



Foley Public Schools, ISD #51

Local Literacy Plan: 2025-2026

Date of Last Revision: June 5, 2024

Section 1: Minnesota READ Act & District Literacy Goals

Minnesota READ Act

Goal: Every Minnesota child reads at or above grade level every year, beginning in kindergarten. We also commit to supporting multilingual learners and students receiving special education services in achieving their individualized reading goals.

2024-25 District Literacy Goals

Foley Public Schools sets clear, measurable literacy goals to support all students in becoming proficient readers:	
Goal #1:	63% of students in kindergarten will achieve in the low-risk or advanced proficiency levels as measured by the FAST Early Reading Composite score in spring 2025.
Goal #2:	67% of students in Grade 3 will achieve proficiency on the MCA-III Reading test by Spring 2025.
Goal #3:	The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2022-2023 school year in grades 3-10 as measured by MCA reading scores will decrease from 14.6% to 12% in 2024-2025.
Goal #4:	The reading proficiency gap between non-FRPL and FRPL students enrolled during the 2023-2024 school year in grades 3-10 as measured by MCA reading scores will decrease from 14.6% in 2022-2023 to 12% 2024-2025.

To strengthen literacy instruction and improve student outcomes, the district has implemented a series of intentional and strategic actions:

- Hired a District Literacy Lead: Kristie Rahm was selected as the District Literacy Lead to oversee and support literacy initiatives across the district. In this role, she provides instructional leadership by mentoring new educators, guiding curriculum and instruction improvement efforts, and facilitating professional development aligned with the Minnesota READ Act.
- Implemented Targeted Training through CORE: Phase 1 educators engaged in professional learning through CORE's Online Language and Literacy Academy (OL&LA), a comprehensive training grounded in the science of reading. To ensure deep engagement, the district strategically modified the school year calendar to embed over 40 hours of dedicated training time. This training was delivered by CORE and supported through on-site facilitation and coaching by Kristie Rahm.
- Designed High-Quality Professional Development: The district developed and implemented two additional professional development sessions aimed to support educators in translating theoretical knowledge into classroom practice. These sessions were carefully aligned with Minnesota ELA

standards and specifically designed to reinforce core elements of the OL&LA coursework. A key focus was on explicit instruction, with an emphasis on vocabulary development and fostering active student engagement in learning. For teachers not enrolled in OL&LA, 3 hours of literacy support was offered through targeted professional development led by the District Literacy Lead.

The 2025-26 District Literacy Plan goals are yet to be finalized.

The Foley Public Schools Literacy Plan is located on our district website:

<https://www.foley.k12.mn.us/page/3298> or <https://www.foley.k12.mn.us/page/3300>

The READ Act sets a statewide goal for all Minnesota students to read at or above grade level by the end of each school year, beginning in kindergarten. While there has been significant progress in Foley Public Schools, we are still facing challenges in fully meeting this goal for all students. Our district's primary focus is on enhancing Tier 1 instruction and further developing our Multi-Tiered System of Supports (MTSS) model to ensure that all students receive the appropriate support through the various tiers of instruction.

We recognize that strengthening Tier 1 instruction is essential to meeting the literacy needs of all students. As we work toward universal reading proficiency, it is clear that our teachers need continued professional development to refine their instructional practices and consistently implement evidence-based strategies. At the same time, we must continually examine and enhance our intervention methods, particularly for students requiring support beyond Tier 1 instruction to ensure they receive the targeted, effective instruction they need to succeed. Evidence-based interventions have been identified for classroom teachers to deliver when students are not receiving pull-out services from reading interventionists, AmeriCorps tutors, or special education staff. To support this work, Foley Public Schools will conduct more frequent fidelity checks during the 2025–26 school year to monitor the implementation of Tier 2 interventions.

As we move forward, we remain committed to strengthening both our core instructional practices and our intervention strategies, with the ultimate goal of ensuring that all students, including those who are multilingual, have access to high-quality literacy instruction and achieve reading proficiency by grade level.

Section 2: Screening Tools K-3

During the 2024–2025 school year, Foley Elementary School utilized FastBridge as the district's approved universal screening system to support early identification of students in need of literacy intervention. A consistent screening team administered the assessments to ensure fidelity. The earlyReading (English) assessment was used in kindergarten and first grade, while second and third grade students were assessed using CBMreading (English) and Nonsense Word Fluency through a gated approach.

The district applied the Minnesota Department of Education's (MDE) Composite Scores as benchmark criteria to help identify students who may demonstrate characteristics of dyslexia, in accordance with grade-specific guidance from MDE.

