

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Grand Rapids Public School District (0318-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Grand Rapids Public School District (0318-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Grand Rapids Public School District (0318-01)'s literacy goal(s) for the 2024-25 school year:

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade K, will increase from 69.7% in Spring 2024 to 75% in Spring 2025. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade 1 will increase from 66.9% in Spring 2024 to 75% in Spring 2025. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 2 will increase from 62.1% in Spring 2024 to 70% in Spring 2025. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 3 will increase from 60.9% in Spring 2024 to 70% in Spring 2025. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading areading assessments grade 2 will increase from 70% in Spring 2024 to 75% in Spring 2025. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading areading assessments grade 3 will increase from 60.2% in Spring 2023 to 65% in Spring 2024. The percentage of students enrolled in Grand Rapids Area Schools who show grade-level proficiency Reading MCA tests grade 3 will increase from 50.5% in 2025 to 60% in 2026, with no student group (FRP, American Indian, Special Education) below 85, by 2026. (*Data based on preliminary MCA results.) Preliminary data for subgroups not available at the time of reporting. ISD 318 state and local assessments gauge rigorous understanding of the MN Academic standards, however, we will not be constrained by their set standards of proficiency. We will challenge our students at all ability levels before, during, and after evidence of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high-quality Tier 1 core instruction and intervention supported by evidence-based Tier 2 and 3 interventions. Classroom and tiered instruction are driven by frequent analysis of the data from these assessments and progress-monitoring. Using triangulated assessment data, students receive interventions using a tiered continuum of intensified support through our district's Multi-tiered Systems of Support (MTSS). Our MTSS and building-level Data Action Response and Review Teams (DARRT) help ensure all students make growth, all students receive the interventions they need and follow the problem-solving process with fidelity.

The following was implemented or changed to make progress towards the goal(s):

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We revised our intervention schedule to ensure that more students had uninterrupted access to core instruction. We reviewed IEP goals ensuring that students received intervention services if reading was NOT their area of disability. These students would have core instruction and then an intervention block (special education, GATE, Tier 2). We continued MTSS efforts, reviewing student data every 6 weeks determining intervention rate of improvement, adjusting a student's interventions as necessary. If students progressed, the intervention may have been continued or discontinued. If the target progress was not made, an additional intervention was added or the intervention was modified. Additionally, we adopted Wit & Wisdom for grades K-8. Our work with Wit & Wisdom has increased student engagement, rigor, and evidence-based practices in all classrooms. Walkthrough tools were also created and principals were trained on look fors. After a series of walkthroughs, principals met with the District Literacy Lead (DLL) to debrief the data to work on next steps. We also worked on increased parent communication, creating a guiding document for teachers on school to home communication. Teachers were provided ideas for increasing family engagement. Universal screening data is sent home 3x a year after each screening window; parents of students who qualify for Tier 2 interventions receive a phone call about the intervention plan. Fidelity checks were also implemented across K-2 Orton Gillingham classrooms. Forms were created, principals received training on look-fors, and they conducted regular walkthroughs. This data was reviewed and instruction was adjusted as necessary, based on the fidelity checks and screening data.

The following describes how Grand Rapids Public School District (0318-01)'s current student performance differs from the literacy goal detailed in the READ Act:

During the 2024-25 school year, we saw growth in many areas. In Kindergarten, 73% of our students showed grade-level proficiency in the Spring of 2025 compared to 69.7% in the Spring of 2024. In Grade 1, 66% of our students showed grade-level proficiency in reading in the Spring of 2025, which is down .9% from last year. In Grade 2, 64% of students showed grade-level proficiency on CBM assessments in the Spring of 2025, compared to 62.1% last year. In addition, these same students showed 62% grade-level proficiency in Fastbridge areading assessments, compared to 70% last year. In Grade 3, students went from 60.9% in the Spring of 2024 to 52% proficiency in the Spring of 2025 in the CBM assessments. Comparatively, on STAR reading, these students increased from 60.2% proficiency in the Spring of 2024 to 61.3% in the Spring of 2025. This year saw many changes for our district. First, we changed to grade-level buildings for our two largest elementary schools. We now have a K-2 and a 3-5 building. While this may not seem like a major change, this change was new for all stakeholders. Additionally, we are in year 1 of implementing Wit & Wisdom, which was also a major shift for students and teachers.

