



Spring Lake Park (ISD16) Local Literacy Plan

Updated June 2026

District Literacy Goals

As a district, we are collectively and individually committed to seeing our results dramatically increase by designing engaging learning experiences, so that each student meets or exceeds learning targets. Our literacy goals are:

- Each teacher has in depth knowledge of reading research and fluently and flexibly personalizes learning for students
- Students who are proficient in the area of reading will maintain or enhance proficiency
- Students below grade level proficiency in reading will make aggressive growth toward proficiency in reading

Professional Learning Plan

Teachers' deeper understanding of Scarborough's Rope has resulted in more intentional and explicit implementation of learning for students in each of the strands and students knowing what they are learning, why they are learning it, and gaining confidence. In Spring Lake Park we support the implementation of strong Tier 1 structured literacy instruction for all students using our core curricular resources and through ongoing coaching of individual teachers, as well as continued learning in smaller groups and ongoing whole staff learning as needed to deepen and extend the learning and implementation. We use our dashboard and school metrics to review student learning data and walkthrough look-for data to assure continuous improvement.

Our professional learning and work in innovative and personalized learning centers on learners and creating experiences that make learning more equitable and relevant for each in terms of who they are, how they learn, and where they want to go. Each student has a learner profile that is inclusive of not only quantitative data, but also qualitative information that is co-created with learners to better understand their experiences, strengths, interests, and needs. Our learner maps for all document initial learning designs, in alignment with our cultural proficiency curriculum and instruction rubric, and those learning designs are then further personalized by teachers to reflect what they have learned about the students from the learner profiles.

Our professional learning and work toward a competency-based learning system emphasizes: rigorous, common expectations for learning; assessment as a meaningful, positive, and empowering learning experience that requires students to apply and transfer their learning; allows for innovative pathways of learning and varied pacing; empowers students to make important decisions about their learning experiences, including how they will create and apply knowledge and demonstrate their learning; and provides timely, differentiated support based on their individual learning needs.

Spring Lake Park Schools has:

- 22 staff members who have successfully completed the LETRS for Early Childhood professional learning, including educators, EC Special Education teachers, teacher leaders, administrators, and EC Learning and Innovation Coordinators
- 277 staff members who have successfully completed the CORE OL&LA professional learning, including all K-6 teachers, K-12 EL specialists, K-12 Academic Specialists, K-12 Special Education teachers, teacher leaders, administrators, and Learning and Innovation Coordinators
- A cohort of 18 secondary teachers and curriculum leaders completing CORE OL&LA Secondary in the summer of 2026; and we will provide this professional learning for any additional secondary teachers during the 2026-27 school year to be completed by June 30, 2027
- As new educators are hired, we will continue to ensure all required educators have completed this professional learning

Grades K-6 Core Reading Instruction and Curriculum Resources

The most important variable in student learning progress is high quality core instruction, built around high expectations and utilizing cumulative and comprehensive core resources that provide structure and rigor to allow each student to achieve the Spring Lake Park Competencies. We cannot intervene our way out of poor implementation of core practices. When we place students into targeted supports and interventions without strong core teaching practices in place, we are asking the students to recoup learning that they never received in the first place. Teachers must be the experts, informed by knowledge of research and formative data, and adapt the instructional choices to meet the needs of students.

There must be a coordinated and sustained focus on literacy throughout the learning each day. Literacy instruction should promote the learning, practice, and transfer of skills into the context of all content-areas. Literacy instruction occurs across content areas in the skills and strategies that are important and effective for the specific content (text structure, vocabulary, tables, graphs, etc).

Over the 2019-20 and 2020-21 school years, Spring Lake Park Schools completed resource reviews aligned to reading research for K-6 English Language Arts and K-6 Spanish Language Arts. Our core resources include explicit and systematic learning grounded in the critical components of reading and writing instruction.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
K-3	- Wit and Wisdom (Great Minds) - Foundations (Wilson Language) - Woodcrest Spanish Immersion: Arriba La Lectura (HMH)	- Knowledge Building - Foundational Skills - Comprehensive	2 hours language arts
Grades 4-6	- Wit and Wisdom (Great Minds) - Woodcrest and Westwood Spanish Immersion: Arriba La Lectura (HMH)	- Knowledge Building - Comprehensive	90 minutes language arts

Data-Based Decision Making for Literacy Interventions

In order to identify the students who need “more” and/or “different” instruction, in addition to high quality core, we universally screen students in reading. The process of universal screening results in more equitable and appropriate identification of students. It is important to review multiple data points for each student at multiple points in time, rather than relying on one assessment tool for all students at one point in time. Reviewing multiple data points is also part of ensuring that there is more than one opportunity for entry into and exit from “more” and “different” instruction to adapt for potentially changing student needs.

