

READ Act School Year 2024 Local Literacy Plan Submission

1. Welcome Page

Welcome to the READ Act 2024 Local Literacy Plan submission. As part of this submission, you will provide details from the 2023-24 school year and the district or charter school's Literacy Plan for 2024-2025. Districts and charters can reference MDE's [Local Literacy Plan web page](#) for additional information, the template, Open Office Hour opportunities and ongoing updates.

This survey is for Campbell-Tintah Public School District (0852-01) specifically. One READ Act Local Literacy Plan submission is required per district or charter school. If you are unable to submit the required Local Literacy Plan for this district or charter school, please forward to the appropriate position. If this link is not for your district or charter school, or you don't know the appropriate person, stop here and [contact the MDE Literacy Unit](#).

2. Your Contact Information

1. Please confirm or update your contact information below.

First Name

Kyle

Last Name

Edgerton

Position

Superintendent

Company Name

Street Address

Apt/Suite/Office

City

State

Zip

Country

Email Address

edgertonk@campbell.k12.mn.us

Phone Number

Fax Number

Mobile Phone

URL

3. Screening Data

2. Universal Screener:

FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)

3. Benchmark screening: Please provide numbers of students in each category below.

	Universally Screened in Fall	At or Above Benchmark in Fall	Universally Screened in Spring	At or Above Benchmark in Spring
KG	8	5		
1st	13	6		
2nd	7	2		
3rd	7	1		
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

4. Dyslexia screening: Please provide numbers of students in each category below.

	Screened for Characteristics of Dyslexia	Identified with Characteristics of Dyslexia
KG	8	
1st	13	
2nd	7	
3rd	7	1
4th		
5th		
6th		
7th		
8th		
9th		
10th		
11th		
12th		

4. Additional Student Data

5. How many students in grades 4-12 who do not demonstrate mastery of foundational reading skills were approved for opting out of universal screening?

	Students
4th	0
5th	0
6th	0
7th	0
8th	0
9th	0
10th	0
11th	0
12th	0

6. Is the district or charter school utilizing a personal learning plan for students who are unable to demonstrate grade-level proficiency?

No

5. Notification & Engagement

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

Yes

8. What method(s) are used to notify parents or guardians when children are identified as not reading at or above grade level?

Parent-Teacher Conferences

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

Parent Teacher Conferences
School Events

6. Curricula Resources

10. Curricular Resources: K-5 Comprehensive Programs

	Curricular Resource
KG	Other
1st	Other
2nd	Other
3rd	Other
4th	Other
5th	Other

11. If "Other" was selected above, identify the Curricular Resource used for K-5 Comprehensive Programs.

KG Comprehensive Program : Wonders McGraw Hill
1st Comprehensive Program : Wonders McGraw Hill
2nd Comprehensive Program : Wonders McGraw Hill
3rd Comprehensive Program : Wonders McGraw Hill
4th Comprehensive Program : Wonders McGraw Hill
5th Comprehensive Program : Wonders McGraw Hill

12. Curricular Resources: K-2 Foundational Skills

	Curricular Resource
KG	N/A district or charter school utilizes a comprehensive reading curriculum
1st	N/A district or charter school utilizes a comprehensive reading curriculum
2nd	N/A district or charter school utilizes a comprehensive reading curriculum

13. If "Other" was selected above identify the Curricular Resource used for K-2 Foundational Skills.

14. Curricular Resources: 3-5 Foundational Skills

	Curricular Resource
3rd	N/A district or charter school utilizes a comprehensive reading curriculum
4th	N/A district or charter school utilizes a comprehensive reading curriculum
5th	N/A district or charter school utilizes a comprehensive reading curriculum

15. If "Other" was selected above identify the Curricular Resource used for 3-5 Foundational Skills.

16. Curricular Resources: K-5 Knowledge Building

	Curricular Resource
KG	N/A district or charter school utilizes a comprehensive reading curriculum
1st	N/A district or charter school utilizes a comprehensive reading curriculum
2nd	N/A district or charter school utilizes a comprehensive reading curriculum
3rd	N/A district or charter school utilizes a comprehensive reading curriculum
4th	N/A district or charter school utilizes a comprehensive reading curriculum
5th	N/A district or charter school utilizes a comprehensive reading curriculum

17. If "Other" was selected above identify the Curricular Resource used for K-5 Knowledge Building.

18. Curricular Resources: Reading Intervention Grades K-5

KG Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge
1st Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge
2nd Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge
3rd Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge
4th Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge
5th Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge

19. Curricular Resources: ELA Core Grades 6-12

6th ELA Core : Wonders McGraw Hill

7th ELA Core : Personal Narratives *writing from a personal perspective Grammar, Usage, and Mechanics *Elements of Language: First Course. Holt, Rinehart, and Winston, 2001. Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *novels may include Hatchet by Gary Paulsen and Tom Sawyer by Mark Twain Writing, Reading, Speaking *5-step writing process, novel(s), short stories, research and reports, MCA test preparation, etc.

8th ELA Core : Personal Narratives *writing from a personal perspective Grammar, Usage, and Mechanics *Elements of Language: Second Course. Holt, Rinehart, and Winston, 2001. Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *novels may include The Outsiders by S.E. Hinton and Roll of Thunder, Hear My Cry by Mildred Taylor Research *exploring the research process and writing research papers Writing, Reading, Speaking *5-step writing process, short stories, novel(s), research and reports, MCA test preparation, etc.