Grand Rapids Public School District (0318-01)'s literacy goal(s) for the 2025-26 school year:

Local Literacy Plan for Grand Rapids Public School District (0318-01)

The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade K, will increase from 73% in Spring 2025 to 77% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade 1 will increase from 66% in Spring 2025 to 71% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 2 will increase from 64% in Spring 2025 to 70% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 3 will increase from 52% in Spring 2025 to 60% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge areading assessments grade 2 will increase from 62% in Spring 2025 to 70% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 3 will increase from 61.3% in Spring 2025 to 65% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 4 will increase from 61.4% in Spring 2025 to 65% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 5 will increase from 63.4% in Spring 2025 to 67% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 6 will increase from 50.3% in Spring 2025 to 55% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 7 will increase from 40.1% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 8 will increase from 46% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 9 will increase from 44.7% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 10 will increase from 27.3% in Spring 2025 to 30% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 11 will increase from 48.4% in Spring 2025 to 50% in Spring 2026. We do not have any baseline date for grade 12 for Spring of 2024. However, the percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 12 will be 50%. The percentage of students enrolled in Grand Rapids Area Schools who show grade-level proficiency Reading MCA tests grade 3 will increase from 58.1% in 2025 to 65% in 2026, with no student group (FRP, American Indian, Special Education) below 85, by 2026. (*Data based on preliminary MCA results.) Preliminary data for subgroups not available at the time of reporting. We will continue to challenge our students at all ability levels before, during, and after evidence of proficiency. Students will be supported to make growth based on grade level expectations and individual goals through high-quality Tier 1 core instruction and intervention supported by evidence-based Tier 2 and 3 interventions.

Grand Rapids Public School District (0318-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd318.org/cms/lib/MN50000512/Centricity/Domain/269/2024%20Local%20Literacy%20Plan.pdf>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Grand Rapids Public School District (0318-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	Below 20th Percentile, used Quick Phonics Screener to create Tier 2 & 3 intervention groups
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	Below 20th Percentile, used Quick Phonics Screener to create Tier 2 & 3 intervention groups
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	Below 20th Percentile, used Quick Phonics Screener to create Tier 2 & 3 intervention groups
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	Bel

Continuous Improvement for Screening Tools Used in Grades K-3

Grand Rapids Public School District (0318-01) will be utilizing the following screening tool(s) in 2025-26:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grand Rapids Public School District (0318-01) will make the following changes to screening tools or criteria in grades K-3 in the 2025-26 school year:

During the 2025-26 school year, Grand Rapids Area Schools will review the Minnesota Department of Education's most recent guidance on benchmark scores for K-3 literacy screening and determine whether adjustments to current practices are needed. This includes a thorough evaluation of whether to continue using the vendor-provided cut scores or shift to align with the state's recommended benchmark levels. At present, Grand Rapids Area Schools continues to use the vendor cut scores as defined in the state-approved screening

tools. In addition to reviewing benchmark criteria, Grand Rapids Area Schools will analyze longitudinal student performance data to ensure that the current cut scores appropriately identify students at risk for reading difficulties, including characteristics of dyslexia. This review process will involve collaboration between district instructional leaders, reading interventionists, and assessment coordinators to assess both the effectiveness and equity of the current screening thresholds. Furthermore, the district is exploring opportunities to strengthen professional development for K-3 staff around interpreting screening data and implementing follow-up interventions. As part of this work, the district will provide guidance on how to interpret both vendor and state benchmark data and will consider whether adjustments in criteria would improve early identification and support for all students, especially those in historically underserved populations. Grand Rapids Area Schools is committed to ensuring screening tools and criteria are responsive, evidence-based, and aligned with both state expectations and student needs.

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Grand Rapids Public School District (0318-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	224	122	225	121	230	168
Grade 1	249	133	246	129	252	165
Grade 2	243	123	242	128	244	155
Grade 3	265	154	264	150	268	140

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Grand Rapids Public School District (0318-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grand Rapids Public School District (0318-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using district set benchmarks (define below)

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Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	230	24
Grade 1	252	43
Grade 2	244	37
Grade 3	268	38

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Grand Rapids Public School District (0318-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

