

Local Literacy Plan: 2024-25 School Year

District or Charter School Information

District Name and Number: **Fridley Public Schools (District 14)**

Date of Last Revision: **Jun 12, 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 Goals for 24-25 School Year

- Increase reading proficiency at all grade levels and in all student groups.
- Provide Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning for all Phase 1 teachers (PreK teachers, K-4 classroom teachers, K-12 reading intervention teachers, K-12 Special Education teachers responsible for reading instruction, PreK-5 curriculum directors)
- Implement new evidence-based Tier 1 literacy curricula to support structured literacy instruction
 - Heggerty - Preschool through Grade 3
 - Foundations - Preschool through Grade 3
 - Geodes Decodable Books - Kindergarten through Grade 2
 - Morpheme Magic - Grade 4 through Grade 6
 - Wit and Wisdom - Grade 5 through Grade 8
- Review and develop our multi-tiered systems of literacy support for Grade 5 through Grade 12 in alignment with the MnMTSS framework.

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

The chart below indicates the assessments 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?
FastBridge earlyReading	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input 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 type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening: <i>Letter Names, Word Segmenting, Letter Sounds, Nonsense Words</i>	<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)
FastBridge CBMReading	<input 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 type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)
FastBridge aReading	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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, the chart below indicates the assessments 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 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?
FastBridge aReading	<input checked="" type="checkbox"/> Grade 4 <input checked="" 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"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (Grades 4-8) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge AUTOREading	<input checked="" type="checkbox"/> Grade 4 <input checked="" 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"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (Grades 4-8) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge CBM Reading:	<input checked="" type="checkbox"/> Grade 4	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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 (Grades 4-8) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge CBM Reading: <i>Only administered to students below the 40th percentile in aReading and/or AUTOREading</i>	<input checked="" 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"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input 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 (Grades 4-8) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge aReading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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)

FastBridge AUTOREading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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)
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Parent Notification and Involvement

Communicating with parents and families about how their children are doing in school is essential to our success. The purpose and benefits of including families in educational programming are well substantiated in research. The more that schools, communities, and family members collaborate, the more learning is enhanced for all. We strive for ongoing and clear communication on learning, assessments, and activities that support literacy development through the following strategies:

- School newsletters and communication from teachers include information for all families on how to support reading development at home.
- Curriculum events, parent information sessions, reading events, and various other activities are conducted throughout the school year to offer families the opportunity to learn more about what students are doing at school and how parents and other adults can support reading development at home or outside of school time.
- Core literacy instruction and intervention supports are aligned with Minnesota state literacy standards. Literacy curriculum maps and information on intervention supports are available to parents upon request.
- Family-teacher conferences are held twice per year to discuss assessment data and instructional plans for each student. Families, teachers, and students collaborate to develop a personalized learning plan that can be implemented at home and in school.
- Fastbridge screening results are available to parents at the end of each testing window. This information is shared in person or mailed home.
- Report cards are shared with families two times per school year to communicate each student’s progress toward meeting state literacy standards.
- Parents and families of students not yet reading at or above grade level have an opportunity to partner with classroom teachers and reading teachers. Students, families, and teachers are asked to sign an agreement that outlines the individual responsibilities of each stakeholder.
- Parents and families of students not yet reading at or above grade level receive additional information about how to support literacy development at home in ways that are specifically related to the needs of their child.

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

Dyslexia is identified as a specific learning disorder that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Public school districts cannot formally diagnose dyslexia. We closely monitor student performance and screen for reading concerns that would indicate a need for supplemental instruction, alternative learning methods, or specialized services.

We use the following universal screening tools to identify students who display characteristics of dyslexia.

- **Kindergarten - Grade 1:** FastBridge Early Reading. All students are screened in the fall, winter, and spring. Phonemic awareness, phonics and decoding, word segmenting, sight words and fluency (spring of grade 1) are the focus of these assessments.
- **Grades 2-3:** FastBridge CBM Reading provides us with information about decoding skills, accuracy, and fluency.
- **Grades 4-12:** All students are screened using FastBridge aReading and AUTOreading. Students scoring below the benchmark also are screened using CBMReading for additional information about decoding skills, accuracy, and fluency.

