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: Park Rapids Area Schools, ISD #309

Date of Last Revision: June 11, 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 the 2024-2025 school year:

Goal 1:
Enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Park Rapids Area Schools school district.
Objectives:
1. Enhance Tier I foundational skills instruction in grades K-2 by implementing the UFLI (University of Florida Literacy Institute) curriculum.
2. Designate a team of school/District leaders to attend MnMTSS training to better understand the foundations of MTSS and the MTSS process.

3. Increase support and coordination through our Student Intervention Team (SIT) to facilitate seamless collaboration between teachers, parents, and external partners, ensuring holistic support for students across all tiers of the MTSS.

Goal 2:
Implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Park Rapids Area Schools school district.
Objectives:
1. Provide Licensed Teachers with CORE OL/LA (Online Language Academy) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles.
2. Offer support staff an MN MDE approved training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings.

Goal 3:
Develop a comprehensive system of screening for all K-12th grade students within the Park Rapids Area school district to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.
Objectives:
1. Implement the FastBridge screening process for all K-12th grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures.
2. Develop targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources.

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	☐ 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**	☒ 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 aReading**	☒ 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.

Park Rapids Area Schools employ various methods to notify parents or guardians when children are identified as not reading at or above grade level and provide reading-related services.

Parent-Teacher Conferences

Notification: During these conferences, teachers share data from the local literacy screener (Fastbridge), assessments, and observations regarding a child's reading level. If a child is not reading at grade level, this information is communicated directly to the parents.

Services Provided: Teachers discuss the interventions that are in place or planned for the student. This might include additional reading support, small group instruction, or one-on-one instruction.

Home Strategies: Teachers suggest various strategies that parents can use at home to support reading. These might include:

- Establishing a daily reading routine.
- Reading together with the child and discussing the content.
- Using educational games and apps that focus on reading skills.
- Encouraging children to read books of their interest to foster a love for reading.
- Practicing sight words or specific literacy skills identified by the teacher.

Targeted Services Compact

Notification: When students are identified for Targeted Services, a compact is created and shared with parents. This document outlines the specific services and supports that will be provided to help improve the student's reading skills.

Services Provided: Targeted Services might include after-school programs, summer reading camps, or specialized reading interventions during the school day.

Home Strategies: The compact often includes strategies for parents to implement at home, such as:

- Providing a quiet and dedicated space for reading.
- Setting goals for reading and tracking progress together.
- Accessing additional reading materials from the library or school resources.

Individual Education Plans Students in Special Education

Notification: For students with an IEP, regular meetings (at least annually) are held to discuss progress and update goals. Reading levels and progress are a key component of these discussions.

Services Provided: IEPs outline specific services, such as:

- Specialized reading instruction from a special education teacher.

- Use of assistive technology to support reading.
- Modified curriculum to meet the student's needs.

Home Strategies: Parents receive guidance on supporting their child's reading development at home, which may include:
- Implementing IEP-recommended strategies.
- Using tailored reading materials that match the child's reading level.
- Reinforcing skills being taught in the classroom through home activities.

Parent Notification of Title I Services

Notification: Schools notify parents if their child qualifies for Title I services, which are designed to help students who are struggling in reading and other areas.

Services Provided: Title I services might include additional instructional time, access to reading specialists, and small group or one-on-one tutoring.

Home Strategies: Parents are encouraged to:
- Participate in workshops and training sessions offered by the school.
- Use school-provided resources, such as books and literacy games, to support reading at home.
- Communicate regularly with teachers to monitor progress and adjust strategies as needed.

General Literacy Strategies Shared with Parents

Regardless of the students' reading ability, specific program, or services received, parents are often provided with general strategies to support reading at home. These may include:
- Daily Reading: Establish a routine of reading for at least 20 minutes every day.
- Interactive Reading: Engage in discussions about the book, ask questions, and make connections to the child's experiences.
- Variety of Texts: Encourage reading different types of materials, such as books, magazines, newspapers, and digital content.
- Modeling: Show a positive attitude toward reading and let children see parents reading regularly.
- Library Visits: Regular trips to the library to explore and borrow books.

By employing these methods, the Park Rapids Area School District aims to create a comprehensive support system that involves both school-based interventions and active parental involvement to enhance students' reading skills.