Foley Elementary School does not anticipate changes to its screening tools or benchmarking practices. This continuity will support consistent data collection, instructional decision-making, and progress monitoring. Additionally, the district plans to use the auto-load option for submitting screening data to MDE, further streamlining the reporting process.

Section 3: Screening Tools 4-12

During the 2024-2025 school year, Foley Public Schools provided universal reading screening for students in grades 4-8 using the Renaissance Star Reading assessment. However, the district did not conduct formal screening for characteristics of dyslexia among students in grades 4-12 who were not reading at grade level.

In alignment with the Minnesota READ Act, Foley Public Schools will implement a two-step dyslexia screening process for the 2025–2026 school year. This process is designed to identify students who may exhibit characteristics of dyslexia or other reading difficulties and provide them with timely, evidence-based support.

The Renaissance Star Reading assessment will continue to serve as the universal screener for students in grades 4-8. As a follow-up, students who score below the 20th percentile will then complete a follow-up screening using *Capti ReadBasix*, a tool designed to assess foundational reading skills and identify characteristics commonly associated with dyslexia. This screening will be conducted once annually during the winter window.

In grades 9-12, the same assessments (Star Reading and Capti ReadBasix) will also be used to screen students who meet the designated criteria. This targeted approach ensures that students with persistent reading challenges receive deeper evaluation and appropriate instructional support.

By using Star Reading to identify students for further evaluation and *Capti ReadBasix* to assess dyslexia-related characteristics, Foley Public Schools aims to provide timely, evidence-based support. This plan reflects the district's commitment to early identification, targeted intervention, and structured literacy practices aligned with the Minnesota READ Act. See proposed implementation plan below.

2025-2026 Proposed 2-Step Screening Plan

Grades 4-8: Two-Step Screening Process

Step 1: Universal Screening w/ STAR Reading

- All students in grades 4-8 will complete the Renaissance Star Reading assessment three times per year (fall, winter, and spring).
- Students who score below the 20th percentile on the STAR Reading assessment will be flagged for additional screening (Step 2).

Step 2: Targeted Follow-Up w/ Capti ReadBasix

- Identified students will complete the Capti ReadBasix screener.
- This tool evaluates foundational reading skills and identifies patterns commonly associated with dyslexia, including:
 - Decoding and word knowledge
 - Vocabulary knowledge
 - Morphological awareness
 - Reading fluency and efficiency
- The Capti screener will be offered in the fall and spring.

Grades 9–12: Gated Screening Approach

Starting in 9th grade, Foley Public Schools will implement a gated screening model to determine which students may need further assessment using Capti ReadBasix.

Step 1: Universal Screening w/ STAR Reading

- Students who meet the following criteria will complete the Renaissance Star Reading assessment in the fall and spring.
 - Low performance on the Minnesota Comprehensive Assessments (MCA): Does Not Meet or Partially Meets ELA standards
 - Low performance on previous STAR Reading tests
 - Teacher or parent referral
 - Note:
 - For the 2025–2026 school year, 8th and 10th grade MCA data will be used to determine who is screened.
 - In subsequent years, MCA and/or STAR data will be used for this determination.
 - Students who score below the 20th percentile on the STAR Reading assessment will be flagged for additional screening (Step 2).

Step 2: Targeted Follow-Up w/ Capti ReadBasix

- Identified students will complete the Capti ReadBasix screener.
- This tool evaluates foundational reading skills and identifies patterns commonly associated with dyslexia, including:
 - Decoding and word knowledge
 - Vocabulary knowledge
 - Morphological awareness
 - Reading fluency and efficiency
- The Capti screener will be offered in the fall and spring.

2024–2025 Screening Data Overview (Grades 4–8)			
Grade	Total Students	Not Reading at Grade Level	Screened for Dyslexia (Planned for 2025–2026)
4th	159	105	X
5th	136	79	X
6th	146	70	X
7th	156	80	X
8th	148	71	X

Section 4: Parent Notification and Involvement

Foley Public Schools prioritizes strong school-home partnerships to support student literacy development. Families are regularly informed of their child’s reading performance through various methods and touchpoints throughout the school year.

Frequency of Parent Notification:

- Grades K–6: Screening data reports are shared two to three times per year, aligned with benchmark assessment windows (two times at Foley Intermediate School, three times at Foley Elementary School).
- Grades K–3: Families of students identified as not reading at grade level receive formal letters twice annually, timed with fall and spring parent-teacher conferences.
- Grades 3–8 and 10: MCA (Minnesota Comprehensive Assessments) reports are distributed annually to communicate student performance on state assessments.
- Grade 11: ACT reports are shared to provide families with academic readiness data.