9th ELA Core : Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *Reading may include Romeo and Juliet by William Shakespeare, Lord of the Flies by William Golding, The Adventures of Huckleberry Finn by Mark Twain, and selections from the textbook Outlooks Through Literature, Scott, Foresman, and Company, 1976. Writing, Reading, Speaking *5-step writing process, short stories, novel(s), research and reports, etc. Personal Narratives *writing from a personal perspective Persuasive Writing *supporting an opinion with reasons and evidence Research *exploring the research process and writing research papers Grammar, Usage, and Mechanics *Elements of Language: Third Course. Holt, Rinehart and Winston, 2001.

10th ELA Core : Personal Narratives *writing from a personal perspective Grammar and Vocabulary *writing conventions, word usage, and vocabulary expansion Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *Reading may include To Kill a Mockingbird by Harper Lee, Julius Caesar by William Shakespeare, Animal Farm by George Orwell, and selections from the textbook Exploring Life Through Literature, Scott, Foresman, and Company, 1976. Writing, Reading, Speaking *5-step writing process, novel(s), short stories, research and reports, MCA test preparation, etc.

11th ELA Core : Grammar and Vocabulary *writing conventions, word usage, and vocabulary expansion Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *reading may include Fahrenheit 451 by Ray Bradbury, Macbeth by William Shakespeare, and Night by Elie Wiesel Research *exploring the research process and writing research papers Personal Narratives *writing from a personal perspective Writing, Reading, Speaking *5-step writing process, novel(s), short stories, research and reports, test preparation, etc.

12th ELA Core : Personal Narratives *writing from a personal perspective Fiction, Non-fiction, Other Genres *exploring reading and writing in various forms *reading, analyzing, and evaluating literature *Reading may include The Crucible by Arthur Miller and selections from the textbook Adventures in American Literature, Harcourt Brace Jovanovich, 1980. Public Speaking *develop public speaking knowledge and skills Writing and Speaking *5-step writing process, short stories, research and reports, etc. *technical writing, including résumé and cover letter Grammar and Vocabulary *writing conventions, word usage, and vocabulary expansion

20. Curricular Resources: Reading Intervention Grades 6-12

6th Reading Intervention : Progress Monitoring, Instruction and Intervention- FastBridge

7th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

8th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

9th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

10th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

11th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

12th Reading Intervention : Student Before after School Program, Teacher individual Instruction, Qualifies for Special Education

7. Frameworks

21. Does the district or charter school implement a multi-tiered system of support (MTSS) for students in reading?

Yes

22. Does the district or charter school implement [MnMTSS](#) or another multi-tiered system of support framework?

MnMTSS Framework

8. Identification Processes and Progress Monitoring

23. Are other sources considered (e.g. diagnostic assessment, academic benchmarks, classroom performance, formative assessment etc.) to determine targeted reading instruction that is evidence based for students potentially needing more support through a screening process?

Yes

24. Has a criterion been established for entrance into targeted reading instruction support or intervention?

Yes

25. Has a progress monitoring protocol been established to determine when targeted reading instruction should be intensified or modified?

Yes

26. Has a criterion been established for exiting out of targeted reading instruction support or intervention?

Yes

27. Does the criteria for exit from targeted reading instruction include multiple weekly data points?

Yes

9. Professional Learning

28. Does the district or charter school have a Professional Learning Plan as required within the Local Literacy Plan?

Yes

29. MDE approved Professional Learning Programs

	Total in District or Charter School	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for reading instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	3	0	0	3
4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
PreK-5 Curriculum Directors	1	0	0	1
PreK-5 Instructional Support Staff who provide reading support	6	0	0	6

30. Does your district or charter school need an extension to complete Professional Development for Phase 1 Educators?

Yes

31. What is the anticipated completion date for Phase 1 Educators?

06/29/2026

10. Literacy Plan Upload and Reflection

32. Upload a copy of the district or charter school Local Literacy Plan for the 2024-25 school year:

[C-T Literacy Plan 2023-2024.pdf](#)

33. Please provide a link (URL) to the local literacy plan posted on the district or charter school official website.

https://campbell.k12.mn.us/wp-content/uploads/2024/02/C-T-Literacy_Plan_2023-2024.pdf

34. Please provide a brief summary of what went well in this year's implementation of evidence-based literacy instruction.

The EBL instruction has improved student reading achievements. In addition, C-T teachers were able to address student skill deficits and narrow learning gaps. Even though we still have work to do in reading deficits and learning gaps; students' literacy needs are being addressed and fewer students are falling through the cracks.

35. Briefly describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction.

Identify interventions that are implemented and examined to meet the needs of our district, and schools; ensuring the best use of ESEA investments to support positive outcomes for students. Also, it helps to identify, support, and improve meaningful gains for our students.

36. Provide a brief description of next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Once the school in our district has the necessary data to provide/show local EBL comparisons (over a period of time), we can start to refine our district's implementation instruction to better meet local gaps or deficits of our students.

11. Thank You!

Thank you for completing the READ Act Local Literacy Plan Submission. If you have additional questions, please contact the [MDE Literacy Unit](#).