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	117	76	123	24	123	99
1st	107	29	108	40	108	68
2nd	115	48	120	66	120	54
3rd	108	50	114	61	114	53

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	122	71	122	71
5th	111	58	111	58
6th	104	49	104	49
7th	117	73	117	73
8th	93	38	93	38
9th	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024
10th	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024
11th	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024
12th	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024	N/A - Students not assessed in 2023-2024

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	UFLI Benchmark Advance 2018	Foundational Comprehensive	120 minutes
1st	UFLI Benchmark Advance 2018	Foundational Comprehensive	120 minutes
2nd	UFLI Benchmark Advance 2018	Foundational Comprehensive	120 minutes
3rd	Benchmark Advance 2018	Comprehensive	120 minutes
4th	Benchmark Advance 2018	Comprehensive	120 minutes
5th	Teacher created based on ELA Standards	Comprehensive	90 minutes

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	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	45 minute periods
7th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods
8th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods
9th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods English 9 (3 trimester credits required)
10th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods English 10 (3 trimester credits required)
11th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods English Electives (3 trimester credits required)
12th	Teacher created based on ELA Standards	Comprehension, Vocabulary, Writing	50 minute periods English Electives (3 trimester credits required)

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?

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.

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.
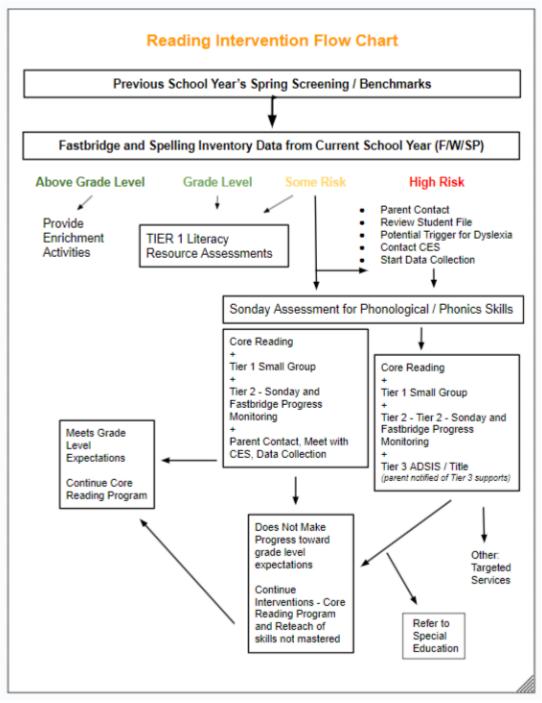
Students are screened using the assessments with TS Gold two times per year, FastBridge earlyReading, aReading, and CBMreading three times a year. Students below benchmarks are progress monitored bi-weekly or weekly depending on their progress throughout the trimester. Other measurements used:

FastBridge data is used to determine proficiency in phonemic awareness, fluency, and/or comprehension. These results are collected three times a year (September, January, and May) for all students. If a student is not meeting benchmark expectations, he/she will be progress monitored bi-weekly by a classroom, Title I, or special education teacher. If a child is receiving Tier III interventions or on an IEP, he/she will be progress monitored weekly. After three points are at the target levels, he/she will be progress monitored bi-weekly.

TS Gold data is used ages 3 to 5 in our ECFE and preschool program. These results are collected twice a year in fall and spring for all students. If a student is not meeting age appropriate expectations, further data collection occurs and instruction in small groups and one on one occur within the classroom.

Each spring all students in grade 3 and beyond will take the Minnesota Comprehensive Assessments (MCA's) or MTAS to determine proficiency in reading. Participation and proficiency scores are made public and posted on the MDE's website. Teachers, administrators and school staff are involved in regular data review meetings to monitor student progress and adjustment as data suggests.

Below is a visual representation or the Park Rapids Century Elementary Reading Intervention Flow chart. This model will continue to be evaluated, redeveloped, and generalized across the District.

Reading Intervention Flow Chart

Previous School Year's Spring Screening / Benchmarks

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Fastbridge and Spelling Inventory Data from Current School Year (F/W/SP)

Above Grade Level → Provide Enrichment Activities

Grade Level → TIER 1 Literacy Resource Assessments

Some Risk

High Risk
- Parent Contact
- Review Student File
- Potential Trigger for Dyslexia
- Contact CES
- Start Data Collection

Sonday Assessment for Phonological / Phonics Skills

Core Reading
+
Tier 1 Small Group
+
Tier 2 - Sonday and Fastbridge Progress Monitoring
+
Parent Contact, Meet with CES, Data Collection

Core Reading
+
Tier 1 Small Group
+
Tier 2 - Tier 2 - Sonday and Fastbridge Progress Monitoring
+
Tier 3 ADSIS / Title
(parent notified of Tier 3 supports)

