

## Minnesota READ Act Literacy Plan for 2024-25

For

Worthington Public School District (0518-01)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Worthington Public School District (0518-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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 \(2024\)](#).

### Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

## 1. Read Act Goals

### District or Charter School Literacy Goals

Worthington Public School District (0518-01)'s literacy goal(s) for the 2024-25 school year:

Worthington ISD 518 will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. K-5 educators, special education educators, EL educators, and reading intervention educators will complete LETRS Vol 2 professional development during the 2024-2025 school year. In addition, the district will continue to evaluate our Tier 1 curriculum to ensure alignment with evidence-based practices.

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

K-5 staff completed LETRS Vol. 2

The following describes how Worthington Public School District (0518-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, student performance does not meet the literacy goal detailed in the READ Act.

Worthington Public School District (0518-01)'s literacy goal(s) for the 2025-26 school year:

Worthington ISD 518 will focus on enhancing evidence-based structured literacy instruction during the 2025-26 school year through a change in foundational curriculums. K-2 teachers will implement UFLI and 3-5 teachers will use Functional Phonics and Morphology to provide explicit, systematic literacy instruction.

Worthington Public School District (0518-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd518.net/district/dept-of-teaching-and-learning/curriculum-instruction/>

## 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 Worthington Public School District (0518-01) 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	PAST (Phonological Awareness Screening Test)
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LETRS Phonics Screener
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LETRS Spelling Screener
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	LET

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Worthington Public School District (0518-01) 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	222	82	268	79	276	71
Grade 1	250	55	300	71	312	97
Grade 2	263	105	253	108	253	110
Grade 3	310	119	297	107	295	117

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 Worthington Public School District (0518-01) 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.

Worthington Public School District (0518-01) 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	276	195
Grade 1	312	203
Grade 2	253	112
Grade 3	295	87

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 Worthington Public School District (0518-01) 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			
Grade 5			
Grade 6			
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 Worthington Public School District (0518-01) 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:

In grades 4-5, FASTBridge will be used in step 1 (gated) and iReady in grades 6-8. Students identified as not reading at grade level will complete Capti ReadBasix in step 2. Grades 9-12 will be administered all six subtests in Capti ReadBasix for step 1 and 2 (integrated).

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

The following table displays the number of students in Worthington Public School District (0518-01) 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 Worthington Public School District (0518-01) 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	Yes	2 times per year
Grade 8	Yes	2 times per year
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:

- Reading related services currently being provided to the student

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

- Parent teacher conferences

### Continuous Improvement for Parent Notification

Worthington Public School District (0518-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents will receive a letter sharing a student's reading proficiency level as measured by an MDE approved screener, reading related services being provided, and strategies parents/families can use at home in helping their student succeed.



## 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.

Worthington Public School District (0518-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Teachers in K-8 use universal screening data from FASTBridge (K-5) and iReady (6-8) to determine students' needs for supplemental support in Tier 2 and appropriate interventions in Tier 2 and 3.

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

Grade level teams analyze data within PLCs and discuss Tier 1 instruction and student needs. Instructional coaches and administration offer support as needed.

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

At the elementary level, students below benchmark in the universal screener (FastBridge) and a variety of data points can enter Tier 2 or Tier 3 reading intervention. At the secondary process, we are still learning about what intervention could look like and await MDE's guidance.

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:

Staff uses the progress monitoring tool within FastBridge to regularly assess student growth and the effectiveness of supplemental (Tier 2) and intensive (Tier 3) targeted reading instruction. Student progress is systematically reviewed, where data is analyzed to determine the need for any adjustments or intensification of interventions.

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

At the elementary level, students exit from supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention once they demonstrate grade-level proficiency in the specific skill area addressed by the intervention.

Does Worthington Public School District (0518-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Worthington Public School District (0518-01) 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:

Grades 4-12 will add the Capti Assess screener to screen for characteristics of dyslexia.

## 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.

Worthington Public School District (0518-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Worthington Public School District (0518-01) 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 Worthington Public School District (0518-01), 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60

### Continuous Improvement for Core Reading Instruction and Curricula

Worthington Public School District (0518-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

K-5 will continue to use HMH: Into Reading for the knowledge building curriculum component. Grades K-2 will use UFLI and Grade 3-5 will use Functional Phonics & Morphology to teach the foundational skills.

## 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 Worthington Public School District (0518-01) 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 and UFLI	Heggerty and UFLI
Grade 1	UFLI and Sonday	UFLI and Sonday
Grade 2	UFLI, Sonday, and Read Naturally	UFLI and Sonday
Grade 3	UFLI, Functional Phonics and Morphology, and Read Naturally	Functional Phonics and Morphology and Sonday
Grade 4	Functional Phonics and Morphology and Read Naturally	Functional Phonics and Morphology and Sonday
Grade 5	Functional Phonics and Morphology and Read Naturally	Functional Phonics and Morphology and Sonday
Grade 6	Functional Phonics and Morphology	READ180
Grade 7	Functional Phonics and Morphology	READ180
Grade 8	Functional Phonics and Morphology	READ180
Grade 9	Waiting for guidance from MDE	READ180
Grade 10	Waiting for guidance from MDE	READ180
Grade 11	Waiting for guidance from MDE	READ180
Grade 12	Waiting for guidance from MDE	READ180

## 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.

Worthington Public School District (0518-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/10/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Traine

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not reach the 80% proficiency level will be provided an instructional coach.

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:

Fidelity data is being collected through principal observations, use of district-wide screening data, on-going conversations within PLCs, and through instructional coaching.

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:

Coaching support is provided through PLCs discussions and screening data analysis. One on one instructional coaching is also available from instructional coaches, admin, and/or district literacy lead.

The following changes in instructional practices have impacted students :

Teacher knowledge of the Science of Reading and structured literacy has grown and empowered teachers to make data-based instructional decisions and transformed their practices to align to research and evidence.

Worthington Public School District (0518-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our science of reading training has focused on equitable access to high quality literacy instruction for ALL students. We are continuing to work on a plan to embed more professional learning around culturally responsive practices.

Worthington Public School District (0518-01) engaged with the Regional Literacy Network through the



## Local Literacy Plan for Worthington Public School District (0518-01)

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):

Additional professional development will be provided for implementation of the new foundational curriculums (UFLI and Functional Phonics & Morphology). Teachers will also meet within PLCs to review and discuss relevant topics within the science of reading and how it impacts classroom instruction.

### Continuous Improvement for Professional Development Plan

Worthington Public School District (0518-01) will make the following changes to the professional development plan for the 2025-26 school year:

Additional professional development will be provided for implementation of the new foundational curriculums (UFLI and Functional Phonics & Morphology). Teachers will also meet within PLCs to review and discuss relevant topics within the science of reading and how it impacts classroom instruction.

### 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	17	17	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	31	30	1	0
K-3 Classroom Educators	52	51	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	19	17	2	0
K-12 Reading Interventionists	11	9	2	0
K-12 Special Education Educators responsible for reading instruction	26	21	5	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	117	0	0	117

#### 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

Local Literacy Plan for Worthington Public School District (0518-01)

Grades 4-12 Classroom Educators responsible for reading instruction	14	1	0	13
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	65	0	0	65
Grades 6-12 Curriculum Directors	1	1	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.

Worthington Public School District (0518-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$156,325.16

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

\$11,000.00

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
- Contracting or employing a District Literacy Lead

### READ Act Literacy Aid

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

Worthington Public School District (0518-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$156,325.16

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

- Stipends for teachers completing literacy training
- Curriculum reviewed by MDE that was rated as highly aligned

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

\$0

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

NA