Method of Notification:

At Foley Elementary School (FES) and Foley Intermediate School (FIS), parent notifications are delivered through both verbal and written communication. Screening reports for students at both schools and reading risk letters (for FES students only) are provided as hard copies and reviewed during fall and spring conferences.

Parents of Foley Intermediate (FIS) and Foley High School (FHS) students also have continuous access to their child’s academic performance through the Infinite Campus grading platform. Parent-teacher conferences are held twice annually at FES and FIS, and three times annually at FHS, offering structured opportunities to discuss student progress, data, and next steps.

Teachers prioritize engaging families in understanding their child’s literacy development, ensuring clear, consistent communication that supports a strong school-home partnership.

Parent Communications Include:

- Screening data with current reading performance and explanations of benchmark expectations.
- Intervention plans (if applicable) that outline the support students will receive.
- Actionable strategies and tips families can implement at home to support their child’s reading development.
- MCA-III and ACT reports provide additional insights into academic progress and instructional needs.

Letters to families of students at risk for reading difficulties include a QR code that links to curated electronic resources designed to support reading at home. In some cases, classroom teachers also provide printed resources tailored to guide parents in reinforcing literacy skills at home.

Foley Public Schools is committed to engaging families and the broader community in supporting literacy development. Monthly district newsletters provide families with at-home literacy tips and updates on literacy initiatives around the district. Title I Family Nights offer practical strategies for parents to use at home to help their child succeed in reading. Open House events serve as an early opportunity for parents and teachers to connect and discuss student support and goals for the year.

Currently, Foley Public Schools does not plan to change the method or frequency of parent notifications. However, the district remains committed to enhancing communication tools and resource accessibility to strengthen the partnership between home and school, ensuring that parents have the tools and information they need to support their child’s literacy development.

Section 5: Data-Based Decision Making for Action

Foley Public Schools partially employs a Multi-Tiered System of Support (MTSS) framework to align instruction and interventions with student needs. Data-based decision making is embedded across all tiers of instruction

(Tier 1, Tier 2, and Tier 3) and grade levels. Data is collected, analyzed, and acted upon through a variety of structured processes and collaborative team meetings. While MTSS implementation is underway and foundational elements are established, the district continues to build capacity for broader and more consistent application of the framework districtwide.

Matching Instruction and Intervention to Student Needs

Instruction and intervention decisions are determined using multiple data sources, including:

- Universal screening data (i.e. FastBridge Early Reading, CBM-R, aReading, Star Reading)
- Diagnostic assessments (i.e. Phonological Awareness Screening Test, CORE Phonics Survey, High Frequency Word Inventories, CBMs, Words Their Way Spelling Inventory)
- Formative assessments (including standards-based and common formative assessments)
- Progress monitoring data (monthly, bi-weekly or weekly depending on student need and intervention level)
- SEL, behavioral, and attendance data (used for whole-child decision-making)

These data points are reviewed collaboratively during team-based meetings to ensure that instruction and intervention are aligned to each student's specific skill needs and learning profile.

Monitoring Fidelity and Differentiating Tier 1 Instruction

Fidelity and differentiation at Tier 1 are ensured through:

- Monthly PLC meetings focused on reviewing performance data and core instruction effectiveness
- Regular data meetings are held to reflect on instruction and adjust groupings or supports
- Leadership walkthroughs and observations aligned to evidence-based practices
- Use of high-quality, evidence-based core curricular materials selected through the district's curriculum review process
- At Foley High School (FHS), daily flex time and diverse course offerings provide tailored opportunities that meet varied student needs and interests

Differentiation occurs through a range of instructional techniques and frameworks - including small-group, whole-group, and gated approaches - guided by ongoing data analysis. Fidelity is monitored by instructional leadership to ensure effective delivery.