At this time, the district will continue to follow the established MTSS handbook and district-wide processes for dyslexia screening in grades K-3 during the 2025-26 school year. Our current approach aligns with state requirements and best practices for early identification and intervention. The district remains committed to identifying students who may be at risk for characteristics of dyslexia and ensuring they receive appropriate, timely support. In addition to continuing our current procedures, the district will also follow all updated guidance provided by the Minnesota Department of Education (MDE). Any revisions or changes issued by the state regarding K-3 dyslexia screening will be reviewed by district leadership and incorporated into local procedures as appropriate. This includes the use of approved screeners, timelines for administration, and protocols for parent notification and follow-up intervention. The district will also monitor emerging research and best practices related to dyslexia screening and instruction, and evaluate opportunities for ongoing professional development for teachers and support staff. If any adjustments to our practices are required based on new MDE mandates or district-level data analysis, they will be communicated clearly to all stakeholders and implemented in a timely, systematic manner. Our commitment remains focused on ensuring that all K-3

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
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students are supported with high-quality literacy instruction and screening tools that align with the science of reading and provide equitable access to early intervention when needed.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Grand Rapids Public School District (0318-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	STAR Reading	STAR	40
Grade 5	STAR Reading	STAR	40
Grade 6	STAR Reading	STAR	40
Grade 7	STAR Reading	STAR	40
Grade 8	STAR Reading	STAR	40
Grade 9	STAR Reading	STAR	40
Grade 10	STAR Reading	STAR	40
Grade 11	STAR Reading	STAR	40
Grade 12	STAR Reading	STAR	40

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Grand Rapids Public School District (0318-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Grand Rapids Area Schools will determine which students in grades 4-12 are not reading at grade level by implementing a two-step screening process aligned with the state's 4+ dyslexia screening requirements. Step 1 of the process involves administering the STAR Reading assessment to all students in grades 4-12. This assessment, which will be given three times per year—in the fall, winter, and spring—is designed to provide norm-referenced data on reading proficiency. Classroom teachers will be responsible for administering the assessment, ensuring consistency across all grade levels and school sites. Students who score below the 50th percentile on the STAR Reading assessment will proceed to Step 2 of the screening process: the Capti ReadBasix

diagnostic assessment. This follow-up screener will provide more detailed information on students' foundational reading skills, including phonological awareness, decoding, vocabulary, and comprehension. The goal is to identify students who may need additional support or interventions, including those who may demonstrate characteristics of dyslexia. The district's full implementation plan for Step 2 is currently in development and will be finalized, approved, and adopted by Fall 2025. As part of this rollout, Grand Rapids Area Schools is committed to training staff not only in the technical administration of the assessments but also in how to interpret the results and apply them. The district also recognizes the importance of involving students and families by increasing understanding of the purpose and value of these assessments. Grand Rapids Area Schools aims to ensure every student has equitable access to high-quality literacy instruction and timely support.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Grand Rapids Public School District (0318-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Grand Rapids Public School District (0318-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student
- Other - describe (Required)
 - Phone call

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The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
 - Literacy Nights
 - Community Conversations

Continuous Improvement for Parent Notification

Grand Rapids Public School District (0318-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

For the 2025-26 school year, Grand Rapids Area Schools will create a universal letter for schools to send home to all families. This letter will be sent home before the fall assessment window. Additionally, since the 4+ screening is new, a letter will be sent home detailing the changes, how these changes will impact students in grades 4-12, and what that will look like. We will continue our efforts to increase communication with families. We are committed to this partnership. Last year, we had our inaugural literacy nights, which were wonderful opportunities for families and the community to come in and review what we are doing, to ask questions, and to see what students are doing in the classroom. This will continue in the 25-26 school year. In addition, we will be adding community conversation sessions through our community education department where we offer sessions monthly to families and community members. For example, one of our sessions in October will focus on the science of reading while another focuses on assessments and what they are and why they are important. We are hoping, through our outreach, that more families and community members will understand more about the educational process and become more engaged. Parent communication research shows that involving parents in the educational process has a positive effect on student achievement. Grand Rapids Area Schools believes pursuing effective parent involvement strategies will contribute to impro

