



Mission, Vision, and Values

The mission of the Jordan Public Schools is to *INSPIRE A CARING COMMUNITY TO IGNITE LEARNING, INNOVATION, AND SUCCESS FOR ALL.*

The vision of the Jordan Public Schools will:

- Help students attain high academic achievement
- Provide a safe, collaborative and innovative culture and environment in which to learn and work
- Provide opportunities and support to students to maximize potential
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

The core values of the Jordan Public Schools are:

- Excellence: Setting a high bar for learning, behavior, commitment and service
- Integrity: Doing the right things at all times with honesty, trust and respect
- Innovation: Finding courageous ways to excel through research and action
- Collaboration: Working in partnership for shared goals
- Respect: Showing pride in who we are and celebrating our differences

ISD #717 Jordan Schools

Local Literacy Plan

Board Approved on TBD

Belief Statement from Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners.

Minnesota's system of statewide assessment does not begin to assess students' reading proficiency until the end of third grade. However, it is critical that schools are monitoring and responding to students' literacy needs long before then. Broadly speaking, the "Read Well" legislation provides specific expectations to ensure that districts monitor students' early reading proficiency, provide interventions and monitor their effectiveness when needed, communicate and collaborate with families, and provide adequate teacher training to ensure all students meet this important milestone with success. How districts accomplish these responsibilities is left to local education agencies.

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The Read Act Goals

Goal: Building, state, and nationally-normed assessments will show at least 68% of students are achieving grade level proficiency by the end of the school year.

- Teachers will create and inspire a love of learning and reading within all students.
- Teachers will know and understand the importance of providing a high quality literacy program that is rigorous, relevant, aligned to Minnesota Standards, and provides the appropriate differentiation and/or research based interventions when needed to ensure student success.
- Every child in our Kindergarten through Third Grade will receive a minimum of 120 minutes of core literacy instruction a day. Formative and summative assessments will be used to identify and match students to research based interventions.
- Teachers will continue to provide a strong foundation (Tier 1) and support to all students within each classroom. Feedback in the form of progress monitoring will be used to individualize instruction and ensure student learning.
- Teachers will provide targeted reading interventions and support to the students that do not meet small group MTSS criteria (i.e., students falling within approximately the 15th to 35th percentile). This may include classwide and/or small group interventions.
- All staff will participate in planned, job embedded, data driven professional development to ensure best practice instruction is aligned with the Minnesota ELA Academic Standards and the Science of Reading, and delivered to our students.
- Assessment information will be shared with teachers/parents/guardians on a regular basis.

Screening Tools K-3

All students are assessed up to three times per year using the universal screener, FASTBridge. The following benchmarks are used: Letter Name Fluency (LNF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF). In addition, the following assessments may also be used as universal screeners to assess reading proficiency: PRESS, Heggerty, WIDA and ACCESS, IGDIs (for PreK), and grade level specific formative assessments, which may include teacher observation to establish baseline data for each child and to identify students who are in need of reading intervention services.

Summary of Assessments Required by the District (Elementary School)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Fall	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS
Winter	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS
Spring	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS MCA Reading	FASTBridge PRESS MCA Reading

Screening Tools 4-12

Summary of Assessments Required by the District (Middle School)

	Grade 5	Grade 6	Grade 7	Grade 8
Fall	FASTBridge	FASTBridge	FASTBridge	FASTBridge
Winter	FASTBridge	FASTBridge	FASTBridge	FASTBridge
Spring	FASTBridge	FASTBridge	FASTBridge	FASTBridge

Summary of Assessments Required by the District (High School)

	Grade 9	Grade 10	Grade 11	Grade 12
Fall	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix
Winter	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix
Spring	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix	Capti ReadBasix

Grades K-8. FastBridge Universal Screeners are used in the Fall (first 6-weeks of school), Winter, and Spring (last 6-weeks of school) to measure mastery of foundational reading skills. The Fastbridge Universal Screener assesses reading skills in Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Moreover, The FastBridge earlyReading assessment is an effective screening tool for schools identifying students who are at-risk readers, including those with dyslexia or other reading disabilities. Beginning in the Fall 2025, Capti ReadBasix dyslexia screener will also be used for all students in grades 4-8 that show signs of dyslexia. Using earlyReading supports early identification and intervention efforts for supporting these students.

Grades 9-12. Beginning the winter of 2025, all students in grades 9-12 will be screened using an integrated screening approach with Capti ReadBasix. This screening tool will also serve to assess those students showing signs of dyslexia.

Parent Notification and Involvement

At least two times per year, parents/guardians will be provided with the results of their children's screening assessments. These reports are included with student report cards and discussed at parent-teacher conferences.

For students whose pattern of performance on the screening assessments indicate elevated risk for difficulty developing literacy skills consistent with grade level expectations, parents/guardians are provided with multiple opportunities to receive information and participate interactively to support student achievement in the home environment.

