

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: St. Cloud Area School District 742

Date of Last Revision: June 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

St. Cloud Area School District has chosen the following as Literacy goals for the 2024-25 school year. The goals reflect teacher learning of the Science of Reading: systematic, sequential phonics, intervention to prevent further interruption in student learning, measuring growth in relation to expected grade level benchmarks, instruction that includes sufficient modeling and practice time, and alignment in K-12 reading proficiency expectations. District 742 will achieve proficiency in foundational literacy skills for all K-12 students, prioritizing evidence-based instruction, targeted interventions, and family engagement to close achievement gaps.

Goal: Students in 742 will be equipped with the literacy skills necessary to allow successful engagement in and outside of school. Teachers in ISD 742 will be equipped with the skills necessary to deliver developmentally appropriate instruction in foundational reading skills, building content knowledge, and expanding vocabulary.

1. Elementary students will master foundational literacy skills as measured by grade level FastBridge Benchmarks.

- K-5 Students not reading at or above grade level as determined by FastBridge benchmarks receive appropriate intervention during WIN time as allocated in the daily schedule.
1. Elementary teachers actively participate in LETRS professional development during district PLCs.
 - The elementary system consistently follows the 742 LETRS implementation plan following each unit of learning to impact student outcomes.
 - Grade Level Academic Leads support grade level teams by
 - facilitating data conversations
 - providing guidance in intervention selection, delivery, modification and collection of additional student data as needed
 - monitoring student growth toward benchmarks as measured by progress monitoring
 2. Secondary students who demonstrate gaps in reading skills will receive systematic, sequential instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary and have dedicated time to practice learning in the Science of Reading course in middle school and high school.
 3. Secondary teachers are supported by building literacy specialists who provide professional development and instructional coaching, focused on text complexity and other high-leverage literacy concepts and practices.

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?
FastBridge: earlyReading (Grades K-1) aReading (Grades 2-3) 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 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 AutoReading (Grades 4-5)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 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: Sonday Pre-Reading Survey San Diego Quick Assessment ORF	<input type="checkbox"/> Grade 4 <input 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"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<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 type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

District 742 schools notify and involve parents/families in the progress of their child's literacy development in multiple ways. Parents are involved in goal connections conferences in each of the elementary schools. These conferences take place prior to students entering the year to establish relationships with families and students and to set academic and social emotional goals for them. To meet the language needs of families within ISD 742, Bilingual Communication Support Specialist (BCSS) work with families making a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

Using standards-based report cards (three times a year) parents/families are informed of their child's progress toward proficiency in the language art standards. This information is available via hard copy and Skyward Parent Portal. Parents are informed of the assessments and instructional practices used to ensure growth in their child's reading achievement during family-teacher conferences and on-going communication. For students not meeting proficiency, progress monitoring data will be shared with families on a frequent and ongoing basis. Students who are not meeting proficiency and/or demonstrate characteristics of dyslexia, information is gathered from parents and through additional District 742 screening measures. The results from the assessments will be shared with parents. Parents may also find information on dyslexia on the District 742 home page and Read Act page of the website.

In addition, information is provided to parents on how to effectively interact with their child to develop literacy habits outside of school:

- Learning strategies for the use of technology as a tool for the development of literacy.
- Accessing information from Partners for Student Success regarding the importance of infant and toddler language development and its impact on later school success.
- Locating and participating in Pre-K programs, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families.
- Partnering with community organizations to provide literacy opportunities for families during the school day and beyond.
- Providing opportunities for adults to read and write with learners.
- Fostering connections and collaborations with public libraries and community-based organizations that support literacy and are specific to the needs of pre-K-grade 3 readers and writers.
- Registering for Imagination Library to receive free books to have for a home library.

Other 742 resources and tools are available for families, caregivers and or community members

- Take Home Reading Program (PAKRAT - Partners and Kids Reading A Lot Together)
- Family Literacy Nights at their child's elementary school
- On-line access to WONDERS core curriculum
- Online reading apps including Lexia
- Online resources on District 742 Read Act website
- One District One Book family reading in February
- School media center resources
 - Parent Compacts at Title buildings
 - [Kindergarten Lift-Off](#)

For secondary students, parents/families are informed of their student's performance on the language arts standards following the end of each trimester, three times per school year. This information is available via the Skyward Parent Portal and in hard copy format by parent request. Students who continue to demonstrate difficulty in making adequate yearly growth toward reading proficiency as measured by the STAR Reading and MCA assessments and/or demonstrate characteristics of dyslexia are screened by secondary literacy specialists using additional District 742 screening measures. The results from the assessments determine whether a student receives additional secondary reading services through placement in a science of reading course available at the middle school and high school buildings. Parents are notified when students are recommended for such a placement. Parents may also find information on dyslexia on the District 742 home page and Read Act page of the website.