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Grand Rapids Public School District (0318-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Grand Rapids Area Schools ensures that all students "regardless of achievement level" have access to a layered continuum of supports through a strong Multi-Tiered System of Supports (MTSS) framework. This system provides equitable academic, behavioral, and social-emotional support that is developmentally appropriate, culturally and linguistically responsive, and aligned to student need. The MTSS framework includes universal (Tier I), targeted (Tier II), and intensive (Tier III) supports. Each level of support is grounded in scientific, evidence-based practices and increases in intensity based on the student's needs. Tier I instruction includes a guaranteed and viable curriculum delivered to all students, including students receiving special education services or those needing enrichment. Instruction is grounded in evidence-based core programs aligned to Minnesota state standards and implemented through the district's Teaching and Learning Model. Key Tier I academic programs include: Wit & Wisdom (K-8) " A comprehensive, knowledge-building curriculum. UFLI (K-3, beginning Fall 2025) " An explicit, systematic phonics program rooted in the Science of Reading. Core SEL curriculum " Embedded in classroom routines and aligned to districtwide SEL goals. Expectations at Tier I are that 85%-95% of students are making adequate progress and meeting grade-level standards. Instruction is supported through consistent visual routines, a positive classroom environment, and regular formative and summative assessments. Universal screening is conducted three times per year (Fall, Winter, and Spring) to ensure early identification of academic and SEL needs. These tools include: Reading and Math: K-3 FastBridge, Grades 3-12 STAR assessments SEL: K-12 SAEBRS via FastBridge (K-5 Teacher SAEBRS, 2-12 Student mySAEBRS) Benchmarking data is analyzed alongside classroom performance to identify trends in student learning. In weekly professional learning community (PLC) meetings, staff collaboratively review assessment data and address the four critical questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? This structured process ensures that students in need of intervention (Tier II) or enrichment (beyond Tier I) are appropriately identified and supported. For students not making adequate progress, targeted interventions (Tier II) are implemented in addition to core instruction. These interventions are selected based on diagnostic data and tailored to specific skill deficits. For students needing more intensive and individualized support, Tier III interventions are layered in with increased frequency and duration. Instruction is aligned with evidence-based practices and progress is monitored every 6-8 weeks to ensure effectiveness. Grand Rapids Area Schools continues to invest in staff training and collaboration time to support implementation of the MTSS framework and build data literacy across the district. Teachers and specialists are trained to interpret benchmark, diagnostic, and progress monitoring data, ensuring that interventions are matched to student needs. The

district fosters a data-driven culture where decisions are rooted in evidence and focused on student growth. Through this structured and responsive system, we ensure that instruction and intervention are effectively matched to student need