Criteria for Entrance into Tier 2 and Tier 3 Reading Interventions

Primary (K-3)

Students are considered for Tier 2 or Tier 3 interventions when they demonstrate:

- Below-benchmark performance on *FastBridge Early Reading*, *CBM*, or *aReading*
- Low achievement on *MCA III Reading* assessment
- Diagnostic assessments confirming specific skill gaps
- Patterns of limited growth on progress monitoring data (CBM, NWF, Letter-Sound Fluency)

Placement:

- Tier 2: Small-group, skill-focused interventions delivered by Title I, AmeriCorps, or classroom teachers
- Tier 3: Intensive, individualized interventions with increased frequency

Secondary (Grades 4-12)

Students qualify for intervention based on:

- Difficulty meeting course or grade-level expectations
- Below proficiency on formative or summative grade-level assessments
- Persistent skill gaps identified through multiple data sources

Placement:

- Tier 2: Small-group, skill-focused interventions provided by reading interventionists and/or classroom teachers
- Tier 3: Intensive, individualized interventions delivered with increased frequency

Exit Criteria from Tier 2 and Tier 3 Interventions

Primary (K–3)

Students may exit interventions when they meet all of the following:

- Four or more consecutive progress monitoring data points at or above their individual aim line
- Evidence of closing the achievement gap based on grade-level benchmarks
- Team-based confirmation during a data review meeting

Intermediate (4–8)

Exit decisions are made when:

- Three consecutive data points show progress above the student’s goal line (aligned with current course/grade level)
- Decisions are data-driven rather than based on intervention duration
- Multiple data sources are considered (e.g., *FastBridge*, *STAR*), alongside teacher and staff input, and family communication

Additional Exit Considerations:

- Student moves out of the district
- Parent requests discontinuation of Tier 2 services
- If interventions are not successful, a Tier 3 referral (Intervention Planning Team) is initiated

Secondary (9-12)

Students exit interventions upon demonstrating:

- Consistent progress toward or mastery of grade-level expectations
- Collaborative team review confirming readiness for exit

At all grade levels, exit decisions rely on a thorough review of academic performance, behavioral data, and attendance records. Input from leadership, teachers, and families ensures readiness to maintain success without intensive support.

Section 6: Multi-tiered System of Supports (MnMTSS)

Foley Public Schools has partially implemented a Multi-Tiered System of Supports (MTSS) across the district. Each school uses structured meeting systems and data-informed decision-making to guide academic and social-emotional supports. Collaborative teams, composed of classroom teachers, interventionists, administrators, and student support staff, monitor student progress and adjust instruction and interventions to meet learner needs. These systems are continuously analyzed and refined to strengthen their effectiveness districtwide. However, the district does not currently have an active district MTSS team.

The MnMTSS Framework directs decision-making and team structures throughout the district. Foley Elementary and Foley Intermediate have mostly established systems and protocols aligned with this framework, while Foley High School is seeking to enhance its alignment.

Staff at Foley Elementary, including teachers, the principal, district psychologist, and the district literacy lead, have engaged in MnMTSS professional development opportunities, such as:

- MDE MnMTSS Cohort (6-session training, 2022)
- CAREI’s MTSS Essentials Course (2022)

- MTSS Institute (2021)

At Foley Intermediate, the principal, school social worker, reading interventionist, and district psychologist attended the MTSS Summer Institute led by Kim Gibbons, with a focus on high-quality implementation and data system use.

Currently, Foley High School's MTSS capacity is limited, with trained representation primarily from the district literacy lead and district psychologist.

Foley Public Schools will continue strengthening MTSS practices in the 2025–26 school year to ensure all students receive timely and effective tiered support.

Building-Level MTSS Priorities

Foley Elementary School (K-3)

- Refine Tier 1 literacy instruction in alignment with the Science of Reading and the MN READ Act.
- Improve intervention fidelity with intervention delivery and regular progress monitoring.
- Maintain monthly team meetings to support collaborative decision-making.

Foley Intermediate School (4-8)

- Strengthen Tier 1 core instruction to better meet the needs of all learners.
- Expand Tier 2 and Tier 3 interventions for targeted and intensive supports.
- Use the MTSS Handbook to clarify roles and data protocols.
- Increase the use of screening data and fidelity tools to inform decisions.

Foley High School (9-12)

- Establish clear Tier 1 expectations and consistent academic supports.
- Expand Tier 2 and Tier 3 supports in literacy and other core content areas.
- Grow staff capacity to recognize and respond to student needs through structured collaboration and professional development.