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	717	339	703	168	136	47
1 st	729	228	708	255	135	49
2 nd	690	274	687	281	145	47
3 rd	636	279	618	264	117	39

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
4 th	620	295	58	18
5 th	630	253	47	15
6 th			141	34
7 th			170	40
8 th			166	43
9 th			276	61
10 th			42	13
11 th			6	2
12 th			3	2

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 100-minute Literacy Block	Sondag Essentials K McGraw Hill Wonders 2020	Foundational Skills Comprehensive Curriculum	25 min. direct whole group instruction combined with 15 min. small group differentiated instruction 20 min. whole group
1 st 120-minute Literacy Block	Sondag Essentials 1 McGraw Hill Wonders 2020	Foundational Skills Comprehensive Curriculum	25 min. direct whole group instruction 20-30 min whole group combined with 15 min. differentiated small group instruction
2 nd 120-minute Literacy Block	Sondag Essentials 2 McGraw Hill Wonders 2020	Foundational Skills Comprehensive Curriculum	25 min. direct whole group instruction 20-30 min whole group combined with 15 min. differentiated small group instruction
3 rd 115-minute Literacy Block	Sondag Essentials 3 McGraw Hill Wonders 2020	Foundational Skills Comprehensive Curriculum	25 min. direct whole group instruction 20-30 min whole group combined with 15 min. differentiated small group instruction

4 th 95-minute Literacy Block	McGraw Hill Wonders 2020	Comprehensive Curriculum	20-30 min whole group combined with 20 min. differentiated small group instruction rotations
5 th 95-minute Literacy Block	McGraw Hill Wonders 2020	Comprehensive Curriculum	20-30 min whole group combined with 20 min. differentiated small group instruction rotations

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	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
7 th	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
8 th	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
9 th	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
10 th	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
11 th	StudySync National - Open Learning	Comprehensive Curriculum	55 min. ELA class period - yearlong
12 th	Teacher developed; standards-aligned	Electives in the areas of Reading, Writing, and Listening/Speaking/ Viewing/Exchanging Ideas	55 min. ELA class period - 3 trimesters

Data-Based Decision Making for Literacy Interventions

“Utilizing the comprehensive MnMTSS framework we will redefine systems/practices for ALL adults to ensure positive outcomes for ALL students.”

ISD 742 has designated a leadership team that is supporting the shift toward full implementation of the [MnMTSS](#) framework. This team has completed MDE and CAREI's training sessions. To date, this leadership team attended the six Introduction to MnMTSS sessions, and the Secondary Literacy Specialists participated in the ATLAS sessions for Tier 1. Currently this team is in the middle of the nine Implementing MnMTSS sessions. This is a 3-5 year process in which ISD 742 is committed to implementation beginning in the fall of 2024.

“MnMTSS is a comprehensive approach that weaves itself into the very fabric of St. Cloud Area Schools. From leveraging community partnerships to fostering data-driven decision making, MnMTSS ensures every student receives the support they need to succeed. This commitment to inclusivity starts with high-quality core instruction in Tier 1 and extends outward, offering tailored interventions and support through linked teams and multifaceted approaches. This wrap-around system acknowledges that success is unique for every learner, and MnMTSS embraces this diversity by providing opportunities that go beyond the classroom walls. By working together, MnMTSS empowers educators, families, and the community to collectively unlock each student's full potential, solidifying St. Cloud Area Schools' mission and vision into a tangible reality.”

- ISD 742 MnMTSS Leadership Team

ISD 742 views TIER 1 Universal Instruction as the instruction provided to all students across our racially, culturally, and linguistically diverse schools. This instruction is intentionally designed to be responsive to the needs of our families while at the same time meeting the Minnesota State Academic Standards within content areas and preparing students to be effective consumers and creators of information in society.

We believe that TIER 1 instruction must engage, inspire, educate, prepare and empower our students to maximize their individual potential. We know we must prioritize our Tier 1 instructional efforts as being both foundational and essential within a Multi-Tiered System for Learning that ensures positive outcomes for ALL students.