These opportunities include, but are not limited to:

- explanation and review of assessment data

- access to phone, face-to-face, email and/or written communications regarding student progress
- articles and websites communicated through monthly school newsletter
- access to take home literacy kits (FROG kits, etc)
- participation in Family Night activities/strategies

Jordan Public Schools will provide the following coordination of services, technical assistance and other support to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance:

- Offer a variety of ways to provide information, resources, training and support to build capacity to involve parents/guardians in their child's education. These may include Back to School/Curriculum conferences, KickStart to Kindergarten, Reading/Math Night, Annual Title I/MTSS meeting and/or District Advisory Committee, email communications, virtual meetings via Google Meets, apps, access to instructional folders used during intervention services, parent-teacher conferences, school website and/or newsletter, Parental Information Resource Center in Minnesota or Scott County Family Resource Center.
- Designated parental involvement staff, which may include the Culturally Responsive Pedagogy (CRP) Specialist, AIPAC Coordinator, and/or Interpreter and PTO members, may attend these events and meetings and disseminate information to families.
- Interventionists will consult parents/guardians on the creation and dissemination of a Parent-School Compact, a notification of intervention services to be provided and discussed with families of qualifying students in the fall of the school year.
- Access to Targeted Services programming to further develop proficiency levels in Reading and Math during the school year and summer months.
- Informational letters explaining MCA, FASTBridge, and other local assessments as well as state standards.
- District staff will assist the school with developing and disseminating resources, training and tools designed to improve parent involvement and thereby enhancing student academic achievement and performance. These will be developed in coordination with other district programs such as Community Education, Early Childhood Education, ML (Multilingual), JFO (Jordan Family Outreach) and other district programs.

Data-Based Decision Making for Action

Jordan Public Schools uses Read Act screening data as a foundational tool for data-based decision making to identify students who need additional support in reading. This data informs the differentiation of core instruction as well as the need for supplemental or intensive interventions. The district is committed to providing high-quality instructional programs and materials aligned to the 2020 English Language Arts Academic Standards and consistent with Section 122A.06, Subdivision 4. Instruction is designed to support the development of all components of reading through a tiered system that includes a core reading program, supplemental instruction for targeted skill development, and intervention programs for students performing well below grade-level expectations. Differentiated instruction is delivered during JWIN (Just What I Need) time to ensure every student receives the support they need to

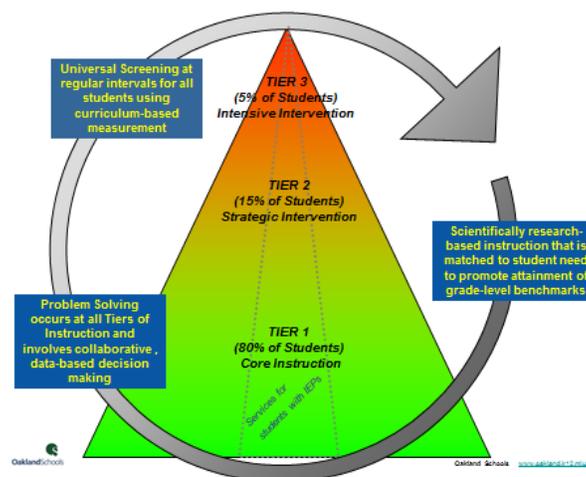
meet their reading goals.

** Additional details regarding data-based decision making are explained within the multi-tiered system of supports, below.

Multi-tiered System of Supports (MTSS)

A multi-tiered system of support (MTSS) will be utilized to meet the needs of all learners:

- Tier I will include students at a low risk for reading difficulties with a consistent amount of daily instruction in the core program. The first level of support occurs in the classroom with at least 90 minutes of core instruction delivered by the classroom teacher using the district's literacy curriculum that is aligned with the 2020 English Language Arts Standards. Evidence-based reading instruction will address the five strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers will differentiate instruction in small groups and during JWIN time (an additional 25-50 minutes of instruction for all students) according to the individual needs of their diverse learners. This may include interventions provided by the classroom teacher.
- Tier II will include those students who are at a moderate risk for reading difficulties. Based on screening and diagnostic assessments; the second level of support identifies students not meeting grade/level targets who are then provided supplemental reading interventions according to their skill deficit(s) in addition to the core program component. This level of support will be provided in twenty-five to thirty minute blocks per day, at least four days per week by interventionists or the classroom teacher.
- Tier III will include students who are at high risk for reading difficulties. Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. These students may require replacement core reading programming. Students receiving Special Education services are sometimes included at this level.



Any K-12 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative

assessment, as performing below grade level expectation will be provided intervention in the area of identified need. The intent of intervention is accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed, additional diagnostic assessments will be completed to identify an appropriate instructional match for student interventions.

Parent/guardian involvement in support of students receiving reading interventions is encouraged. As described in the Parent/Guardian Notification and Involvement section above, strategies for parents/guardians to use with their children to support growth in reading are communicated throughout the school year.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of, core reading instruction. Supplemental reading intervention programs offered for grades K-3 include:

- Minnesota Reading Corps Interventions
- FASTBridge Interventions
- PRESS Interventions
- Heggerty Interventions
- Other evidence-based interventions

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive, such that the standard program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents/guardians is an integral component of this instructional planning.