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

GRAS is committed to ensuring high-quality Tier I instruction that meets the academic and social-emotional needs of all students. Our expectations are that 85%–95% of students are making adequate progress and are meeting grade-level standards across all core content areas. To achieve this, the district uses a structured, data-driven approach to both monitor the fidelity of Tier I implementation and ensure differentiated instruction is occurring in every classroom. Tier I instruction in GRAS is grounded in scientific, evidence-based core programs aligned to Minnesota state standards. Fidelity of implementation is monitored through a variety of processes designed to support, not evaluate, instructional staff. For K–2 foundational reading skills, fidelity checks are conducted through short, regular walkthroughs during foundational skills lessons. These walkthroughs have previously focused on Orton-Gillingham practices. However, starting in Fall 2025, we will transition to using UFLI (University of Florida Literacy Institute) for K–3 phonics instruction. This change is based on data trends showing plateaued progress with Orton-Gillingham and research-based evidence supporting UFLI's structured, streamlined, and more time-efficient approach to foundational literacy instruction. Principals are trained in how to conduct walkthroughs and use a consistent process to collect implementation data. Following walkthroughs, building leaders meet with the District Literacy Lead (DLL) to evaluate data, identify trends, and adjust professional learning or supports as needed. All fidelity monitoring is framed as systems-level feedback and is not used for teacher evaluation. These routines are also used in K–8 Wit & Wisdom classrooms to monitor implementation. The DLL supports this process by conducting classroom visits, conferring with teachers, and providing coaching on pacing, lesson delivery, and evidence-based instructional strategies. Universal screening and benchmarking are conducted three times per year (Fall, Winter, Spring) for all students in reading, math, and SEL. Tools used include: FastBridge (K–3) for reading and math STAR (Grades 3–12) for reading and math SAEBRS and mySAEBRS (K–12) for social-emotional learning This data is analyzed during weekly early-out meetings, where teachers collaborate to examine student progress and respond to learning needs. Common formative and summative assessments provide additional layers of information to ensure a full picture of student understanding. Differentiated instruction at Tier I ensures all students—those needing intervention and those requiring enrichment—receive instruction that is responsive to their readiness levels, interests, and learning profiles. Differentiation in ISD 318 involves adjusting content, process, and product to meet individual student needs while maintaining alignment with grade-level standards. Teachers use scaffolds, accommodations, and instructional grouping strategies to ensure all students can access rigorous content. Accommodations are used to change how students learn the material, not what they are expected to learn. Teachers are trained to monitor student engagement and remove barriers to learning as they arise. The district promotes a proactive approach to instruction where variance among learners is expected and addressed through flexible grouping, targeted supports, and culturally responsive teaching strategies.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Grand Rapids Area Schools follows a clearly defined Multi-Tiered System of Supports (MTSS) framework to identify students in need of Tier II and Tier III reading interventions. Entrance into these supports is based on multiple data points, including universal screening, progress monitoring, diagnostic assessments, and team-based decision-making processes. While the overall process is consistent districtwide, implementation and tools differ slightly across elementary and secondary levels. All students in Kâ€"12 participate in districtwide universal screening three times per year in reading: Kâ€"5 and Grade 6 (Bigfork) use FastBridge and Grades 6â€"12 use STAR Reading. Additional diagnostic assessments and progress monitoring tools are utilized as needed through eduCLIMBER and FastBridge. Students scoring below the 40th percentile on universal screeners are prioritized for Tier II or Tier III interventions. Students scoring at or below the 20th percentile meet the threshold for potential characteristics of dyslexia and require further diagnostic review. Students identified as at-risk through screening are reviewed in weekly or biweekly MTSS meetings. If concerns persist after 6â€"10 weeks of targeted intervention, students are brought to the DARRT (Data, Assessment, Review, and Response Team) for additional review. The DARRT team uses the MTSS flowchart to ensure that interventions match student needs and that family engagement is prioritized. If data suggests a student demonstrates characteristics of dyslexia, the school will notify families and begin collecting additional data to inform further support, in accordance with MDE guidance. Tier II interventions are designed for students who are struggling to meet grade-level expectations and require targeted small group or 1:1 academic support in addition to Tier I instruction. These interventions: Are provided by classroom teachers or interventionists, either in the classroom or in a pull-out setting. Focus on specific, identified skill gaps through scaffolded, evidence-based instructional strategies. Follow a standard treatment protocol for students above the 20th percentile and a diagnostic-driven protocol for students below the 20th percentile or those not responding to initial intervention. Include weekly progress monitoring using appropriate tools (FastBridge, STAR, etc.). Are evaluated for fidelity every 6â€"8 weeks by the MTSS Coordinator, especially for non-licensed staff delivering interventions. Expect that 80% of students in Tier II will make accelerated growth toward proficiency. Tier III interventions are reserved for students demonstrating significant skill deficits or who have not responded to Tier II supports. Criteria include: Persistent performance at or below the 10thâ€"15th percentile. Lack of progress over 6â€"10 weeks in Tier II, despite appropriate implementation and progress monitoring. Diagnostic assessments that show profound skill gaps in areas such as decoding, fluency, or comprehension. Tier III interventions: Are often delivered individually or in very small groups by highly trained staff. May involve a combination of academic and behavioral supports. Are reviewed more frequently (biweekly or monthly) to determine effectiveness and to adjust intensity. May lead to a referral for a special education evaluation if insufficient progress is observed. This structured, data-informed approach ensures that we provide timely and appropriate support

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below

If they are close to exiting, 1x per 2 wks.

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

If they are close to exiting, 1x per 2 wks.