To achieve our vision for Tier 1 instruction we will...

- Foster a safe and welcoming school climate and culture where students are supported to show up as their full selves and thrive as individual learners in a global society
- Eliminate barriers to learning among a racially, culturally and linguistically diverse population
- Train and support staff members to meet the instructional needs of each student
- Increase opportunities for students to envision their futures, explore careers and prepare for college (post-secondary goals - see below)
- Provide secondary students with the critical thinking, collaboration and communication skills necessary for successful careers
- Strengthen and expand family engagement and partnerships to support student success.

We will know we are making progress towards our vision when...

- All students feel safe and welcome in our schools and have many opportunities to share their voice in meaningful matters

- All students have access to culturally and linguistically appropriate instruction that is evidenced-based and includes necessary supports and scaffolds for achieving course standards
- All students have relevant and engaging classroom experiences that prepare them academically, socially, and emotionally to achieve the post-secondary goals or plans they imagine for themselves.
 - *ISD 742 ATLAS Cohort*

ISD 742 follows a [curriculum review cycle](#) which consists of evaluate, review, [pilot](#), adopt and implement Tier 1 curricular resources with training. The steps in the process include input from invested stakeholders in 742. Following review, piloting and recommendation of resources, the School Board gives final approval for adoption of Tier 1 curricular resources. Resources must meet the following requirements.

- Aligned to content standards
- Evidence-based for the target population of learners
- Culturally and linguistically sustaining
 - Inclusion of multiple perspectives and identities
 - Recognition of bias in upholding stereotypes.

TIER 1 CORE INSTRUCTION - Elementary

All elementary students receive standards-based instruction through McGraw Hill Wonders 2020 Reading curriculum. Students in kindergarten - grade 3 also receive explicit, systematic phonemic awareness and phonics instruction through Souday Essentials.

- **TEACHER MODELED READ ALOUD AND SHARED READING AND WRITING** focusing on development of oral language through modeled share, interactive read aloud, close reading and independent reading of text.
- **EXPLICIT AND SYSTEMATIC INSTRUCTION IN PHONEMIC AWARENESS AND PHONICS**
 - Dedicated time to build phonological awareness skills so that students develop a solid foundation in sounds, patterns, rhyme, and connecting sounds (phonemic awareness) to print (phonics).
 - Souday Essentials in kindergarten – third grade
 - Routine instruction in phonics and word study
 - Utilize the spelling inventory and Ehri’s Phases of Word Reading Development to provide individual student information that guides teacher instructional practices and informs small group instruction in phonics and word study, differentiated based on students’ needs.
- **FOCUSED MINI-LESSONS** with an emphasis on text complexity, close reading, increased rigor, collaborative conversation, and deepening comprehension.
- **GRADUAL RELEASE OF RESPONSIBILITY**
 - Teach and model, practice and apply, differentiate to accelerate, and assess for understanding
 - Scaffolded independent reading and writing with individual conferencing
 - Small group differentiated instruction in reading and writing
- **WRITING INSTRUCTION** embedded in each genre study in Wonders. Application of writing standards from the genre include the writing process for narrative, argumentative, and research writing.

FASTBRIDGE ASSESSMENTS are administered in the first six weeks of school, January, and in May. Information gained from these assessments allows teachers to identify students at risk of not meeting grade level

benchmark in TIER 1 Core instruction. Instructional groups for students placed in [TIER 2 and/or TIER 3](#) are determined by skills needed to master to become proficient readers, meeting grade level benchmarks and are progressed-monitored based on tier of instruction. The focus of TIER 3 instruction is to learn, practice and become proficient in foundational reading skills.

TIER 2 SUPPLEMENTAL INSTRUCTION

SMALL GROUP INSTRUCTION AND TIER 1 CORE

Some students meet in a small group in addition to TIER 1 core instruction.

- Small group instruction is differentiated based on student’s reading and writing needs.
 - Bi-Weekly Progress Monitoring
- Phonics and word work matches reading and writing skill development
 - Wonders Approaching Small Group Lessons
 - Lexia Skill Builders
 - FastBridge intervention Lesson

TIER 3 SUPPLEMENTAL INSTRUCTION

SMALL GROUP & TIER 2 SUPPLEMENTAL

Some students meet in small groups in addition to TIER 2 supplemental instruction.

