



Local Literacy Plan Template: 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: Roseville Area Schools, ISD623

Date of Last Revision: 6/13/2024

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

Describe the district or charter school's literacy goals for the 2024-25 school year.

Roseville Area Schools' literacy goals are the following:

- *The overall proficiency rate for the all students category (grades 3-10) will increase from 45.6% proficiency to 51.1% proficient on the MCA III-Reading.*
- *The overall proficiency rate (low-risk and college pathway) for all students in kindergarten through second grade will increase from xxx to xxx on the FastBridge assessments (earlyReading and aReading)*

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 | <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |
| DIBELS Data System (DDS) with DIBELS 8th Edition | <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |
| FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) | <input checked="" 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 checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" 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) |

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: 4-8: AutoReading and aReading by FastBridge | <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"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" 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) |
| Name of Screener: RAS will develop this during the 2024-2025 school year based on CAREI recommendations | <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> 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.

K-3 Parents receive an end of year parent letter with RW3 results. Grades 3-6 MCA results are sent home in the fall of each year. At conferences, teachers share the results of the earlyReading and aReading assessments at conferences. Seventh and eighth grade MCA results are available in the parent portal.

Strategies for parents/families to employ at home are in development, using adopted curriculum materials.

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.

Comment: This data does not include students at Harambee Elementary school in the Spring since they do not test until July (year round calendar).

| 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 High Risk Word Segmenting/C BM |
|-----------------|---|---|---|---|--|--|
| KG | 404 English 62 Spanish 466 | 247 English 23 Spanish 270 | 386 English 66 Spanish 452 | 210 English 30 Spanish 240 | 210 English 66 Spanish 276 | 52 English 30 Spanish 82 |
| 1 st | 473 English 66 Spanish 539 | 210 27 Spanish | 444 English 66 Spanish | 278 English 32 Spanish | 278 English 66 Spanish | 44 English 7 Spanish |
| 2 nd | 515 450 English 65 Spanish | 286 257 English 29 Spanish | 440 English 68 Spanish | 285 English 15 Spanish | 285 English 68 Spanish | 91 English 37 Spanish |

| | | | | | | |
|-----------------|----------------------------------|----------------------------------|-----|-----|-------------|------------|
| 3 rd | 588 524 English 64 Spanish | 362 316 English 46 Spanish | 508 | 300 | 508 English | 93 English |
|-----------------|----------------------------------|----------------------------------|-----|-----|-------------|------------|

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, 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 |
|------------------|--------------------------|---|--|--|
| 4 th | 422 English | 181 English | 62 | AUTOOrdg high risk |
| 5 th | 449 English | 201 English | 72 | AUTOOrdg high risk |
| 6 th | 444 English | 151 English | 47 | AUTOOrdg high risk |
| 7 th | 481 English | 204 English | 39 | AUTOOrdg high risk |
| 8 th | 442 English | 178 English | 44 | AUTOOrdg high risk |
| 9 th | No data available | No data available | No data available | No data available |
| 10 th | 505 | 261 | No data available | No data available |
| 11 th | No data available | No data available | No data available | No data available |
| 12 th | No data available | No data available | No data available | No data available |

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 | <p>Heggerty Foundations with Geodes</p> <p>Wit and Wisdom</p> | <p>Phonological Awareness Phonemic Awareness Foundational Skills</p> <p>Language Comprehension and Knowledge Building</p> | <p>Whole Group Whole Group with guided practice</p> <p>Combination of whole group, small group, and independent writing</p> |
| 1 st | <p>Heggerty Foundations with Geodes</p> <p>Wit and Wisdom</p> | <p>Phonological Awareness Phonemic Awareness Foundational Skills</p> <p>Language Comprehension and Knowledge Building</p> | <p>Whole Group Whole Group with guided practice</p> <p>Combination of whole group, small group, and independent writing</p> |
| 2 nd | <p>Heggerty Foundations with Geodes</p> <p>Wit and Wisdom</p> | <p>Phonological Awareness Phonemic Awareness Foundational Skills</p> <p>Language Comprehension and Knowledge Building</p> | <p>Whole Group Whole Group with guided practice</p> <p>Combination of whole group, small group, and independent writing</p> |

| | | | |
|-----------------|---|--|--|
| 3 rd | Heggerty Foundations with Geodes Wit and Wisdom | Phonological Awareness Phonemic Awareness Foundational Skills Language Comprehension and Knowledge Building | Whole Group Whole Group with guided practice Combination of whole group, small group, and independent writing |
| 4 th | Wit and Wisdom | Language Comprehension and Knowledge Building | Combination of whole group, small group, and independent writing |
| 5 th | Wit and Wisdom | Language Comprehension and Knowledge Building | Combination of whole group, small group, and independent writing |

| Little Canada's Dual Language Spanish Immersion 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 | <i>Amplify's Caminos: Lectoscritura and Conocimientos</i> | Foundational skills Language comprehension with knowledge building | Whole group Combination of whole group, small group, and independent writing |
| 1 st | <i>Amplify's Caminos: Lectoscritura and Conocimientos</i> | Foundational skills Language comprehension with knowledge building | Whole group Combination of whole group, small group, and independent writing |