Our FastBridge screening assessments are our first steps in identifying students who need additional targeted instruction in the components of reading. Next steps may include the following diagnostic assessments:

- Phonological Awareness Screening Test (PAST)
- Phonemic Awareness Inventory (PRESS)
- Decoding Inventory
- Family History - is dyslexia present in family members
- RAN - Rapid Automatic Naming Assessments
- Teacher Checklist for Characteristics of Dyslexia
- Classroom observations

Students identified with characteristics of dyslexia receive explicit, systematic instruction and intervention from highly qualified reading intervention teachers. We understand that early intervention using effective strategies reduces the need for long-term services, prevents a cascade of reading difficulties, and increases rates of reading proficiency.

Additional Resources for Families and Teachers:

- [Minnesota Department of Education](#)
- [International Dyslexia Association](#)

Summary Data Kindergarten through 3rd Grade

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 Early Reading	175	90	198	93	52	17
1 st Early Reading	157	63	177	82	67	50
2 nd CBM	157	66	175	69	51	29
3 rd CBM	159	86	168	77	45	29

Students Grades 4-12 Not Reading at Grade Level

Grade	Total Number of Students Screened	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	186	121	43	17
5 th	163	97	60	4
6 th	158	95	52	1
7 th	168	119	53	4

8 th	172	128	55	6
9 th	205	129	35	5
10 th	192	106	30	2
11 th	44	165	0	0
12 th	18	127	0	0

Core Reading Instruction and Curricula Grades K-5

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	Heggerty Foundations Geodes Benchmark Literacy (24-25) Wit and Wisdom (25-26)	Phonological Awareness Foundational Skills Decodable Texts Comprehensive Knowledge Building	Whole Class (7-10) Whole Class (30) Small Group Differentiated Whole Class / Small Group (60) Whole Class (60-75)
1 st	Heggerty Foundations Geodes Benchmark Literacy (24-25) Wit and Wisdom (25-26)	Phonological Awareness Foundational Skills Decodable Texts Comprehensive Knowledge Building	Whole Class (7-10) Whole Class (30) Small Group Differentiated Whole Class Small Group (60)
2 nd	Heggerty Foundations	Phonological Awareness Foundational Skills	Whole Class (7-10) Whole Class (30)

	Geodes Benchmark Literacy (24-25) Wit and Wisdom (25-26)	Decodable Texts Comprehensive Knowledge Building	Small Group Differentiated Whole Class Small Group (60)
3 rd	Heggerty Foundations Benchmark Literacy (24-25) Wit and Wisdom (25-26)	Phonological Awareness Foundational Skills Comprehensive Knowledge Building	Whole Class (7-10) Whole Class (30) Whole Class / Small Group (60-75)
4 th	Morpheme Magic Benchmark Literacy (24-25) Wit and Wisdom (25-26)	Morphology Comprehensive Knowledge Building	Whole Class (10-15) Whole Class / Small Group (60-75)
5 th	Morpheme Magic Wit and Wisdom	Morphology Knowledge Building	Whole Class (10-15) Whole Class Small Group (60-75)

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	Morpheme Magic Wit and Wisdom	Morphology Knowledge Building	Whole Class (10-15) Whole Class (45)
7 th	Wit and Wisdom	Knowledge Building	Whole Class (45)
8 th	Wit and Wisdom	Knowledge Building	Whole Class (45)
9 th	IB MYP Language and Literature	Comprehensive	Whole Class (45)

10 th	IB MYP Language and Literature	Comprehensive	Whole Class (45)
11 th	IB DP Language and Literature	Comprehensive	Whole Class (45)
12 th	IB DP Language and Literature	Comprehensive	Whole Class (45)

Data-Based Decision Making for Literacy Interventions

Fridley Public Schools uses a Multi-Tiered System of Support (MTSS) to differentiate instruction and to support the literacy development of each and every one of our students. Students at risk of not meeting grade-level standards receive instructional support in addition to core instruction in order to accelerate their literacy development. The level, intensity and frequency of this support are determined by the needs of the student. This support may occur within the classroom or in a separate setting. Whole class interventions are also used when performance levels for the entire class indicate need.