- Small group instruction is differentiated based on student’s reading and writing needs.
 - Weekly Progress Monitoring
- Structured phonics and word work skill development matches student’s needs.
- Evidenced based curriculum is selected to match student’s individual needs.
 - Heggerty Phonemic Awareness Intervention
- Sunday Let’s Play Learn
 - Sunday 1 or Sunday 2

TIER 1 CORE INSTRUCTION – Secondary

All secondary students enrolled in Tier 1 ELA courses receive standards-aligned language arts instruction through StudySync National - Open Learning 2021 comprehensive curriculum.

ELA instructors implement Units 1-4 in StudySync in order to ensure student access and interaction with high-quality instructional materials. Teachers implement lessons from these units, formatively assess student understanding and progress toward standard achievement, plan for further instruction as demonstrated by student data, and summatively assess student learning at the end of each unit.

TIER 2 SUPPLEMENTAL INSTRUCTION – Secondary

Teachers have access to a number of instructional materials and resources within the StudySync curriculum that allow for both differentiation and scaffolding within the Tier 1 classroom. Teachers can provide students digital literacy learning scaffolds within the StudySync student online platform and have access to a wealth of StudySync-based Tier 2 supplemental materials for addressing gaps that appear in student growth toward proficiency on the ELA Standards.

ELA instructors are provided with instructional support through our building literacy specialist program. Teachers meet with the literacy specialists to discuss student needs in learning and specialists assist teachers in matching student needs to appropriate instructional practices and learning resources.

TIER 3 SUPPLEMENTAL INSTRUCTION – Secondary

Teachers use classroom data and observations to recommend students for further literacy screening when Tier 2 support does not prove to be enough to ensure student’s continued and/or accelerated growth in literacy learning. Literacy specialists meet with students one to one and interview students around their literacy learning experiences and current sense of literacy proficiency or challenge. The literacy specialist then screens students by performing an Oral Reading Fluency check to gain an understanding of student ability to read a grade level text with fluency and accuracy and by administering the San Diego Quick Assessment to measure word identification on increasingly more difficult word lists. When data-indicated, placement into a secondary science of reading course may result. Students who demonstrate reading skills well below grade level may also be given the Souday Pre-Reading Survey to determine an appropriate level for placement into the Souday program which is delivered within a science of reading course.

At the secondary level, students are assigned to a science of reading course, in addition to their Tier 1 ELA course, with other students requiring either Souday 1 or 2 level intervention. Teachers provide Souday instruction daily, or as indicated by student needs data, and fluency intervention, vocabulary instruction and practice as well as opportunities to work on writing. Teachers regularly progress monitor students for growth through the Souday levels and improvements in fluent reading. At the high school level, students also receive opportunities to build background knowledge around current content course learning through shared reading and discussion and homework support for literacy-based assignments.

Professional Development Plan

Current District 742 elementary teachers and administrators started LETRS Professional Development during the 23-24 school year. Staff engaged in training include all K-5 classroom teachers, lead and assistant principals, Special Education Supervisors, Media Specialists, Talent Development Specialists, SLPs, School Psychologists, EL teachers and selected Special Education Teachers. Staff completed Units 1 and 2 of LETRS training during the 2023-2024 school year and are scheduled to complete Units 3-5 in the 2024-2025 school year and Units 6-8 the following year. New staff members will begin LETRS training in September and are slated to work on Units 1-3 during the 2024-2025 school year. Early Childhood staff will begin LETRS for Early Childhood during the 2024-2025 school year and complete their training during the school year.

All elementary instructional staff and leaders receive a 742 LETRS implementation plan at the beginning of each unit in LETRS. The plan parallels the major elements of LETRS and provides guidance for implementing instructional learning by the end of the unit. The instructional staff is expected to implement specific actions aligned to their LETRS learning, whether administration, MTSS teams, grade level academic leads, or teachers. The implementation plan supports shifts in instruction by creating systematic and explicit lesson plans, identifying gaps in skills, implementing progress monitoring, and careful selection of assessment to guide instruction.

Foundational skills benchmark assessments are given fall, winter and spring. The Screening to Intervention report provides teachers with the information necessary to address students' areas of need. The transfer of LETRS professional development and the adoption of Fastbridge assessments and intervention tool serve as cornerstones for continuous improvement in instruction by teachers, guidance by administrators and in support of the MnMTSS process in each elementary school.