| | | | |
|-----------------|---|--|--|
| 2 nd | Amplify's <i>Caminos: Lectoscritura and Conocimientos</i> | Foundational skills Language comprehension with knowledge building | Whole group Combination of whole group, small group, and independent writing |
| 3 rd | Foundations Level 2 in English Amplify's <i>Caminos: Conocimientos</i> | Foundational skills in English Language comprehension with knowledge building | Whole group with guided practice Combination of whole group, small group, and independent writing |
| 4 th | Foundations Level 3 in English Amplify's <i>Caminos: Conocimientos</i> | Foundational skills in English Language comprehension with knowledge building | Whole group with guided practice Combination of whole group, small group, and independent writing |
| 5 th | Amplify's <i>Caminos: Conocimientos</i> | Language comprehension with knowledge building | Combination of whole group, small group, and independent writing |

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 | Wit and Wisdom Wit and Wisdom ½ in Spanish at Little Canada's DLSI program | Language comprehension with knowledge building | Combination of whole group, small group, and independent writing |
| 7 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |
| 8 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |
| 9 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |
| 10 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |
| 11 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |
| 12 th | Locally developed based upon core texts | Reading, writing, Listening, Speaking, Viewing, and Exchanging Ideas | Length of class period |

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.

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?

Roseville Area Schools is implementing the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. Our district has demonstrated a strong commitment to this framework through various initiatives and professional development opportunities.

Firstly, our districtwide MTSS team engaged in a week-long MTSS training in June 2022. This foundational training was further complemented by our participation in the Minnesota Department of Education's (MDE) CAREi cohort, which involved a 6-month training in September 2022 followed by a 9-month training in February 2023. This ongoing collaboration and training will be pivotal in refining our approach to multi-tiered supports, particularly at the secondary level.

In addition to these training opportunities, our district and school teams have conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) during the 2023-2024 school year. This self-evaluation process has allowed us to identify areas of strength and areas needing improvement within our MTSS implementation.

Based on the SEMI-DLT conducted, we have identified several components for improvement, including:

1. Data-Based Decision Making
2. Assessment
3. Multi-Layered Practices and Supports

Moving forward, we are committed to addressing these identified areas for improvement and continuing our collaborative efforts to develop a comprehensive and effective MTSS framework that meets the diverse needs of all students in Roseville Area Schools.

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.

Data and Methods for Determining Tier 1 Instruction:

- Monitoring Student Performance: We monitor student performance using FastBridge-recommended benchmarks and screening assessments in reading. Specifically, we track the number of students who start above the benchmark and remain above it throughout the school year. Additionally, student proficiency or progress on the Minnesota Comprehensive Assessments is another important indicator of our Tier 1 instruction effectiveness.
- Professional Learning Communities (PLCs): Teachers work collaboratively in PLCs to identify student instructional needs based on Minnesota Standards, allowing for targeted and responsive instruction during core instructional time.
- We have developed uniform literacy blocks with protected instructional times for core instruction.

Processes for monitoring fidelity and Intensifying or modifying Tier 1 instruction:

- We are in year one of implementing four ELA curriculums (Heggerty, Foundations, Geodes and Wit and Wisdom). Principals monitor fidelity through informal and formal observations.
- Professional Learning Communities (PLCs): Teachers work collaboratively in PLCs to identify student instructional needs based on Minnesota Standards, allowing for targeted and responsive instruction during core instructional time.
- What I Need Time (WIN Time): At the elementary level, we have established a 40-45 minute WIN time, during which students receive targeted intervention, re-teaching, or enrichment based on common formative assessments and additional data. This flexible grouping allows for personalized instruction to meet the diverse needs of students.

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.

The information below applies to Grades K-8. Screening, Tier 2 and Tier 3 systems are still being developed for 9-12.

Data and method(s) used to identify students not reading at grade level:

- We employ universal screening using the FastBridge assessment system 3 times per year (fall, winter and spring) in Grades K-8.

District's criteria for entry into Tier 2 and Tier 3 intervention:

- **Tier 2:** Students who score below benchmark on FastBridge reading assessments (earlyReading, ReadingCBM, AUTOreading and aReading) are eligible for Tier 2 interventions. These interventions focus on specific areas of need, such as phonemic awareness, phonics, fluency, and comprehension. At Roseville Area Middle School, students are scheduled into a Learning Academy class based on prior year's MCA (not proficient) and FastBridge assessment (below benchmark) results.
- **Tier 3:** Tier 3 support targets students who do not demonstrate successful progress in Tier 2 interventions. Students are identified based on their lack of progress in Tier 2 interventions and needing more intensive, individualized support.

Process for monitoring fidelity:

- Positions funded by ADSIS record instructional minutes and student attendance

Type and frequency of progress monitoring during intervention:

We utilize FastBridge progress monitoring tools and assessments to track student progress throughout the intervention period. Progress monitoring occurs regularly to track student progress and adjust interventions as needed (K-8). The frequency of monitoring may vary based on individual student needs but is typically conducted at regular intervals throughout the intervention period. This data-driven approach allows us to make informed decisions about the effectiveness of interventions and make necessary adjustments as needed. Students receiving Tier 2 supports are progress monitored every other week. Students receiving Tier 3 supports are progress monitored weekly.

