DEPARTMENT OF EDUCATION

West Central Education District Local Literacy Plan
Beacon Program
Area Learning Center

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: West Central Education District 6026-61

Date of Last Revision: June 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

Mission of WCED & Programs

The West Central Education District's mission is to maximize every student's educational experience by providing high quality services to students, families, and member districts.

Beacon Program Mission ~ provide students with life skills necessary to be healthy individuals through social skill building, mental health awareness, and academic instruction.
Area Learning Center ~ provide viable educational options for students who are experiencing difficulty in the traditional system through credit recovery and full day programming that targets students' individual needs

Evidence Based Interventions

WCED implements evidence based MTSS practices PreK to age 22 as supported by MDE.

WCED uses evidence-based assessments to identify at-risk students and uses evidence-based interventions to meet the educational needs of students. Evidence-based practices consistently produce improved outcomes when implemented. When identifying evidence-based practices, WCED staff consider the evidence and specific purpose for the practice or strategy as well as the resources needed for implementation. Data is collected to monitor the effectiveness of intervention practices and strategies.

The goal of the West Central Education District is to ensure that every student is proficient in the standards identified by the Minnesota K-12 Academic Standards in English Language Arts.
The district measures its progress toward this goal with the performance of students on the Minnesota Comprehensive Assessment of Reading in grade 3-8 and 10.
Universal Expectations
● All students will make progress in reading each year with a minimum target of one year's growth for each child.
● Administrators and teachers will ensure proficiency for all students through continued implementation of standards-based instruction, evidence-based instructional practices, and strategic response to assessment data.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

**beginning in the 24/25 school year

☐ 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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ 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: FastBridge: CBMReading *this will be reviewed once MDE has published approved screeners for these grade levels	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☐ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener: FastBridge: CBMReading *this will be reviewed once MDE has published approved screeners for these grade levels	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☐ Winter (optional) ☒ Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Teachers and administrators at West Central Education District communicate literacy development with parents/guardians in a number of ways. Each grade level works to make literacy development a shared effort between school and home.

Conferences: Results of fall and winter benchmarks are shared with parents at regularly scheduled fall and winter conferences. Information is mailed home to parents who do not attend conferences. Spring benchmark data is sent home with the end of year report card.

MCA Reading Scores: Preliminary MCA Reading On-Demand Reports are sent home with a cover letter explaining the information as well as resources for summer learning one week after the close of the MCA window.

Other: Progress monitoring data for students receiving interventions is shared at regular intervals throughout the year. Concerns are communicated with parents on an "as needed" basis.

In addition to these district-wide communication efforts, individual teachers use additional methods of communication with parents. These include the online gradebook, individual email contacts, individual phone conferences, and/or individual in-person conferences.

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.

We will be transitioning to an approved screening tool during the 24/25 school year

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						
1st						
2nd						
3rd						

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
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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	Logic of English Foundations Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
1st	Logic of English Foundations Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
2nd	Logic of English Foundations Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
3rd	Logic of English Foundations Logic of English Essentials Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
4th	Logic of English Foundations Logic of English Essentials	Comprehensive	Whole Class: 0 Differentiated: 90-120

	Logic of English Rhythm of Handwriting		
5th	Logic of English Foundations Logic of English Essentials Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120

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)
6th	Logic of English Foundations Logic of English Essentials Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
7th	Logic of English Foundations Logic of English Essentials Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
8th	Logic of English Foundations Logic of English Essentials Logic of English Rhythm of Handwriting	Comprehensive	Whole Class: 0 Differentiated: 90-120
9th	Standards Based	Comprehensive	55 minutes per quarter credit
10th	Standards Based	Comprehensive	55 minutes per quarter credit
11th	Standards Based	Comprehensive	55 minutes per quarter credit
12th	Standards Based	Comprehensive	55 minutes per quarter credit

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.

Multilayered Practices & Supports

The WCED ALC and Beacon programs are Tier 3 instructional programs for the member districts. Within the ALC and Beacon programs, staff differentiate instruction and support, providing Tier 1-3 instruction within the programs. Discussion and guidance in this handbook refers to Tier 1-3 instruction embedded into the ALC and Beacon programs.

Core Instruction
- *TIER 1: Core Instruction*
    - *Provided to all students*
    - *Intentional evidence based instruction and practices to support students in meeting grade level standards*
    - *Ongoing identification of student needs*
    - *Ongoing evaluation of the effectiveness instruction*

- *Considered effective when:*
    - *80% or more of students demonstrate proficiency on universal screeners and other standards-aligned assessments*
    - *95% of students maintain grade-level performance from screening period to screening period*

- *What does this look like at ALC?*
    - *Focus on students earning graduation credits*
    - *Small group and individualized instruction*
    - *Teacher-led instruction in core and elective subjects*
    - *Practice and application of skills*
    - *Frequent, individualized interactions with teachers and educational assistants*
    - *Life skills class with focus on social/emotional learning*

- *What does this look like at Beacon?*
    - *Focus on increasing students' self regulation and social skills*
    - *Behavioral instruction consisting of:*
        - *Daily group social skills lessons*
        - *Weekly individual social skills lessons*