To support this work we provide:

- System-wide focus on equity, access, opportunity, and belonging for all students
- Job-embedded coaching and time for critical conversations with other educators
- Dedicated time to teach effective, high-quality curricula at all tiers of instruction
- Dedicated time to examine student achievement data and use it to make data-based decisions about instruction and programming
- Opportunities to collaborate with the families and amplify family voice

Process for Determining Literacy Intervention Services

Step 1: Universal Screening -

The following table outlines the universal screening measures that are used with all students. Students who achieve the stated goals during each benchmark period fall into the low risk category and are more likely to meet end of year performance goals.

			Fall	Winter	Spring
Grade	Universal Screening Assessment Used	Purpose / Skill Measured	On Target Goal	On Target Goal	On Target Goal
K	FastBridge Early Reading Composite	Universal Screener, a combination of different subtest scores	32	50	64
K	Letter Naming Fluency	Rapid Automated Naming of Letters	14	41	49
K	Word Segmenting	Phonemic Awareness	3	25	30

K	Letter Sound Fluency	Alphabetic Principle / Phonics	3	26	41
K	Nonsense Words	Alphabetic Principle / Phonics		7	12
1	FastBridge Early Reading Composite	Universal Screener, a combination of different subtest scores	33	52	66
1	Word Segmenting	Phonemic Awareness	28	31	32
1	Nonsense Words	Alphabetic Principle / Phonics	10	17	22
1	CBM Reading	Oral Reading Fluency and Accuracy		37	66
2	FastBridge aReading	Broad Reading, Comprehension	469	481	490
2	FastBridge CBM Oral Reading Fluency	Oral Reading Fluency and Accuracy	56	84	101
3	FastBridge aReading	Broad Reading, Comprehension	490	498	503
3	FastBridge CBM Oral Reading Fluency	Oral Reading Fluency and Accuracy	87	110	125
4	FastBridge aReading	Broad Reading, Comprehension	502	509	513
4	FastBridge AUTOreading	Automaticity of encoding, word identification, vocabulary	502	509	513
4	CBM Reading	Oral Reading Fluency and Accuracy	115	133	147
5	FastBridge aReading	Broad Reading, Comprehension	513	517	520
5	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	513	517	520
5	CBM Reading	Oral Reading Fluency and Accuracy	132	149	163
6	FastBridge aReading	Broad Reading, Comprehension	517	521	524
6	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	517	521	524
6	CBM Reading	Oral Reading Fluency and Accuracy	144	159	171
7	FastBridge aReading	Broad Reading, Comprehension	527	532	533
7	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	524	528	531
7	CBM Reading	Oral Reading Fluency and Accuracy	166	177	187
8	FastBridge aReading	Broad Reading, Comprehension	534	538	539
8	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	536	538	541
8	CBM Reading	Oral Reading Fluency and Accuracy	155	161	177
9	FastBridge aReading	Broad Reading, Comprehension	538	539	541
9	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	529	532	537
10	FastBridge aReading	Broad Reading, Comprehension	542	544	545
10	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	533	534	539
11	FastBridge aReading	Broad Reading, Comprehension	546	547	549
11	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	535	537	543
12	FastBridge aReading	Broad Reading, Comprehension	549	551	552
12	FastBridge AUTOreading	Automaticity of word identification, decoding, matching synonyms, morphology	550	552	557

The above stated proficiency levels have been determined by assessment publishers and through the review of student trend data collected in Fridley Public Schools.

Step 2: Collect Additional Diagnostic Information

Diagnostic assessments are administered to students most at risk of not meeting grade-level proficiency. The specific diagnostic instruments used are selected on a case-by-case basis according to the individual needs of each student. Additional diagnostic data collected may include:

- Skilled inventories including oral language, phonemic awareness, phonics, and spelling. Error analysis informs which skill inventories are needed.
- Rapid Automatic Naming (RAN)
- Response to prior instruction and/or intervention
- Teacher observations of learning
- Child and family history

Results of diagnostic assessments determine the type and intensity of instructional intervention that will be most effective.