Meets Grade Level Expectations

Continue Core Reading Program

Does Not Make Progress toward grade level expectations

Continue Interventions - Core Reading Program and Reteach of skills not mastered

Other: Targeted Services

Refer to Special Education

Park Rapids Area Schools does not currently use the MnMTSS model, however, we have identified this as an area of needed improvement and have identified action steps to increase our tiered intervention model's efficacy.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

Beginning May 20, 2024, District 309's PK-8 Principal and PK-3 Assistant Principal will engage in the standard OL&LA, Online Language & Literacy Academy, training. Also, summer of 2024, District 309's Director of Curriculum and Instruction as well as the District's Literacy Lead will participate in the 70 hour OCL, OL&LA Onsite Cohort Leader, training.

District 309 will begin standard OL&LA training for its approximately 86 Phase 1 teaching staff beginning workshop week August 26-30, 2024. Professional Development will take place during five, seven hour days, two, three hour periods, and 22, 45 minute sessions as needed. OL&LA training is scheduled to be completed by Monday, April 21, 2025. For those participants who don't meet the April 21 end date, the month of May provides additional time for the PD to be completed. Participants must pass the OL&LA tests at 80% to become certified.

Phase 1 teachers would be expected to watch and/or discuss the modules and instructional materials during the allotted staff development days and time blocks provided and participate in the three live one hour training sessions. (see calendar below) If teachers are absent during those hours, they would need to make up that time to complete the requirements. Teachers who are absent during the required live virtual sessions, will be required to make up the session with the district's trained OL&LA Onsite Cohort Leader(s).

OL&LA training data will be collected and frequently analyzed. The Literacy Lead/OL&LA Onsite Cohort Facilitator will closely monitor the individual progress and participation of Phase 1 teachers. The Literacy Lead/OL&LA Onsite Cohort Facilitator will support individuals and cohorts to ensure the implementation of structured literacy.

District 309 has identified Phase 2 participants and are awaiting MDE professional development recommendations.

PARK RAPIDS AREA SCHOOLS
2024-2025 CALENDAR

Aug 26th – 29th ....Staff Development
August 28th ....Open House
August 30th .... Floating Staff Development Day
September 2nd   No School K-12, Labor Day
September 3rd   .... School Begins
September 23rd ...... No School, Staff Development Day
October 17th & 18th.... No School, Teacher Statewide Mtgs
October 21st & 23rd .... K - 6th Grade P/T Conferences
October 23rd .... 7th – 12th Grade P/T Conference
November 11th ....No School, Staff Development Day
November 26th .... End of the Trimester
November 27th .... No School, Staff Development Day
November 28th & 29th .... No School, Thanksgiving Break
Dec. 23rd – Jan. 1st   .... No School, Winter Break
January 15th .... 7th – 12th Grade P/T Conference
January 20th .... No School, Staff Development Day
February 21st .... No School
February 27th .... End of the Trimester
February 28th .... No School, Staff Development Day
March 3rd & 5th .... K - 6th Grade P/T Conferences
March 24th .... No School, Staff Development Day
April 9th .... 7th – 12th Grade P/T Conference
April 18th..... No School, Easter Break
April 21st .... No School, Staff Development Day
May 23rd ....Last day of school/Early Out
May 25th .... Graduation
May 26th   No School, Memorial Day
E-Learning Days will be held in the event of unplanned school closures due to emergency situations.

1st Trimester = 57 Days
2nd Trimester = 54 Days
3rd Trimester = 57 Days

Total -   168 Student Contact Days
Total-   183 Teacher Contract Days
**2 Principal Discretionary days (½ Open House, ½ Online Trainings, 1 day designated on August 30 to be used at some time in the month of August)
**2 Parent Teacher Conferences days

KEY

⬛	No School Day – Students & Staff
⬜	End of Tri
🟧	No School for Students – Staff Development
🟫	Parent Teacher Conference - Evening
⬜	Last Day of school/Early Out

AUGUST 2024

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

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29	30					

OCTOBER 2024

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13	14	15	16			19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

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DECEMBER 2024

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JANUARY 2025

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FEBRUARY 2025

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MARCH 2025

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APRIL 2025

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MAY 2025

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JUNE 2025

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29	30					

JULY 2025

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

READ Act OL&LA Professional Development

🟨	(22) 45-min Sessions 3:15-4:00 Mondays
🟪	(2) 3-hour Sessions 1:00-4:00
🟩	(5) 7-hour Sessions 8:00-11:30 & 12:30-4:00 Mondays
🟦	(3) 1-hour Live Virtual Sessions Mondays 12:30, 1:30, 2:30

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	8	0	0	8
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	29	1	2	27
Grades 4-5 (or 6) Classroom Educators (if applicable)	21	1	1	20
K-12 Reading Interventionists	7	0	0	7
K-12 Special Education Educators responsible for reading instruction	20	3	0	20
Pre-K through grade 5 Curriculum Directors	1	0	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	42	0	0	42

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	7	0	0	7
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	0	1
Grades 6-12 Instructional support staff who provide reading support	8	0	0	8
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

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.