Building-Specific MTSS Implementation Details

Foley Elementary School (K-3)

SEMI-DLT Focus Areas Identified:

- Family & Community Engagement
- Multi-Layered Practices and Supports

Meeting Structures:

- Building MTSS Meetings: Monthly (Principal, District Literacy Lead, District Psychologist, Classroom & SPED Reps, Reading Interventionists, School Counselor)
- Grade-Level PLCs: Monthly (Classroom Teachers, Special Education Teachers, Principal, Literacy Lead, Reading Interventionists)
- Teacher Assistance Teams (TAT): Monthly (Classroom Teachers, District Psychologist, Social Worker)
- Problem-Solving Teams (PST): Weekly—twice per month for PreK; twice per month for K–3 (Principal, Interventionists, Select Classroom & SPED Teachers, District Psychologist, Social Worker)
- Data Retreats: 3x Per Year (Principal, Literacy Lead, Interventionists, K–3 Teachers)

Foley Intermediate School (4–8)

Meeting Structures:

- Building MTSS Meetings: Bi-monthly
- Grade-Level Team Meetings: Weekly
- Grade-Level PLCs: Monthly (Classroom Teachers, Special Education Teachers)
- Intervention Planning Team Meetings: Bi-monthly (Principal, Literacy Lead, Teacher Rep, Assessment Coordinator, District Psychologist, Social Worker)
- Data Meetings: 2–3 times/year aligned with screening windows (Principal, Literacy Lead, District Psychologist, Social Worker, Assessment Coordinator, Classroom Teachers)
- SAT Meetings: as needed

Foley High School (9–12)

Meeting Structures:

- Department Meetings: Monthly (Classroom Teachers, Special Education Teachers, Special Education Coordinator, District Psychologist)
- SAT Meetings: as needed

Section 7: Core Curricular Resources Grades K-5

Foley Public Schools implements a structured, tiered approach to reading instruction in grades K–5. The district integrates foundational skills, knowledge-building, and comprehensive core curricular resources. Instructional minutes are strategically allocated to whole-class and differentiated instruction to ensure all students have access to high-quality, evidence-aligned literacy experiences.

Grades K-5 Core Reading Curricula:

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	Wonders by McGraw-Hill (2017 Edition) Sonday System EK (2019 Edition) Heggerty Kindergarten (2022 Edition)	Wonders: Knowledge Building Sonday: Foundational Skills Heggerty Foundational Skills	Whole Class: 85 minutes Differentiated: 60 minutes
1 st	Wonders by McGraw-Hill (2017 Edition) Sonday System E1 (2019 Edition) Heggerty Primary (2022 Edition)	Wonders: Knowledge Building Sonday: Foundational Skills Heggerty: Foundational Skills	Whole Class: 100 minutes Differentiated: 60 minutes
2 nd	Wonders by McGraw-Hill	Wonders: Knowledge Building	Whole Class: 105 minutes Differentiated: 65 minutes

	(2017 Edition) Sunday System E2 (2019 Edition)	Sunday: Foundational Skills	
3 rd	Wonders by McGraw-Hill 2017 Edition Sunday System E3 (2022 Edition)	Wonders: Knowledge Building Sunday: Foundational Skills	Whole Class: 90 minutes Differentiated: 65 minutes
4 th	Wonders by McGraw-Hill 2017 Edition	Comprehensive	Whole class: 105 minutes
5 th	Wonders by McGraw-Hill 2017 Edition	Comprehensive	Whole class: 74 minutes

Tiered Instructional Practices

Tier 1: Core Practices

- Grades K-3 provide a minimum of 120 minutes of daily reading instruction (whole class and differentiated).
- Core materials are used to provide explicit, systematic instruction to all students.
- Grades K-3 implement small-group differentiated instruction.
- Grades K-5 offer differentiated independent practice to support student needs.
- Teachers meet in teams to analyze student data and make informed instructional decisions.
- Instructional adjustments are made based on common assessments, screening data, and team recommendations.

Tier 2 and 3 Interventions

- Student identification for Tier 2 and Tier 3 interventions is based on benchmark data, diagnostic assessments, and progress monitoring that indicate a need for additional support.
- Interventions are progress monitored weekly or biweekly, depending on the intensity of the intervention.
- Frequency of sessions and group size are adjusted based on each student's response to intervention.
- Students exit intervention when they demonstrate sustained performance at or above benchmark levels.

Foley Public Schools will conduct a review of K-5 core literacy materials to ensure alignment with the following:

- Minnesota ELA Standards (2020 Revision)
- Science of Reading principles
- MN READ Act expectations

To meet these expectations and strengthen literacy instruction, the district will prioritize the following:

- K-5 Curriculum Review Process
A structured review and evaluation of existing core resources, with the goal of selecting or enhancing materials that are evidence-aligned, culturally responsive, and meet the needs of all learners.
- Professional Development on Science of Reading
Continued, job-embedded learning opportunities that build staff capacity to implement research-aligned practices across foundational skills, language comprehension, and writing.