Step 3: Assign Interventions Based on Individual Student Need

We use a variety of evidence-based intervention materials to ensure students are receiving high quality effective instruction. Our commonly used intervention materials include:

- PRESS (Path to Reading Excellence in School Sites) interventions
- FASTbridge interventions
- Orton-Gillingham
- UFLI Foundations (University of Florida Literacy Institute)
- Exact Path
- High Impact Tutoring

Step 4: Progress Monitoring Aligned to Intervention

Progress monitoring tools are brief and administered with more regularity than screening and diagnostic assessments. This data is collected, evaluated, and used on an ongoing basis, and adjustments to instruction are made as needed to maximize student growth. All students receiving interventions are assessed using a progress monitoring tool that is aligned with their instructional area of focus.

Information related to student performance in literacy is shared with families two times per year via written progress reports and discussed during parent-teacher conferences. Families may request clarification and information at any time.

Step 5: Exit from Intervention

Students are exited from reading intervention when they reach grade level goals. The following assessments are considered:

- Fastbridge universal screeners (see the table above in Step 1)
- Minnesota Comprehensive Assessment (MCA) in Reading
- PreACT and ACT reading scores

Professional Development Plan

Fridley Public Schools will offer LETRS training to all Phase 1 and Phase 2 teachers. Phase 1 will begin in August of 2024 and be completed in June 2026. Phase 2 will begin in August of 2025 and be completed in June 2027. Time is built into the professional learning calendar for asynchronous and synchronous learning.

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	10	0	10	0
K-4 Classroom Educators (including ESL instructors responsible for reading instruction)	50	2	48	0
K-12 Reading Interventionists	16	1	14	1
K-12 Special Education Educators responsible for reading instruction	35	0	35	0
Pre-K through grade 5 Curriculum Directors	10	1	9	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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 5-12 Classroom Educators responsible for reading instruction	19	0	0	19

Grades 5 through 12 Educators who work with English learners (Licensed ELL teachers)	6	0	0	19
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	6	0	0	6
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

Action Planning for Continuous Improvement

2024-2025 Action Plan

- LETRS training for phase 1 educators
 - Build time into district professional learning calendar
 - Apply new learning into practice
- Second year implementation of Tier 1 K-4 foundational skills curriculum
 - Heggerty, Foundations, Geodes, Morpheme Magic
 - Use of fidelity checks and essential agreements
 - Peer observations and job-embedded coaching support
 - Walkthroughs and feedback from principals and literacy coaches
- First year implementation of knowledge-building curriculum grades 5-8
 - Wit and Wisdom
 - Professional learning for teachers and building leaders
 - Peer observations, coaching cycles, and coaching support
 - Alignment to MN State Standards
 - Evaluate text selection and instruction through a culturally responsive lens. Substitute or add texts when needed.
- Continue to build data literacy at all levels through the MTSS process
 - Learn to use a new data information system (Abre)
 - Evaluate secondary universal screeners, diagnostic tools, and progress monitoring tools
 - Evaluate secondary intervention materials

- Review and improve multi-tiered systems of support at the secondary level
 - Infrastructure of continuous improvement
 - Data-based decision making
 - Multi-layered practices and support
 - Parent notification process and family engagement

2025-2026 Action Plan

- LETRS training
 - Phase 1 educators complete program
 - Phase 2 educators begin program
 - Build time into professional learning calendar
 - Apply learning to practice
- Implement Knowledge Building Curriculum in grade K-8
 - Wit and Wisdom
 - First year implementation for K-4
 - Second year implementation for 5-8
 - Professional learning for teachers and building leaders
 - Peer observations and coaching support
 - Alignment to MN State Standards
 - Evaluate text selection and instruction through a culturally responsive lens. Substitute or add texts when needed.