To refine the implementation of evidence-based literacy instruction in the Park Rapids Area School District, a comprehensive approach addressing curriculum, teacher training, and intervention models is necessary. Here are the key areas for refinement and the next steps to improve the implementation of evidence-based literacy instruction:

Refinements Needed

1. Curriculum Implementation:
- Current Issue: Inconsistent or inadequate implementation of structured literacy curricula.
- Refinement: Implement the University of Florida Literacy Institute (UFLI) foundational phonics curriculum with explicit instruction in structured literacy for grades K-2. Explore options for a reading and structured literacy curriculum options as MN MDE releases more information with approved curriculum.

2. Teacher Training and Professional Development:
- Current Issue: Teachers may lack adequate training in evidence-based literacy instruction and structured literacy approaches.
- Refinement: Comprehensive and ongoing professional development to ensure all K-2 teachers and interventionists are proficient in the UFLI curriculum and structured literacy. Additionally, all teachers and staff identified as Phase 1 teachers will receive ongoing professional development in OL/LA as directed by the State legislature.

3. Multi-Tiered System of Supports (MTSS):
- Current Issue: Inefficiencies or inconsistencies in the current MTSS model, leading to less effective tiered interventions.
- Refinement: Enhance the Park Rapids Area School's MTSS model by integrating training in and beginning the implementation of the Minnesota Multi-Tiered System of Supports (MnMTSS) model to improve the efficacy of tiered interventions.

Next Steps for Improvement

1. Implementing UFLI Foundational Phonics Curriculum

Training and Professional Development:
- Action: Organize comprehensive training sessions for K-2 teachers on the UFLI curriculum, focusing on explicit and systematic phonics instruction.

- Timeline: Begin training in the summer before the new school year and provide ongoing workshops throughout the year.
- Responsibility: District curriculum coordinator, administration, and Literacy Lead.

Curriculum Rollout:
- Action: Develop an implementation plan that includes lesson plans, instructional materials, and assessment tools aligned with the UFLI curriculum.
- Timeline: Roll out the curriculum at the beginning of the school year, with periodic reviews and adjustments.
- Responsibility: School administrators and Literacy Lead.

2. Enhancing the MTSS Model with MnMTSS

Training and Professional Development:
- Action: Provide training for all staff on the MnMTSS framework, focusing on data-driven decision-making, tiered interventions, and progress monitoring.
- Timeline: Initiate training sessions in the summer, with follow-up training and support during the school year, and ongoing.
- Responsibility: Administration.

Implementation and Monitoring:
- Action: Develop and implement a structured plan for integrating MnMTSS into the existing MTSS framework. This includes setting up systems for regular data collection and analysis to monitor student progress and intervention effectiveness.
- Timeline: Begin implementation at the start of the school year, with evaluations each trimester to measure progress and make necessary adjustments.
- Responsibility: School administrators and MTSS teams.

3. Enhancing Parental Involvement and Support

Communication and Resources:
- Action: Develop clear communication channels to keep parents informed about the new literacy curriculum and MTSS model. Provide resources and training for parents to support reading at home.
- Timeline: Start communication efforts in the summer, with ongoing updates throughout the school year.
- Responsibility: Administration and Literacy Lead.

Workshops and Training:
- Action: Offer resources and demonstrations on UFLI and literacy strategies, and offer strategies for supporting literacy development at home.
- Timeline: Schedule times during Open House, conferences, and offer additional sessions as needed.
- Responsibility: School administrators, Literacy Lead, Title I teachers, ADSIS reading interventionist.

<u>Summary</u>

By focusing on these key areas: curriculum implementation, teacher training, enhancing the MTSS model, and increasing parental involvement, the Park Rapids Area School District can improve the effectiveness of our evidence-based literacy instruction. The structured approach of the UFLI curriculum and the systematic framework of MnMTSS will create a robust foundation for literacy development, ensuring that all students receive the support they need to succeed.