At the secondary level, READ Act-identified teachers and staff will receive the training recommended by MDE and literacy partners. The secondary literacy coordinator and district leaders prepared and submitted a CLSD grant request at the beginning of the 2023-24 school year and received notice of funding midyear. District staff partnered with CAREIALL in creating a professional development schedule suited to CAREIALL training during the summer within the timeline parameters of the CLSD grant funding. CLSD-funded training planned for the summer targets Secondary SpEd and EL reading instructors, support staff and leaders.

[CAREIALL Training](#) CLSD Grant – Summer 2024

- 92 Total Participants (21 Secondary EL Teachers, 62 Secondary SpEd teachers, 5 SpEd Administrators/Directors, 2 Secondary Literacy Specialists, 1 Secondary Reading Intervention Teacher, and 1 Secondary Literacy Coordinator/Lead)
- All participants will be provided a small group implementation cohort with monthly meetings aimed at clarifying expectations for classroom implementation and supporting teachers with the integration of their science of reading learning within their own classroom practice.

Teachers unable to participate in summer training will be provided READ Act-required professional learning during the 2024-25 school year. DCD/ASD elementary reading teachers not currently enrolled in LETRS and remaining secondary special education teachers will be provided adequate time to complete modules both synchronously and asynchronously during professional development time within their regular contract schedule. Literacy Specialists will be available to support this learning and to help establish expectations and support teachers implementing their science of reading learning with their students.

- 21 DCD/ASD Elementary Special Educators will be trained during designated Wednesday professional development meeting times and early release PD sessions
 - 58 Secondary SpEd Educators will be trained during designated Wednesday professional development meeting times and early release PD sessions

Additionally, and in response to READ Act guidelines and recommendations, our district added the following positions at the beginning of the 2023-24 school year. Each of these positions provides secondary classroom teachers with on-going, job-embedded professional development throughout the school year.

Literacy Coordinator:

- Plans and provides professional development related to science of reading
- Coordinates the work of the Literacy Specialists and grade level coaches, who will coach and mentor staff around best practices in reading (across all content areas).
- Guides the work of PLT's to ensure student growth.

Secondary Literacy Specialists

- Coach and support building level staff in the implementation of framework and use of Tier 1 and Tier 2 strategies to promote academic growth and positive behavior supports
- Assist teachers with analysis of formal and informal assessment data of their students
- Provide professional development and support to teachers regarding the implementation of grading, literacy and effective instructional strategies
- Provide targeted support and mentorship for new teaching staff
- Model best high yield instructional strategies
- Support all content teachers in literacy instruction.

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	57	0	0	57
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	170	6	150	14
Grades 4-5 (or 6) Classroom Educators (if applicable)	62	0	58	4
K-12 Reading Interventionists	23	9	13	1
K-12 Special Education Educators responsible for reading instruction	192	0	105	86
Pre-K through grade 5 Curriculum Directors	3	3	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	5	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 <i>*Grades 6-12; 4-5 teachers are accounted for in previous table</i>	42	4	2	36
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) <i>*Elementary EL Teachers are accounted for in previous table</i>	29	1	22	6
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	34	0	0	34
Grades 6-12 Instructional support staff who provide reading support	5	5	0	0
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.

ELEMENTARY

Elementary educators in 742 will continue LETRS training in SY2024-25. At the beginning of each unit, teachers are supported by an implementation plan which describes the new learning and instructional action steps taken by all instructional stakeholders in the building. To date, [Unit 1](#), [Unit 2](#), and [Unit 3](#) are complete. Teachers meet in cohorts in their buildings to discuss learning and are supported by Grade Level Academic Leads who provide context for data, coaching and assessment. Each classroom teacher received a grade specific Literacy Toolkit to use during small group literacy instruction. Special Education and English Learner teachers will receive their Literacy Toolkits in the fall of 2024. In addition, each building received multiple sets of decodable readers to support students' reading practice. The primary focus for the fall of 2024 is phonological and phonemic awareness, and refinement of phonics instruction.

Goal Areas for Elementary Instruction

- Complete LETRS training for units 3-5
- Continue to develop the implementation plan at the onset of each unit
- Develop better understanding of FASTBRIDGE Assessments and Interpretation
- Interpretation of data
- Selection of Intervention to meet student needs

SECONDARY

Under the direction of the secondary literacy coordinator, the building literacy specialist team will research and develop a secondary-specific reading intervention handbook clearly defining the science of reading, outlining literacy programming expectations for delivering instruction and monitoring student learning, and providing a repository of resources for integration of science of reading practices in secondary courses.