- Refinement of Tier 1 Instructional Delivery Models

Ongoing work to ensure Tier 1 instruction is explicit, systematic, and consistent across classrooms, with clear expectations for whole-group, small-group, and independent literacy routines.

These efforts will ensure that all K–5 students receive high-quality, equitable literacy instruction that prepares them for future academic success.

Section 8: Reading Interventions Grade K-12

Reading Interventions - Grades K-12		
Schools	Tier 2 Interventions	<u>Tier 3 Interventions</u>
Foley Elementary School	<ul style="list-style-type: none"> ● Individual or Small Group Instruction: Intervention ideas recommended through grade-level TAT meetings and/or selected from the FES Intervention Binder. Matched to specific skill deficits identified through diagnostic assessments in phonemic awareness, phonics, and/or fluency. ● Digital Tool: IXL Online Platform ● Americorp (Reading Corp): Targeted to specific skill deficits ● Title-1 Interventions: Targeted to specific skill deficits 	<ul style="list-style-type: none"> ● Title-1 Interventions (Pull-Out Model): Tailored to specific skill deficits (Orton Gillingham approach) ● Special Education Interventions (Pull-Out Model): Aligned with specific IEP goals and specific skill deficits
Foley Intermediate School	<ul style="list-style-type: none"> ● Individual or Small Group Interventions: Selected by teachers based on STAR data and/or diagnostic assessments (PRESS, Read Naturally, Fluency). Generally support foundational skill deficits. DLL provides input as needed. ● Co-taught Core Classes (Push-In Model): A general education teacher and a support teacher (i.e. special ed or interventionist) collaboratively provide scaffolded instruction. ● Check-In/Check-Out – Lit Focus: Goal tracking and accountability for independent reading, fluency goals, or comprehension checkpoints. ● Title-1 Interventions: Targeted to specific skill deficits. ● Digital Tools: IXL Online Platform 	<ul style="list-style-type: none"> ● Special Education Interventions (Pull-Out Model): Aligned with specific IEP goals and specific skill deficits
Foley High School	<ul style="list-style-type: none"> ● Co-taught Core Classes (Push-In Model): A general education teacher and a support teacher (special education) collaborate to provide scaffolded instruction within the general education classroom. ● Flex Hour Support: Targeted academic assistance during designated Flex Hour. Students receive support based on academic need or teacher recommendation. ● Academic Restriction During Flex: Students with a failing grade (below a D) are required to 	<ul style="list-style-type: none"> ● Special Education Interventions (Pull-Out Model): Individual or small-group instruction provided outside the general education setting, aligned to IEP goals and targeted skill deficits

	<p>remain in their assigned Flex for additional study time until academic performance improves.</p> <ul style="list-style-type: none"> ● Credit Recovery Courses: Designed to help students recover lost credits and stay on track for graduation ● After School Tutoring: Optional academic support offered four days per week for one hour. Focused on homework help, concept review, and assignment completion. ● Check-In/Connect with Guidance Counselors/Dean: Regular touchpoints for academic goal-setting, grade monitoring, and support planning. Includes consultation on course performance and planning. 	
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Grades 6-12 Core Reading Curricula:

Foley Public Schools uses the following curricular resources for core reading instruction at the following grade levels:

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	Wonders by McGraw-Hill 2017 Edition	Knowledge Building	Whole class- 99 minutes
7 th	Holt McDougal 2009 edition	Knowledge Building	Whole class- 94 minutes
8 th	Holt McDougal 2009 edition	Knowledge Building	Whole class- 94 minutes
9 th	Elements of Literature Third Course Holt	Comprehension	Whole Class - 65 minutes
10 th	Elements of Literature Fourth Course Holt	Comprehension	Whole Class - 65 minutes
11 th	Holt Elements of Literature Fifth Course	Comprehension	Whole Class - 65 minutes
12 th	Animal Farm, Tuesdays with Morrie	Comprehension	Whole Class - 65 minutes

Section 9: Professional Development Plan (2024-2025)

Foley Public Schools selected the *Online Language & Literacy Academy (OL&LA)* as its approved professional development program to meet the requirements of the READ Act for Phase 1 educators.

