



JCC Local Literacy Plan: 2024-25 School Year

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 \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Jackson County Central 2895

Date of Last Revision: May 30, 2024

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 [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

- Begin training of Phase 1 staff in Structured Literacy (LETRS or CORE) during the 2024-25 school year.
- Conduct a curriculum review of the K-12 reading curriculum for potential purchase in the 25-26 school year.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: FAST aReading and AUTOreading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: iReady Reading Diagnostic	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Parents/guardians are provided with the following information during school conferences at designated times throughout the school year:

- The Student's reading proficiency as measured by the locally adopted assessment(s).
- Any Reading-related services (that is, intervention) being provided to the student and the student's progress.
- Strategies and tips are shared that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

Parents are also contacted to obtain needed parent permission before their student can receive intervention under Title I, ADSIS, or Reading Corp services.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	90	85	91	77	90	5
1 st	60	34	56	40	60	26
2 nd	88	49	89	53	88	39
3 rd	68	52	67	53	68	16

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	82	23	82	23
5 th	81	21	81	21
6 th	73	23	73	23
7 th	83	32	83	32
8 th	72	24	72	24
9 th				
10 th	70	22	70	22
11 th				
12 th				

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Teacher Curated and Heggerty and UFLI	Comprehensive Foundational Skills	120 Minutes Total 60 Minutes Whole Group 60 Differentiated Instruction
1 st	Teacher Curated and Heggerty and UFLI	Comprehensive Foundational Skills	120 Minutes Total 60 Minutes Whole Group 60 Differentiated Instruction
2 nd	Teacher Curated and UFLI	Comprehensive Foundational Skills	120 Minutes Total 60 Minutes Whole Group 60 Differentiated Instruction
3 rd	Teacher Curated and Logic of English Essentials	Comprehensive Foundational Skills	120 Minutes Total 60 Minutes Whole Group 60 Differentiated Instruction
4 th	Teacher Curated and Logic of English Essentials	Comprehensive Foundational Skills	90 Minutes Total 60 Minutes Whole Group 30 Minutes Differentiated Instruction
5 th	Teacher Curated and Logic of English Essentials	Comprehensive Foundational Skills	100 Minutes Total 60 Minutes Whole Group 40 Minutes Differentiated Instruction

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Teacher Curated	comprehension, vocabulary, writing	63 minutes
7 th	Teacher Curated	comprehension, vocabulary, writing	63 minutes
8 th	Teacher Curated	comprehension, vocabulary, writing	63 minutes
9 th	Teacher Curated	comprehension, vocabulary, writing	Block Schedule
10 th	Teacher Curated	comprehension, vocabulary, writing	Block Schedule
11 th	Teacher Curated	comprehension, vocabulary, writing	Block Schedule
12 th	Teacher Curated	comprehension, vocabulary, writing	Block Schedule

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Upon completing the 6-session MnMTSS course in the 2023-24 school year, our MTSS District Leadership team has actively engaged in action planning based on the outcomes of the SEMI-DLT. Currently, the team is participating in a 9-session MnMTSS cohort to further develop the MnMTSS framework, supporting all students academically, emotionally, and behaviorally. Utilizing the SEMI-DLT inventory from the training, we identified the need for an audit of our current assessment and data analytics systems. Our District MTSS Team recognizes that access to data within an MTSS framework is crucial for informed decision-making, monitoring student progress, identifying at-risk students, personalizing instruction, evaluating program effectiveness, and facilitating collaboration among educators and stakeholders.

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

To determine Tier 1 targeted evidence-based reading instruction, educators use a variety of data, including universal screening assessments, formative and summative assessments, progress monitoring, teacher observations, and student work samples. Instruction is designed using differentiated instruction, evidence-based practices, curriculum alignment, and professional development. Monitoring fidelity involves classroom observations and data review meetings. When modifications are needed, decisions are data-driven, involving targeted interventions and collaborative planning.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

To identify students not reading at grade level, our district employs a variety of data sources and methods, including universal screening assessments, diagnostic tests, teacher observations, and student work samples. Entry into Tier 2 and Tier 3 interventions is based on specific criteria: students

performing below the 20th percentile on benchmark assessments typically enter Tier 2, while those that have not responded to Tier 2 intervention and with significant reading difficulties enter Tier 3.

Fidelity of intervention is monitored through regular classroom observations and adherence to intervention protocols. Progress monitoring occurs weekly for Tier 2 and Tier 3, using curriculum-based measures to track student progress. Criteria for exiting interventions include meeting grade-level benchmarks and demonstrating sustained progress over multiple assessment periods.

Professional Development Plan

The Jackson County Central District will provide professional development for teachers of the core reading program, those that provide reading intervention, and those that support these efforts.

Educators	Structure Literacy PD Program	Expected Completion Date
PreK-2nd Grade Teachers Special Education PreK-2 PreK-3 Reading Interventionists District Curriculum Director PK-3 Principal and PK Director	LETRS	Spring 2026
3rd-5th Grade Teachers 6th Grade English Teacher 4-6 Reading Interventionists Instructional Coach	CORE OL&LA	Spring 2026
7-12 English Teachers	TBD by MDE	TBD by MDE
Paraprofessionals that support reading	TBD by MDE	TBD by MDE

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- In-service Days
- Flexible Professional Development Days
- And stipend time (for those taking LETRS)

The district will provide in-district support and coaching for those involved in training:

- LETRS - Director of Curriculum
- CORE: Instructional Coach

Data of fidelity and effectiveness will be collected through:

- Student achievement data on MDE approved screeners.
- Staff completion data of MDE approved PD programs.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	6	6	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	16	3	13	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	7	0	7	0
K-12 Reading Interventionists	4	2	2	0
K-12 Special Education Educators responsible for reading instruction	13	2	11	0
Pre-K through grade 5 Curriculum Directors	2	1	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	28	0	0	28

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
Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	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	6	0	0	6
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

The following are our next steps to refine our implementation of evidence-based literacy instruction.

1. Train all "phase 1" staff in the components of Structured Literacy using a combination of LETRS and CORE professional development.
2. Conduct a full review of the K-12 reading curriculum for potential purchase in the 25-26 school year.
3. Create/adopt a district-wide checklist of "look-fors" aligned to Structured Literacy.