ALL 742 secondary educators will have access to 1:1 and small group coaching around best practice instructional practices that support student literacy learning. Year 1 and 2 probationary teachers will be expected to participate in peer observation with a building literacy specialist. The specialist will provide feedback on specific Thoughtful Classroom Indicators, 742's teacher evaluation framework, tied to literacy best practice. The specialists will also provide whole group professional development around content area literacy best practices during building professional development sessions tied to building continuous improvement plans and vertical team-specific literacy training during district professional development days.

742 Secondary Special Education and EL teachers and additional reading-related staff will begin CAREIALL training this summer. CAREIALL training for Phase 1 educators not enrolled in LETRS will continue throughout the 2024-25 school year. District leaders will meet with teacher leaders this summer following Module 5 of the CAREIALL training to set a plan for classroom implementation of teacher learning. Teachers who have completed CAREIALL training will be supported via implementation support groups with on-going meetings planned for the duration of next school year. Building literacy specialists will provide 1:1 and small group coaching to all CAREIALL trained teachers as needed. Additionally,

Goal Areas for Secondary Instruction:

- Clear expectations for robust TIER 1 literacy instruction at secondary
- Clarity in how Literacy Specialists in secondary buildings support TIER 1 instruction in all content areas
- Implementation plan in response to learning in the CAREIALL training for Phase 1 secondary *teachers*

MnMTSS

The 742 MTSS Leadership Team completed MDE and CAREI's training sessions during the 2023-24 school year. Currently, the leadership team attended the 6 "Introduction to MnMTSS" sessions, and the Secondary Specialists completed the "ATLAS" sessions for Tier 1. At the end of SY2024, this team is in the middle of the 9 "Implementing MnMTSS" sessions. This is a 3-5 year process in which ISD742 is committed to implementing at the beginning of the next school year. During this learning and transition period, previous MTSS practices remain in place in each building. All schools have developed an outline of their team roles in implementing and documenting interventions based on the current model. This framework will continue to drive practice until implementing the MnMTSS framework in SY2025. Information gathered from the Semi-Delt system reflection tool highlights the following as focus areas for SY2024-2026.

INFRASTRUCTURE FOR CONTINUOUS IMPROVEMENT

- District leaders develop the MnMTSS District Handbook.
- District leaders clearly communicate the expectations for MnMTSS implementation and actively engage at least monthly with school leaders at each site to support continuous improvement of MnMTSS implementation.
- District staff believe that MnMTSS is a systemic, continuous improvement framework for developing the collective efficacy of all staff to ensure equitable positive social, emotional, behavioral, developmental and academic outcomes for every student.
- The district ensures, as appropriate to their role, all district and school staff have been trained in MnMTSS procedures and processes and have a conceptual understanding of this framework and how it aligns resources to ensure the success of all students.
- The district has clear expectations for roles and responsibilities for all district teams and school including expectations for addressing equity considerations.

FAMILY AND COMMUNITY ENGAGEMENT:

- The district provides professional learning opportunities to enhance the capacity of educators to build relational trust and engage with all families.

MULTILAYERED PRACTICES AND SUPPORTS:

- District leaders provide all schools with an inventory of evidence-based numeracy interventions for students requiring tier 2 level support aligned with academic standards supporting core instruction.
- District leaders provide training and coaching on how to match interventions to student needs.

- District staff trains and coaches school staff in the use of the problem-solving framework (identifying, analyzing, selecting interventions based on root cause, evaluation of fidelity, and evaluation of outcomes).
- District training of interventions includes the importance of cultural, linguistic, and socioeconomic factors and how they might interact with intervention approach.
- Support is provided to interventionists when fidelity data falls below 90% of the established criteria.

ASSESSMENT

- Fidelity to implementation of the MnMTSS Framework at the district and all sites is collected and reviewed at least annually by the district-level team. The results are communicated to staff and used to inform action-planning for improvement.
- Adequate training of those with the responsibility of administering screening measures, including at least annual retraining to minimize administration and scoring drift.
- Valid and reliable measures are used for progress monitoring for students receiving SEL or behavior interventions at all grade levels.

DATA BASED DECISION MAKING

- District teams create an action/implementation plan to address the hypotheses concerning differential responses to educational programming (all Tiers) in reading, math, SEL, and behavior.
- Action plans are adjusted on an appropriate timeline based on indicators of progress.