



Minneota Public Schools

Honor. Respect. High Expectations.

LITERACY PLAN FOR THE 2024-25 SCHOOL YEAR

DISTRICT OR CHARTER SCHOOL INFORMATION

District or Charter School Name and Number: Minneota Public Schools 0414

Date of Last Revision: June 17, 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.

By June 30, 2026, 100% of phase one educators in our school district will be certified in an approved Minnesota Department of Education reading training [LETRS], as evidenced by completion certificates or documentation, ensuring that all educators are equipped with the necessary skills to effectively teach reading to students.

UNIVERSAL AND DYSLEXIA SCREENING

Identify which screener system is being utilized:

MPS uses FASTBridge to screen students three times per year. FASTBridge is an approved reading screener and is a research-based universal screening and progress monitoring tool for academics and social-emotional-behavior (SEB) with intervention recommendations. In the 2024-2025 school year, MPS will screen all K-12 students enrolled in the fall. Students in grades K-3 will be screened again for reading in the winter and spring. Students in grades 4+ will be screened universally in the winter and spring if they did not meet proficiency in the fall. All *newly enrolled* students in grades 4+ will be screened as well to determine proficiency and mastery of foundational reading skills. The testing window for the

2024-2025 school year includes three windows with the first being within the first 6 weeks of the school year, the second being before February 1, and the last being within the last six weeks of the school year.

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?
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: FastBridge aReading, CBMRe, and Auto Reading.	<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 checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<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)

	<input checked="" type="checkbox"/> Grade 11			
	<input checked="" type="checkbox"/> Grade 12			

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.

As part of our commitment to keeping families informed, we host parent-teacher conferences twice a year to discuss students' academic performance, including their reading skills.

If a student is below grade level at the Winter Benchmark, a parent-letter will be sent home. This letter will provide information about progress to parents and guardians. Information will be shared about strategies that can be used at home to support their child's growth in reading.

In addition to these conferences, we also send home weekly or biweekly newsletters with students that outline the content being taught in the classroom, including reading assignments and activities. We encourage families to review these newsletters with students to stay up to date on their progress.

Furthermore, our teachers are available to communicate with families through phone calls, emails, and various online applications. If families have any questions or concerns about their child's reading development, they are available to request meetings with the necessary staff.

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	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes
1 st	Teacher curated to address the Minnesota	Teacher curated to address the Minnesota Academic	90 minutes

	Academic Standards in English Language Arts.	Standards in English Language Arts.	
2 nd	Journeys	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes
3 rd	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes
4 th	Journeys	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes
5 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes

CORE ELA INSTRUCTION AND CURRICULA GRADES 6-12

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 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	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	90 minutes
7 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes

8 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes
9 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes
10 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes
11 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes
12 th	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	Teacher curated to address the Minnesota Academic Standards in English Language Arts.	53 minutes

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.

Minneota Public Schools has implemented - and continuously strives to improve - the Minnesota Multi-Tiered Systems of Support (MnMTSS) Framework. The district analyzes student outcomes and needs to design and deliver ongoing evidence-based instruction and interventions. Targeted instruction is guided by various data and assessments. The district monitors student progress to modify instruction to address student needs as identified through the identification process. Continuous improvements will be informed by guidance from the READ Act.

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.

Professional Development Plan for Structured Literacy

1. Minneota Public Schools will use LETRS training as the approved professional development program. Phase 1 staff will begin training July 1, 2024 and are estimated to complete the training in June of 2026. For staff who have completed training or are not in phase 1 of the training, they will be exposed to structured literacy through Professional Learning Communities (PLCs) and Professional Development days.
2. The district is awaiting further guidance from the MDE on approved training programs for instructional support staff.
3. Our district has three Phase II educators who will receive MDE approved training prior to the end of the 2025-2026 school year.

SUPPORTING IMPLEMENTATION OF STRUCTURED LITERACY AND DATA COLLECTION

1. Minneota Public Schools will have an assigned Literacy Lead who will coach and mentor educators as they implement structured literacy strategies in their classrooms. The Lead will provide feedback, model best practices, and offer guidance to ensure fidelity to the instructional approach.
2. Data will be collected through a variety of assessments. Grade level appropriate FastBridge and NWEA assessments will be given in the Fall, Winter, and Spring. The Minnesota Comprehensive Assessment (MCAs) will be used to assess students as well. Teachers will also use formal and informal assessments to track student progress.

The data that is collected will be used to inform decision-making and drive continuous improvement efforts. By analyzing student outcomes, identifying areas of strength and areas needing improvement, adjusting instructional practices based on evidence-based practices, and providing ongoing professional development opportunities for educators, districts or charter schools can ensure that structured literacy implementation is successful.

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	3	2	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	5	4	0	1
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	3	0	1

K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	5	2	0	3
Pre-K through grade 5 Curriculum Directors	1	1	0	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 4-12 Classroom Educators responsible for reading instruction	2	0	0	2
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0



The logo features the word "WIKKINGS" in a large, bold, blue serif font with a yellow outline. Above the text is a stylized graphic of a Viking longship in blue and yellow, sailing on a blue and yellow wavy sea. The background of the entire page is a light blue and white map of Minnesota.

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.

In the upcoming school year, we are prioritizing a comprehensive approach to student assessment and support. We will implement universal screening for all students using FastBridge, along with the approved subtests from MDE. This data will serve as a compass, guiding our instructional strategies and interventions. To facilitate this process, MPS utilizes a MTSS Team to provide expert guidance during data meetings and ensure smooth implementation across schools.

Minneota Public Schools has prioritized the implementation of evidence-based structured literacy instruction in grades K-6 during the 2024-2025 and 2025-2026 school years and will maintain this focus into grades 7-12 through the 2025-2026 and 2026-2027 school years. The district is committed to ongoing professional development in reading and supporting grade levels in adopting and implementing evidence-based literacy practices.

As part of its continuous improvement efforts, the district is evaluating Tier I literacy curricula used in grades K-12, as well as intervention resources and screening guidance, and following guidance from the Minnesota Department of Education to determine the next steps.

In addition, Minneota Public Schools will evaluate and enhance their MnMTSS Framework to ensure success for all students.



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