After universally screening all students, there will be a list of students identified who may require additional support. The next step is to collect diagnostic data to define the problem and identify the appropriate intervention starting point. Diagnostic assessments identify key skills a student needs to be successful on the current or next learning goal and provide information to adapt the instructional practices and intervention program to better meet the student’s individual needs (MnMTSS Framework, 2022).

Targeted interventions are provided for students requiring more than high quality core to achieve the learning. Interventions are in addition to and in alignment with core practices, not in place of core practices. Teachers providing interventions must be experts, informed by knowledge of research and formative data, to meet the needs of the students and accelerate the learning. It is essential to consider the needs of each student when determining the amount of time, frequency, and level of support for targeted interventions. While there is no formula to make these choices, there are specific variables that must be considered to make the best choice that is grounded first and foremost in student need.

Our Tier II, or *Targeted for Some*, describes an additional level of student support and interventions that are in place for identified students in addition to core instruction. *Targeted for Some* often includes more specific supports and interventions that are aligned to core instruction and provide a different approach to the learning that is personalized to student need. *Targeted for Some* within academic growth and development begins with a diagnostic assessment using our balanced assessment approach to identify specific skills gaps.

Our Tier III or *Individualized* describes our most intensive student support and services. Individualized support and services are often layered on top of core instruction and targeted support and interventions. Individualized support and interventions are tailored to the individual student in response to the needs that have been identified through our core and targeted supports and interventions. *Individualized* support may also include specialized instruction through special education, providing the intensive supports and services that are aligned to goals and objectives within a student’s Individualized Education Program.

The learning need diagnosed for each student is aligned and customized with the appropriate direct instruction and intervention to accelerate learning, using either a standard treatment protocol or a problem-solving approach. Ongoing, frequent formative student assessment is used to determine the reading component(s) for intervention: phonemic awareness, phonics, fluency, comprehension. Teachers use their knowledge of student learning when planning each next learning experience, drawing from the *CORE Teaching Reading Sourcebook, 3rd Edition*. Students are involved in setting goals to achieve learning. Students receive specific, descriptive feedback. Specific small group direct instruction interventions may include: Wilson Foundations/Geodes, Wilson Reading System, Wilson Just Words, DIBELS or Lectura interventions, HMH Arriba, REWARDS, assisted or repeated reading protocols.

We gather baseline data to reflect the current skill level of the learner, and that serves as a starting point for instruction. The purpose of collecting baseline data is to assess the effectiveness of the intervention by comparing student performance before and after the intervention has been implemented. After baseline data is collected, an appropriate goal for the student is determined. Goals can be based on percent accuracy, frequency, duration, or rate, and should be specific and measurable.

Progress monitoring must be administered frequently and be brief. By administering more frequent targeted skill progress monitoring measures, we can gather the ongoing learning and instruction feedback we need to make real-time adjustments to interventions to best support the student. Targeted skill progress monitoring is a valuable method for assessing a student’s proficiency in a single targeted skill. Targeted skill progress monitoring allows the teacher to assess students’ level of performance on one specific skill to help ensure mastery before moving to another; and enables the teacher to make instructional changes in a timely manner when students are not mastering the target skill.

Additionally, by administering less frequent general outcome progress monitoring measures, we can gather a more objective check on how the student is progressing and use it as a source of data to triangulate with our targeted skill progress monitoring measures. In general outcome progress monitoring, students are assessed repeatedly with a tool that is intended to predict overall performance in an area. General outcome progress monitoring allows teachers to monitor student progress over time using general predictors of success and identify students who are not making adequate progress and provide additional or alternative instruction in a timely manner.

Student progress toward the goal is reviewed through analysis of individual student data with normative data. We review growth norms that can be applied as one data source in determining sufficient or insufficient progress. We also consider research-based estimates of typical growth expected within a specific strategy or skill.

When students make insufficient progress, a team should consider modifying the intervention or selecting a different intervention that might include: implementing concentrated instruction that is focused on a small but targeted set of skills, adjusting the overall lesson pace and group size, and/or scheduling multiple and extended instructional sessions daily.

An intervention should be faded when the student’s rate of improvement on intervention will likely result in the student reaching age or state-approved grade-level standards, when progress is likely to be maintained when instructional supports are removed, and/or when the level of performance in repeated assessments of achievement falls within the child’s age or state-approved grade-level standards.