Facilitator Information and Completion Timeline

- Course Start Date: September 11, 2024
- Course Completion Date: March 21, 2025
- Facilitators: Vendor-provided facilitators from CORE
 - Cohort 1: Preschool–Grade 3
 - Cohort 2: Grades 4–12
- District Literacy Lead (DLL): Kristie Rahm
 - Supported staff throughout training
 - Certified as a Local Certified Facilitator (LCF) through OL & LA

- Participated in the 2024–25 LCF Community of Practice events hosted by the Regional Literacy Network (RLN)

Phase 1 Participation and Completion

- Total Participants:
 - 73 educators: PreK–6 classroom teachers, 7–12 ELA teachers, K-8 Reading Intervention teachers, Special Education teachers
 - 2 administrators: FES Principal and District Superintendent
- Completion Rate: 100% of participants successfully completed OL&LA with proficiency
- Note: District Literacy Lead completed OCL training, as well.

Support Plan for Educators Below Proficiency

- No educators required additional support in Phase 1.
- Future Support Plan: If any educator falls below the 80% proficiency benchmark, they will engage in targeted focus sessions with the DLL to reinforce understanding and ensure successful implementation.

Fidelity Monitoring of Instruction

Fidelity data is being collected to ensure explicit, systematic, evidence-based instruction in: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Strategies for Fidelity Monitoring:

- Classroom Observations: Building principals regularly conduct classroom observations to monitor instructional delivery. District Literacy Lead (DLL) participates in observations to provide targeted feedback and ensure alignment to literacy priorities.
- Data Meetings and PLCs: Teachers engage in ongoing data meetings and PLCs to analyze student performance, adjust instruction based on student needs, and collaborate around best practices in literacy instruction.
- Curricular Resources and Daily Schedules: Teachers are equipped with core and intervention resources that address the essential pillars of reading. Daily instructional schedules are structured to provide adequate, dedicated time for each component.
- Curriculum Maps/Pacing Guides: Teachers are provided time to develop and utilize curriculum maps and pacing guides that align district-adopted materials with the Minnesota ELA standards. These tools support instructional coherence and consistent expectations across grade levels.
- Teacher Collaboration and Reflection: Teachers engage in structured opportunities for professional dialogue and reflection, including professional development sessions, data meetings, collaborative planning sessions, and lesson analysis work. These intentional practices foster a culture of shared accountability, reinforce instructional coherence, and support continuous improvement in literacy instruction.

Instructional Impact and Evidence of Change

Teachers engage in structured opportunities for professional dialogue and reflection, including professional development sessions, data meetings, collaborative planning, and lesson analysis. These intentional practices foster a culture of shared accountability, strengthen instructional coherence, and drive continuous improvement in literacy instruction. Teachers have submitted artifacts to serve as evidence of their professional work and reflection. Add something regarding data.

Culturally Responsive Practices

The district remains committed to culturally responsive instruction and has engaged in the following efforts:

- Hosted professional learning with Dr. Anton Treuer focused on Indigenous identity, history, and classroom integration
- Provided training on AI, digital equity, and ethical technology use led by William Grube
- Selected culturally responsive texts for grades K-6, aligned with the ELA MN standards and *2024 Native American Teaching Resources Guide* for implementation
- Offered professional development in structured literacy through CORE's Online Language & Literacy Academy (OL&LA), promoting evidence-based practices that support language and literacy development for all learners.
- Supported implementation through mentoring, PLCs, curriculum alignment, and ongoing professional learning opportunities

Engagement with the Regional Literacy Network

The District Literacy Lead (DLL) attends monthly RLN meetings and collaborates with regional literacy leaders. This collaboration ensures alignment with state guidance and informs local professional development and planning.

Additional Literacy-Focused Professional Development

The district recognizes the importance of continuous professional development. This spring, the district offered two early-dismissal PD days in April dedicated to:

1. April 9th:
 - Topics: Principles of explicit instruction, vocabulary strategy instruction, mentor texts for vocabulary development, and application of ELA standards.
 - Teachers had time for individual or team-based lesson planning.
2. April 23rd:
 - Topics: Lesson reflection, PD choice board work (vocabulary, ELA standards, Universal Design for Learning).
 - Teachers worked individually or in teams and submitted artifacts as a reflection tool for future PD planning.

Based on insights from Phase 1 training feedback, several areas have been identified for continued focus:

- **Explicit Instruction & Gradual Release:** Emphasizing high-quality, systematic instruction that incorporates gradual release across content areas.
- **Vocabulary & Word Study:** Strengthening strategies for teaching tiered vocabulary, morphology, and fostering word consciousness.
- **Differentiated, Data-Driven Instruction:** Providing support for teachers in using formative and diagnostic data to inform instruction and resource allocation.
- **Assessment Literacy:** Expanding teachers' use of CORE's assessment tools and integrating assessment into instructional planning.
- **Student Engagement:** Strategies for boosting engagement through high-interest texts, multisensory learning, and cooperative structures.