Core Curricular Resources Grades K-5

Core Reading Instruction and Curriculum Grades K-12

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Mode (Including Minutes)
KG	Wonders 2020	The curriculum includes a mix of whole group instruction, differentiated small group activities, and independent work, using the program's resources and materials. Students are regularly assessed to show progress and provide	120 Minutes including Differentiated JWIN time.
1			
2			
3			

		feedback,	
4			
5	Standards based resources including individual novels, shorts stories, non-fiction, and various texts and technology-based resources.	Teachers use a standards-based curriculum in the classroom, by aligning all instruction and assessments with state standards to ensure students meet specific learning objectives. Teachers design lessons and assessments to directly address these standards, using both formative and summative assessments to monitor progress. Teachers also continuously adjust instruction based on assessment data to meet students' needs and help them achieve proficiency in each standard.	50 minute class periods. Students may take more than one English Language Arts course per day.
6			
7			
8			
9			
10			
11			
12			

Reading Interventions Grades K-12

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Heggerty - Phonemic Awareness Orton-Gillingham Early Learner Resources	Bridge2Read Heggerty - Phonemic Awareness PRESS FastBridge	Bridge2Read Heggerty - Phonemic Awareness PRESS FastBridge	Heggerty - Phonemic Awareness Bridge2Read PRESS FastBridge	Heggerty - Phonemic Awareness Bridge2Read PRESS FastBridge

Grades 5-12. In grades 5–12, Jordan Public Schools implements a targeted approach to reading intervention using a combination of standards-based resources aligned with the Science of Reading. These resources are designed to address specific skill gaps in areas such as fluency, vocabulary, comprehension, and decoding. Intervention is delivered through small-group instruction, individualized support, and evidence-based programs that are

responsive to student needs. Ongoing progress monitoring ensures instruction is adjusted as needed to help students make measurable growth toward grade-level reading proficiency.

Professional Development Plan

Professional development that is data-driven, ongoing and is inclusive of all educators within our school community will be integral to the successful implementation of our Literacy Plan. Staff members at each grade level have been trained in implementing the use of data through a data driven dialogue model. These staff will become PLC Leaders for their groups and support the use of data to focus instruction for all students throughout the school year.

Our Professional Learning Communities (PLCs):

- meet weekly for 30 minutes
- use a team-oriented approach to promote strong literacy instruction
- reflect on student progress
- review student work and data
- align instruction to academic standards and desired outcomes

Grade level PLCs focus on the following four guiding questions:

1. What do we want students to know?
Essential learning targets (power standards) for each grade level
2. How will we know when they have reached proficiency?
Ongoing formative and summative assessments
3. What are we doing for those students who are not proficient?
Implement Tier 2 and Tier 3 interventions
4. What are we doing for students who are already proficient?
Enrichment through differentiated instruction

Professional Development Educator Count

Minnesota Read Act Professional Development Requirements:

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	5	5	0	0

responsible for Early Literacy Instruction				
K-3 Classroom Educators	21	18	3	0
Grades 4-5 Classroom Teachers	5	2	3	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators Responsible for Reading Instruction	11	6	5	0
PreK-5 Curriculum Directors	1	1	0	0
PreK-5 Instructional Support Staff Who Provide Reading Instruction	1	1	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 Instructions	20	0	0	20
PreK-12	3	2	0	1

Educators who work with English Learners				
Grades K-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	1	1	0	0
Employees Who Select Literacy Instructional Materials for Grades 6-12	4	2	0	2

Literacy Aid Funds

Jordan Public Schools received approximately \$82,555.97 in Literacy Incentive Aid for the 2024-2025 school year. This funding was spent on the following eligible uses:

- Professional development on using evidence-based literacy screening and progress monitoring tools.
- MDE Approved READ ACT professional development (CORE and LETRS)
- Contracting or employing a District Literacy Lead.

Jordan Public Schools received \$72,930.44 in one time READ Act Literacy Aid funding. This one time funding was spent on the following eligible uses:

- Professional development on using evidence-based literacy screening and progress monitoring tools.
- MDE Approved READ Act professional development (CORE and LETRS)
- Contracting or employing a District Literacy Lead.

Because the school district annual audit has not been completed, 50% of these funds may be carried over to the next fiscal year. However, this may change as the fiscal year comes to a close.

Screening Summary Student Counts Grades K-3

Grade Level	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
Kindergarten	97	58	97	60	99	61
Grade 1	111	65	116	72	122	76
Grade 2	126	80	134	85	137	86
Grade 3	122	76	123	77	125	78

Dyslexia Screening Summary Student Counts Grades K-3

Grade Level	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	99 students	23 students
1st	122 students	27 students
2nd	135 students	31 students
3rd	126 students	29 students

Dyslexia Screening Summary Student Counts Grades 4-12

Grade Level	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
4th	none	none
5-12	none	none