitted to the State 06/02/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Heron Lake-Okabena School District (0330-01). 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

Heron Lake-Okabena School District (0330-01)'s literacy goal(s) for the 2024-25 school year:

All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

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

The staff took part in phase one of the Carieall and the district added UFLI and Heggerty to supplement the curriculum.

The following describes how Heron Lake-Okabena School District (0330-01)'s current student performance differs from the literacy goal detailed in the READ Act:

60% of the 2024 Third Grade students met or exceeded the standards for Reading MCA. We still have 40% that need interventions to improve their performance.

Heron Lake-Okabena School District (0330-01)'s literacy goal(s) for the 2025-26 school year:

65% of the students k-12 taking the Reading MCA test will meet the standard.

Heron Lake-Okabena School District (0330-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd330.org/statereports>

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 Heron Lake-Okabena School District (0330-01) 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 Heron Lake-Okabena School District (0330-01) 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	16	15	16	12	16	12
Grade 1	11	6	11	6	11	7
Grade 2	14	5	14	6	14	8
Grade 3	15	3	15	5	15	7

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 Heron Lake-Okabena School District (0330-01) 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.

Heron Lake-Okabena School District (0330-01) used the following process to administer the Nonsense Words subtest to measure decoding skills 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

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	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	0	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 Heron Lake-Okabena School District (0330-01) 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	CBM Reading	Fastbridge	Students that have special education support and are not reading at grade level.
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	CBM Reading	Fastbridge	Students that have special education support and are not reading at grade level.
Grade 10	CBM Reading	Fastbridge	Students that have special education support and are not reading at grade level.
Grade 11	CBM Reading	Fastbridge	Students that have special education support and are not reading at grade level.
Grade 12	CBM Reading	Fastbridge	Students that have special education support and are not reading at grade level.

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 Heron Lake-Okabena School District (0330-01) 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:

Students in grades 4-12 that did not meet the state standards on spring MCAs will be screened via Fastbridge and if at high risk and with staff input the Capti ReadBasix will be utilized. If grade level is not tested for reading, then staff input and previous years screening will be used to determine if they will be screened for dyslexia.

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

The following table displays the number of students in Heron Lake-Okabena School District (0330-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Heron Lake-Okabena School District (0330-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
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:

- 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

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

- Parent teacher conferences

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.

Heron Lake-Okabena School District (0330-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Fastbridge screening is used to create an intervention report to guide the classroom instructor on instruction that matches student reading level.

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

Classroom teachers modify instruction with reading level groups and individualize instruction based on intervention report. This process is monitored by building principal during classroom visits.

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

If the students reading score rank in class is in the bottom 25 % or they are at some risk on assessments, then Tier 2 interventions are initiated. If the student is assessed to be at high risk, and they show no progress with Tier 2 interventions, then Tier 3 targeted reading interventions are started.

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

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:

If after 6 weeks of Tier 2 interventions and there is no significant improvement, then a plan is put in place to move to Tier 3 targeted assistance. The student is brought to the attention of the child study to attempt more intense interventions.

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

A Tier 2 student shows progress and have reached the benchmark to be at grade level in Fastbridge. To be move from Tier 2 to Tier 3, the students shows progress and improves to being only at some risk category in Fastbrige.

Does Heron Lake-Okabena School District (0330-01) 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.

Heron Lake-Okabena School District (0330-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Heron Lake-Okabena School District (0330-01) 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 Heron Lake-Okabena School District (0330-01), 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	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
Grade 1	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
Grade 2	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
Grade 3	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	120
Grade 4	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	120
Grade 5	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	120

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 Heron Lake-Okabena School District (0330-01) 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	Heggerty, Vowac, Visual Phonics, Literacy Footprints, Phonics to Reading	Heggerty, Vowac, Visual Phonics, Literacy Footprints, Phonics to Reading
Grade 1	Heggerty, Vowac, Visual Phonics, Literacy Footprints, Phonics to Reading	Heggerty, Vowac, Visual Phonics, Literacy Footprints, Phonics to Reading
Grade 2	Heggerty, Vowac, Literacy Footprints, Phonics to Reading	Heggerty, Vowac, Literacy Footprints, Phonics to Reading
Grade 3	Heggerty, Vowac, Literacy Footprints, Phonics to Reading, UFLI	Heggerty, Vowac, Literacy Footprints, Phonics to Reading
Grade 4	Literacy Footprints, UFLI	Literacy Footprints, UFLI
Grade 5	Literacy Footprints, UFLI	Literacy Footprints, UFLI
Grade 6	Literacy Footprints	Literacy Footprints, UFLI
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Heron Lake-Okabena School District (0330-01) will make the following changes to reading interventions for the 2025-26 school year.

The district will initiate reading interventions for students in grades 7-12.

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.

Heron Lake-Okabena School District (0330-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 01/29/2025

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:

We did not have any that did not meet the proficiency, but we would have required them to retake the training during phase 2.

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:

During PLCs the staff bring together lessons, instruction plans, and any issues to review and support each other with suggestions for improving reading instruction.

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:

The staff work together with administrators during PLC time to support evidence-based reading instruction.

The following changes in instructional practices have impacted students :

The staff had been using the 5 areas of reading instruction prior to their Carieall instruction. They have made limited changes to instruction. The district has added additional curriculum supports with UFLI and Heggerty. Since finishing in January and due to the small class size, there has not been enough data generated to determine impact on students.

Heron Lake-Okabena School District (0330-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The curriculums and interventions that the district use have culturally responsive lessons and activities imbedded in them. During the PLC discussions, the staff worked at developing lessons that included all students.

Heron Lake-Okabena School District (0330-01) engaged with the Regional Literacy Network through the

following:

- Other, explain: (Required)
- Other, explain: (Required)

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):

Currently, the staff has asked for and the district will be providing professional development training on the use of Heggerty as a supplement.

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)	3	3	0	1
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	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	1	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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Heron Lake-Okabena School District (0330-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$8,976.64

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

\$8,976.64

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

- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Heron Lake-Okabena School District (0330-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$11,582.60

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

- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- 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:

\$11159

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

It will be used to employ or contract a District Literacy Lead. Any remaining will be used for staff stipends in Phase 2 training and additional intervention curriculums.