Criteria for exit from intervention:

- Students exit Tier 2 or Tier 3 intervention once they demonstrate consistent progress and achieve the established benchmarks for their grade level, typically above the 40th percentile nationally.
- Input from classroom teachers and interventionists is also considered when determining readiness for exiting intervention, ensuring students are well-prepared to succeed without additional support.

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.

PD Plan

Roseville Area Schools has been engaged in professional development in structured literacy since MDE sponsored training in Language Essentials for Teaching Reading and Spelling (LETRS). At that time, 83 teachers completed training in LETRS. With the overwhelming endorsement of the teachers receiving LETRS training, Roseville Area Schools elected to enroll 134 teachers in LETRS, providing time during professional development days to complete synchronous training as well as time during the work week to complete asynchronous learning, reading, and bridges to practice. So, in Roseville Area Schools, all K-4 classroom, all elementary special education, and all elementary multilingual learner teachers (except newly hired teachers) will be trained or partially trained in LETRS before the start of the 2024-2025 school year. Special education teachers and any teacher with medical leaves were granted a third year to complete LETRS.

Going forward at the elementary level, all K-4 classroom, all elementary special education, and all elementary mutli-lingual learner teachers will receive LETRS training, with a new cohort beginning training annually. Teachers in their first year in Roseville Area Schools will begin this training in their second year of teaching in Roseville to allow them to focus on core aspects of teaching and learning their craft. In addition, all fifth- and sixth-grade teachers will engage in training with CAREIALL during the 2025-2026 school year.

At the secondary level, all special education and multilingual learner teachers will complete training with CAREIALL during the 2024-2025 school year, with English Language Arts teachers receiving training as required by the MN Read Act in subsequent years.

Implementation of Structured Literacy

Roseville Area Schools (RAS) adopted curricula that is built with a structured literacy model. RAS adopted *Heggerty, Foundations with Geodes, Wit and Wisdom*, as well as *Caminos* for the dual language Spanish Immersion program. The combination of these curricula provide both the foundational skills and the language comprehension skills described in Scarborough's Reading Rope.

Teachers received training in *Foundations, Wit and Wisdom*, and *Caminos* throughout the 2023-2024 school year. This included specific training from Wilson Language Corporation, Great Minds, and Amplify in the fall of the 2023. Teachers then met in district-wide grade level teams throughout the year to develop their understanding of *Foundations, Wit and Wisdom*, and *Amplify* lesson structures, content, and practices.

Data Collected

All teachers are required to complete LETRS, with the Office of Educational Equity monitoring passing rates of each unit as well as course completion. Attendance data and feedback from teachers were recorded after each

of the professional development sessions throughout the 2023-2024 school year. This feedback informed further planning and support in implementation.

In the first year of implementation, RAS published tight/loose documents that described expectations for each teacher and the expectations for use in the classroom. During the second year of implementation (2024-2025), these documents have been updated, and principals will use these in their walk-throughs to assess implementation strengths and need for improvement. In addition, suggested pacing guides will be provided for teachers, principals, and ATPPS lead teachers.

Student data, along with screening assessments, will include curricular assessments such as Foundations end-of-unit assessments; Wit and Wisdom checks for understanding and end of module assessments, and Amplify's unit assessments.

Finally, to support curriculum implementation based in structured literacy, RAS is hiring a literacy lead to provide ongoing coaching and training in each of the curricula.

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 | 27 | 27 | 0 | 4 |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 96 | 34 | 58 | 4 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 60 | 11 | 20 | 29 |
| K-12 Reading Interventionists | 31 | 16 | 8 | 7 |
| K-12 Special Education Educators responsible for reading instruction | 85 | 8 | 26 | 51 |
| Pre-K through grade 5 Curriculum Directors | 6 | 5 | 0 | 2 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 91 | 0 | 0 | 91 |

| 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 | 60 | 11 | 20 | 29 |
| Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) | 34 | 4 | 14 | 16 |
| Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68 | 6 | 0 | 0 | 6 |
| Grades 6-12 Instructional support staff who provide reading support | 47 | 0 | 0 | 47 |
| 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.

RAS has created a strong K-6 program for teaching English and Spanish Language Arts. Continued monitoring of implementation, student assessments, intervention, and progress monitoring will be necessary to ensure student success. Discussions will continue to refine the menu of interventions our students may need to support their learning beyond core instruction. Ongoing training with the new curriculum, training in data and assessment literacy, and LETRS for new teachers will be the focus areas for continuous improvement.

At the secondary level, RAS will, with guidance from MDE, develop a 9-12 reading assessment along with the necessary components of providing reading intervention including progress monitoring and adjusting those interventions as needed. Also at the secondary level, the 7-12 ELA Curriculum Review Team is meeting to align 7-12 curriculum to 2020 MN Standards for English Language Arts, with implementation during the 2025-2026 school year.