We utilize a Targeted Learner Map App as a common place to document and track interventions and intervention data for students who are receiving supplemental and intensive support. This Targeted Learner Map includes the skill being targeted during intervention, detailed information about the intervention being provided (inclusive of interventionist, intervention description, frequency and duration), and data (inclusive of baseline data, goal, and progress monitoring data).

Grades K-3 Reading Screeners

Spring Lake Park Schools screen K-3 students universally three times each year in reading and for dyslexia using mCLASS with DIBELS 8th Edition.

In 2025-26, our data indicates 56% of K-3 students in Spring Lake Park Schools are At or Above Benchmark in literacy based on end-of-year DIBELS mCLASS data, which is a 1% improvement compared to end of year data from 2024-25. At K-3 in 25-26, of the 44% of students who were not yet At Benchmark, 26% of them were making average or higher growth from fall-to-spring on DIBELS mCLASS, which is a 1% decrease in students below benchmark but an 8% decrease for them making average or higher growth compared to 24-25. Students identified as English Learners had stronger growth with 31% of those who were not yet At Benchmark making average or higher growth from fall-to-spring.

Grades K-3	Spring 2026 % of students at or above benchmark based on DIBELS mCLASS
Kindergarten	57%
Grade1	58%
Grade 2	58%
Grade 3	54%

In addition to mCLASS with DIBELS 8th Edition, Spring Lake Park Schools screen K-3 students at Woodcrest Spanish Immersion universally three times each year in reading using mCLASS Lectura, generating a bilingual literacy report for teachers and families. In 2025-26, our data indicates 74% of our K-3 Spanish Immersion students are At or Above Benchmark in literacy in Spanish based on end-of-year mCLASS Lectura data, which is 4% improvement compared to end of year data from 2024-25.

Grades K-3	Spring 2026 % of students at or above benchmark based on mCLASS Lectura
Kindergarten	88%
Grade1	62%
Grade 2	77%
Grade 3	70%

Grades 4-12 Reading Screeners

Spring Lake Park Schools administers the NWEA MAP Reading in English for all students in Grades 4-10. Capti ReadBasix is administered as a screener for students in Grades 4-12 who are not yet reading at grade level. In 2025-26 in Grades 4-10, 67% of students in Spring Lake Park Schools have Average or higher achievement on their fall NWEA MAP Reading (English), which is a 3% improvement compared to fall of 2024-25. At Grades 4-10 in 25-26, of the 33% of students who were not yet Average or higher achievement, 49% of them were making Average or higher growth from fall-to-fall on NWEA MAP Reading, which is 7% more students who were at benchmark and 3% more making average or higher growth compared to 24-25. Students identified as English Learners had even stronger growth with 60% of those who were not yet at Average or higher achievement making average or higher growth from fall-to-fall. Additionally, students who are receiving Special Education services and were not yet at Average or higher achievement also had stronger fall-to-fall growth (53%).

Grades 4-10	Fall 2025 % of students reading at grade level based on NWEA MAP Reading
Grade 4	62%
Grade 5	62%
Grade 6	61%
Grade 7	68%
Grade 8	71%
Grade 9	73%
Grade 10	75%

Parent Notification and Involvement

Families are involved in literacy in a variety of ways. Spring Lake Park Schools hold family engagement nights, conferences, and other school events. It is critical to involve students and families as partners in the assessment, learning and intervention process. This includes communicating with students and families frequently and in differentiated ways, including in-person meetings, digital messaging, phone calls, point in time reporting and assessment documents, and viewing of student learning and work in Schoology and Seesaw. Family communication includes where students are at in their learning, what the student can do and what are some specific next actions, as well as asking students and families for feedback about how well the information aligns to what they see and hear at home.

Families receive notification of student progress at end of trimester reporting periods. K-3 families also receive the mClass DIBELS and Lectura reports following universal screening. At the point where instructional staff have gathered and interpreted the data, a conversation with the family about the need for “more” and “different” instruction is recommended. In this conversation, the teacher should clearly identify the level at which the student is expected to perform and the current level of performance demonstrated by the student. The universal screening data and other gathered data is shared with families. This is also an opportune time to gather information from the student and family that may further validate the implementation of an intervention or provide additional knowledge that further informs problem-solving (MDE SLD Manual).

During the conversation with the student and family, our goal is not to compare a student to others, but to understand the student as an individual and their progress towards outcomes/learning progressions/competencies with the recognition students are “jagged” and have different areas of strength and areas for improvement. Trying to assign one number or percent to a student does not appropriately summarize their “jaggedness.” We aim to have assessments and interventions that offer hope and support to students, families, and teachers in identifying assets, not just student needs.