



# Local Literacy Plan

Jackie Otway, Jody Geissler, Brenda Spartz, Jen Larva

## OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

## OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

## OUR CORE VALUES

### Learning



Developing a love of learning through life-long inquiry.

### Excellence



Having high standards for all through accountability, integrity and authenticity.

### Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

### Collaboration



Working in partnership with staff, families, students and community.

### Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

# Our Literacy Goal

---

**Duluth Public School will make incremental progress towards the READ Act goal of every MN child reading at or above grade level every year beginning in Kindergarten as measured by leveled indicators (FastBridge, MCAs, DRDP, Graduation rates).**

- Comprehensive LETRS Training for over 300 teachers
- Adoption of Phonics and Morphology programs for K-5
- Established a K-5 Literacy Framework
- Expanded universal screening to 10th grade
- Engaged in analysis of 2020 K-12 MN ELA standards and their alignment with our resources
- Timely guardian notification of student literacy progress three times per year

## Reading Data and Local Literacy Plan Submissions

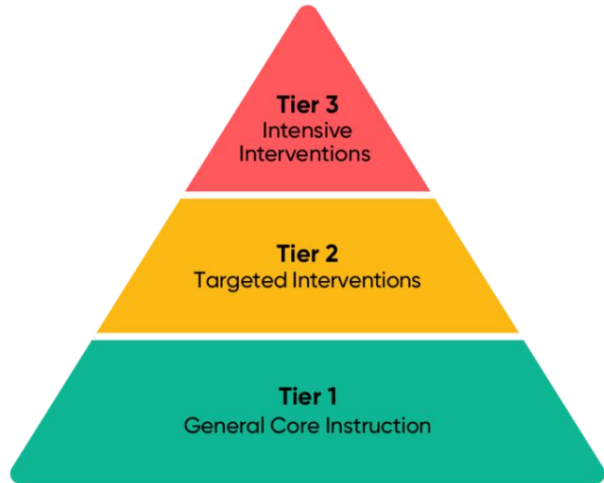
Minnesota districts and charter schools are required to annually submit to MDE a local literacy plan and data on student performance in kindergarten, grade 1, 2, and 3 on foundational reading skills including phonemic awareness, phonics, decoding, fluency and oral language; students who demonstrate characteristics of dyslexia; and students in grades 4 to 12 who are identified as not reading at grade level. [Minn. Stat. 120B.12, subd. 4a \(2023\)](#).

# Screening to Support Student Growth

Grade	Fall	Winter	Spring
Kindergarten	<b>FASTtrack earlyReading:</b> <i>Onset Sounds, Letter Names, Letter Sounds, Concepts of Print, Word Segmenting- (Required by MDE but not part of composite score)</i>	<b>FASTtrack earlyReading:</b> <i>Letter Names, Letter Sounds, Onset Sounds, Word Segmenting Nonsense Words (Whole Word Scoring)</i>	<b>FASTtrack earlyReading:</b> <i>Letter Names, Letter Sounds, Word Segmenting, Nonsense Words (Whole Word Scoring), Sight Words</i>
Grade 1	<b>FASTtrack earlyReading:</b> <i>Word Segmenting, Nonsense Words (Whole Word Scoring), Sight Words - 150, Sentence Reading</i>	<b>FASTtrack earlyReading:</b> <i>Word Segmenting, Nonsense Words (Whole Word Scoring), Sight Words - 150, CBM Reading</i>	<b>FASTtrack earlyReading:</b> <i>Word Segmenting, Nonsense Words (Whole Word Scoring), Sight Words - 150, CBM Reading</i>
Grades 2 & 3	<b>FASTtrack Reading:</b> <i>aReading, CBM Reading, Nonsense Words*</i>	<b>FASTtrack Reading:</b> <i>aReading, CBM Reading, Nonsense Words*</i>	<b>FASTtrack Reading:</b> <i>aReading, CBM Reading, Nonsense Words*</i>
Grades 4-12	<b>FASTtrack Reading:</b> <i>aReading AUTOREading</i>	<b>FASTtrack Reading:</b> <i>aReading AUTOREading</i>	<b>FASTtrack Reading:</b> <i>aReading AUTOREading</i>

# MTSS and Literacy Interventions

---



When a student struggles with developing essential literacy skills, data is collected to determine what level of intervention is needed.

- **Tier 2 Intervention:** Using FastBridge screening data, students identified as “high risk” for not reading at grade level by the end of the school year are considered. Tier 2 interventions last 6-8 weeks. Students participate in progress monitoring weekly.
- **Tier 3 Intervention:** Students who engage in multiple rounds of Tier 2 intervention without progress undergo additional diagnostic assessments to identify specific skills to target in Tier 3 intervention.

The READ Act requires the district to screen students who are not reading at grade level in grades 4-12 for characteristics of dyslexia using Capti ReadBasix. This will be implemented in the 25-26 school year.