- o *Structured, consistent, and predictable environment*
- o *Daily instruction in academics at each student's individual level*

Targeted Instruction
- *TIER 2: Targeted Instruction*
  - o *Provided to some students*
  - o *Targeted interventions delivered by teachers with background in student's area(s) of need*
  - o *Individual or small group delivery*
  - o *2-5 sessions per week in evidence based instruction and practices*
  - o *Intervention in core instruction or supplement in addition to core instruction*
- *What does this look like at ALC?*
  - o *Tier 2 interventions may include, but are not limited to:*
    - ▪ *Small group setting*
    - ▪ *Social work intervention*
    - ▪ *Sensory breaks*
    - ▪ *Individualized academic intervention*
- *What does this look like at Beacon?*
  - o *Tier 2 interventions may include, but are not limited to:*
    - ▪ *Increased or alternative scheduled behavioral interventions*
    - ▪ *More frequent sensory breaks*
    - ▪ *Increased social work interventions*
    - ▪ *Interventions during WIN time ("What I Need" time)*
    - ▪ *See for more detailed interventions: [Beacon: Interventions Grid](#)*

Intensive Instruction
- *TIER 3: Intensive Instruction*
  - o *Provided to a few students*
  - o *Intensive and evidence based interventions delivered by licensed teachers or providers with background in area(s) of need*
  - o *Individual or small group delivery*
  - o *Daily intervention*
  - o *Intervention in core instruction or supplement in addition to core instruction*
- *What does this look like at ALC?*
  - o *Tier 3 interventions may include, but are not limited to:*
    - ▪ *Delivery of interventions in a 1-to-1 setting*
    - ▪ *Individualized instruction and content*
    - ▪ *Elective credits for outside therapy services received*
    - ▪ *After school program that provides smaller setting & hybrid schedule*
- *What does this look like at Beacon?*
  - o *Tier 3 interventions may include, but are not limited to:*
    - ▪ *One-on-one supervision*

- Increased behavior support
- Increased social work services
- Increase communication with family and school district
  - o See for more detailed interventions: [Beacon: Interventions Grid](#)

Assessment and Data Based Decision Making

Assessment Overview

The West Central Education District ALC and Beacon programs use state and local assessments to evaluate and report progress. The data is used in making curriculum decisions as well as program and individual instructional decisions. Itinerant staff work with member district staff to provide assessment accommodations in state and district testing. Itinerant staff also work with member district staff to monitor progress and use assessment data in program and individual instruction decisions.

Name of Test	Objective	Grades Tested
Minnesota Comprehensive Assessment (MCA) Reading, Math, Science	*MCA's are the state tests that help districts measure student progress toward Minnesota's academic standards and also meet federal and state legislative requirements. Results are also used to make decisions for students about curriculum and instructional practices.*	*Reading: 3-8, 10 Math: 3-8, 11 Science: 5, 8, & High School*
Minnesota Test of Academic Skills (MTAS) Reading, Math, Science	*MTAS is Minnesota's alternative assessment based on alternate achievement standards. Students who receive special education services and meet eligibility requirements may take the alternate assessment MTAS instead of the MCA's.*	*Reading: 3-8, 10 Math: 3-8, 11 Science: 5, 8, & High School*
Optional Local Purpose Assessment (OLPA)	*This assessment may be given to assist in predicting proficiency on the MCA and plan for instructional interventions.*	*Reading: 3-8, 10 Math: 3-8, 11*
Assessing Comprehension and Communication in English State-to-State (ACCESS)	*ACCESS is a reading, writing, listening, and speaking test for English Learners (ELs) designed to demonstrate growth from year to year. *An Alternate ACCESS may be administered to students receiving special education services and are English Learners.*	*K-12 English Learners*

ACT	The ACT is a standardized aptitude examination for college admission	11
STAR 360	STAR assessments are computer adaptive tests in reading and math that can be used for screening and progress monitoring to aid with instructional decisions and interventions	All students screened upon enrollment, then continued if deficit skills are revealed through progress monitoring

Professional Development Plan

West Central Education District will provide teachers and instructional support staff with responsibility for teaching reading with Language Essential for Teacher of Reading and Spelling (Lexia) in the appropriate grade level.   Phase 1 educators will begin their professional development training in the fall of '24, through the Minnesota Department of Education. Phase 2 educators will begin their training following the approval of professional development options.

West Central Education District will be moving towards utilize approved Literacy Screening Tool, FastBridge. Teacher's will be provided with training on how to interpret and utilize the data provided in the screening tools. Professional Learning Communities will have this as their focus.

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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	1	0	1	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	1	0	0	1
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	0	3

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	0	0	0	0
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	4	0	0	4
Grades 6-12 Instructional support staff who provide reading support	2	0	0	2
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	1	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.

- FastBridge training to ensure accurate interpretation and application of data.
- Consistent review of data obtained from screeners to drive instruction.
- Adoption of screeners for 9-12 grade, once approved.
- Review 9-12 curriculum to ensure alignment to standards.