The district will review current ELA instructional materials and may seek new resources to better align with state standards and literacy priorities.

Future District Leadership:

A new superintendent will begin on July 1, 2026, at which time district leadership will finalize professional development priorities, aligning them with emerging district goals and instructional needs.

Section 10: Professional Development Educator Count

This year, Foley Public Schools had 76 individuals complete the Phase 1 PD training: District Superintendent, Elementary Principal, District Literacy Lead, PreK-6 Classroom Teachers, PreK-12 Special Education Teachers, K-12 Reading Intervention Teachers, and 7-12 ELA Teachers (responsible for selecting ELA materials). See the chart below for more specific information.

Phase 1 Educators: PD Training				
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	6	6	0	0
K-3 Classroom Educators	23	23	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	18	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	16	19	0	0
Pre-K through grade 5 Curriculum Directors <i>*Note: No Curriculum Director, but District Literacy Lead has been trained as LCF; Elem. Principal and District Superintendent have also been trained</i>	3	3	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Phase 2 Educators: PD Training				
<i>*Those referenced have participated in Phase 1 Training</i>				
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>Note: Grades 4-6 teacher numbers are referenced above; Grades 7-12 ELA teacher numbers are referenced here</i>	7	7	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0

Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68 <i>Note: This teacher is referenced above as a K-12 Special Education teacher, as well.</i>	1*	1*	0	0
Grades 6-12 Instructional support staff who provide reading support <i>Note: This teacher is referenced above as a reading interventionist, as well.</i>	1*	1*	0	0
Grades 6-12 Curriculum Directors <i>Note: *Note: No Curriculum Director, but District Literacy Lead has been trained as LCF; District Superintendent has also been trained (Both referenced above)</i>	2*	2*	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Section 11: READ Act Literacy Incentive Aid and Literacy Aid Summary (2024–2026)

Literacy Incentive Aid (2024–2025)

- Amount received: \$103,424.80
- Amount spent: \$103,424.80
- Eligible use of funds: Contracting and employing a District Literacy Lead to support literacy program development, teacher mentoring, and oversight of district-wide implementation of evidence-based literacy practices.

READ Act Literacy Aid (2025 Fiscal Year)

- Amount received: \$76,884.50
- Amount spent in 2024–2025: \$38,400.50
- Eligible uses of funding applied in 2024–2025:
 - Participation in MDE Professional Development through CORE.
 - Coverage of substitute teacher costs to allow staff to attend literacy-focused professional development.
 - Stipends for teachers who completed the literacy training.
 - Bus driver coverage to support early release days for staff professional development.
- Remaining funds in required reserve account: \$38,484.00
- Plan for remaining funds: The remaining funds will be used for continued literacy professional development and staff training to build capacity in evidence-based literacy instruction aligned with the Minnesota READ Act.

Section 12: Screening Summary Student Counts Grades K-3 Student Summary Level and Dyslexia Screening Data

Kindergarten-Grade 3 (2024-25 School Year): FastBridge Data						
Grade	Fall Screened	Fall Benchmark	Spring Screened	Spring Benchmark	Screened for Dyslexia	Characteristics of Dyslexia
KG	118	78	126	88	121	26
1st	136	69	137	80	137	26
2nd	125	67	129	78	129	17
3rd	128	80	130	82	130	20

Section 13: Dyslexia Screening Summary Student Counts Grades K-3

The gated approach was used to administer the Nonsense Words subtest in Grades 2-3. This approach means that if a student did not meet the 40th percentile benchmark for words per minute (wpm) and/or accuracy, they were administered the Nonsense Word subtest.

To identify students demonstrating characteristics of dyslexia, the district used:

- FAST data: This data provided insight into early literacy performance.
- MDE Risk Point Spreadsheet: This tool helped determine risk levels for dyslexia based on multiple literacy factors.

Data to Report

Kindergarten-Grade 3 (2024-25 School Year): FastBridge Data		
Grade	Screened for Dyslexia	Characteristics of Dyslexia
KG	121	26
1st	137	26
2nd	129	17
3rd	130	20

Currently, there are no plans for changes to dyslexia screening in grades K-3 for the 2025-26 school year. The district will continue using the current screening methods to identify and support students at risk.

Section 14: Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-2025)

- No data to report