# Curricular & Intervention Resources

	Tier 1
<b>Kindergarten - 2nd grade</b>  <b>120 minutes</b>	Heggerty - <i>Foundational Skills</i> UFLI - <i>Foundational Skills</i> McGraw Hill Wonders - <i>Comprehensive</i>
<b>3rd - 5th grade</b>  <b>90 minutes</b>	Functional Morphology - <i>Foundational Skills</i> McGraw Hill Wonders - <i>Comprehensive</i>
<b>6th - 12th grade</b>  <b>49 minutes</b>	24-25: Locally developed standards-based text selections (short stories, novels, poems) and locally developed standards-based writing projects - <i>Comprehensive</i>  25-26: Savvas MyPerspective in grades 6-8 and McGraw Hill StudySync in grades 9-11. Both resources are comprehensive.

Tier 2 and 3 Resources
Heggerty PRESS UFLI IXL Functional Phonics ReadWorks Reading A-Z Ampact AmeriCorps Reading Corp

*Tier 2 and 3 resources listed above are not used at every grade level; reading interventionists utilize the appropriate resource based on student ability and support needs.*

# Professional Development



## Phase 1 Educators

- PreK Classroom Teachers, including ECSE
- K–3 Classroom Teachers
- K-12 Teachers licensed to teach English to multilingual learners
- K–12 Reading Intervention Teachers
- K–12 Special Education Teachers responsible for reading instruction
- Pre-K to grade five Curriculum Directors
- Employees who select literacy instructional materials for grades PreK–5
- 4-6 Classroom Teachers *may be included if district literacy data indicates the need for foundational reading skill instruction*

## Phase 2 Educators

- Grades 4-12 Classroom Teachers responsible for reading instruction
- Teachers who provide reading instruction in a state-approved alternative program
- Grades 6-12 Curriculum Directors
- Employees who select literacy materials for Grades 6-12
- **Paraprofessionals who support literacy instruction are also included and will begin training in SY25-26**

**273**

**Teachers and administrators completed LETRS or LETRS for Early Childhood in June 2025**

**52%**

**of Duluth Teachers will be trained in LETRS by July 1st, 2026**

# Literacy Aid Funds

---

## **READ Act Literacy Aid (formerly Curriculum Reimbursement Aid) = \$349,754.58**

- One time appropriation for FY25 but may be reserved and used in future fiscal years

## **Literacy Incentive Aid = \$395,100.69**

- Ongoing funding with reserve balance for unspent funds
- Eligible uses include
  - MDE approved READ Act Professional Development (LETRS)
  - Professional development on utilizing FastBridge for screening
  - Employing a District Literacy Lead and/or reading intervention specialist
  - Cost of substitute teachers completing literacy training
- Updates to FY25 Literacy Incentive Aid funding posted on [MDE website](#)

## **READ Act Teacher Compensation for Professional Development = \$315,777.42**

- One time appropriation for FY25 but can be reserved and used in future years
- All expenses must be included in an MOU between the district and exclusive representative of the teachers
- Main uses include stipends, hourly wages, and cost of substitute teachers





## Questions?

---

- Any questions?
- Comments?
- Concerns?
- Feedback?

**READ Act:** The Minnesota Reading to Ensure Academic Development Act, signed into law by Governor Tim Walz on May 24th, 2023.

**FastBridge:** a software system by Illuminate Education that helps teachers monitor and measure student growth in reading

**Universal Screening:** brief assessments that are valid and reliable and demonstrate diagnostic accuracy administered 2-3 times per year for predicting which students will have problems learning

**Progress Monitoring:** assessment of a student's performance to quantify the students rate of improvement or responsiveness to an intervention and to evaluate the effectiveness of the intervention.

**MTSS:** a prevention framework that allows for early identification of learning challenges and addresses each individual student's academic needs within intervention tiers that vary in intensity.

**Tier 1:** Delivery of high quality core instruction that meets the needs of most students in the class

**Tier 2:** Research-based intervention(s) of moderate intensity to address the learning or behavioral challenges of most at risk students provided in addition to the daily core instruction.

**Tier 3:** Individualized intervention(s) of increased intensity for students who show minimal response to Tier 2 interventions.

**LETRS:** Language Essentials for Teachers of Reading and Spelling by Lexia, an approved MN READ Act-funded professional development program on the science of reading

**UFLI Foundations:** A research-based systematic phonics program published by the University of Florida Literacy Institute

**Foundational Skills:** The essential building blocks for becoming a proficient reader. They include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Phonemic Awareness:** Understanding words are made up of individual sounds (phonemes)

**Phonics:** Connecting letters to sounds, allowing readers to decode words

**Fluency:** Referring to reading accurately and at an appropriate pace, with expression