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

As mentioned earlier, Grand Rapids Area Schools employs a comprehensive, data-driven K-12 progress monitoring protocol to ensure that all students receiving Tier 2 or Tier 3 reading interventions are closely tracked for growth, responsiveness, and instructional match. Progress monitoring is essential to inform decisions around whether to continue, intensify, fade, or exit intervention supports. Our district partners with Reading and Math Corps to provide targeted academic interventions at all elementary sites and at Robert J. Elkington Middle School (RJEMS). AmeriCorps (AC) tutors deliver daily, structured, research-based reading and math interventions in 1:1 or 1:2 settings. These tutors follow a strict fidelity model that includes: Weekly progress monitoring of each student's targeted skill. Monthly fidelity checks and data reviews led by the district MTSS Coordinator and coaching specialist. Additional monthly coaching conducted by the coaching specialist alone to review implementation quality, accuracy of progress monitoring, and student data trends. The interventions provided by Reading and Math Corps are aligned with national evidence-based protocols, and data is reviewed to determine if students are making expected gains. If not, instructional components may be adjusted (e.g., pacing, group size, intervention type), or students may be referred for additional support through MTSS/DARRT processes. Districtwide Progress Monitoring Protocols (K-12) Across the district, students receiving Tier 2 and Tier 3 supports are progress monitored using standardized tools with the following expectations: Tier 2: At least weekly using appropriate, validated tools (e.g., FastBridge CBM Reading, Nonsense Word Fluency, Oral Reading Fluency). Tier 3: May require more frequent monitoring (e.g., twice weekly) depending on the intensity and duration of the intervention. Responsibility: Whenever possible, the interventionist or tutor providing the instruction is also responsible for progress monitoring to ensure consistency and fidelity. Tools: K-5 (and Grade 6 in Bigfork): FastBridge is the primary progress monitoring tool for reading, administered through CBM-R, earlyReading, or aReading depending on student level. Grades 6-12: A combination of FastBridge, STAR Reading, and classroom-based progress measures is used. Secondary students may also have diagnostic assessments administered to pinpoint specific skill gaps for targeted support. Data Analysis: Progress monitoring data is reviewed during weekly MTSS/Intervention Team meetings or Wednesday early-out data review sessions. Data trends (e.g., 3-5 consecutive points above or below the aimline) are used to determine instructional response: If progress is strong, students may continue with current intervention or be considered for fade or exit. If progress is flat or declining, the intervention is intensified—this may include changes to duration, frequency, grouping, or instructional method. If no growth is evident after 6-10 weeks of high-fidelity implementation, students may be referred to Tier 3 or brought to the DARRT team for deeper evaluation. Fidelity Monitoring: In addition to Reading and Math Corps checks, district MTSS leadership conducts routine fidelity walkthroughs in Tier 2 and 3 instructional settings. Non-licensed intervention staff receive ongoing support and fidelity coaching to ensure interventions are being

delivered as designed. Documentation: A

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Grand Rapids Area Schools follows a systematic, data-driven approach to determine exit from Tier 2 and Tier 3 targeted reading interventions. Exit decisions are made in collaboration with classroom teachers,

interventionists, and MTSS/DARRT teams, using multiple data points including universal screeners, progress monitoring tools, and classroom-based assessments. The goal is to ensure that students who exit intervention are able to sustain grade-level performance with Tier I support. Exit from Tier 2 services

at the elementary level is based on both universal screening and progress monitoring data. Exit decisions are typically made during designated windows in the fall and spring. Fall Exit (September-January):

To qualify for early exit from Tier 2 reading interventions: Progress Monitoring: Students must have 5 consecutive data points above the seasonal goal line, demonstrating consistent growth over time. 1:

Students must meet or exceed the 40th percentile on WINTER benchmarks using earlyReading composite subtests (administered digitally or via paper/pencil). Grades 2-5: Students must meet or exceed the 40th

percentile on WINTER CBM Reading, math automaticity, and aReading/aMath (FastBridge) or STAR Reading assessments. Even after a student exits intervention in the fall, they are monitored closely through classroom assessments and informal data collection until the next universal screening window. This ensures continued

academic success and allows for re-entry into intervention if needed. Spring Exit (January-May): Spring is the

official exit point for most students. To be exited from Tier 2 services in the spring: Progress Monitoring: 5 consecutive data points must be above the goal line. 1: Must meet or exceed the 40th percentile on

SPRING earlyReading composite subtests. Grades 2-5: Must meet or exceed the 40th percentile on WINTER CBM Reading, math automaticity, and aReading/aMath or STAR assessments. Students exiting in the spring are

officially tagged for exit in reading, math, or both, depending on the domain(s) in which they have

demonstrated proficiency. This tagging ensures alignment with state reporting requirements and helps inform instructional planning for the following school year. Tier 3 Exit Criteria (Grades 6)

For students in Tier 3, who receive intensive, individualized support, exit criteria include: Demonstrated progress via weekly progress monitoring. Performance that consistently reaches or exceeds the 40th percentile on universal screening

measures. Classroom performance that reflects mastery of foundational skills and independent success with grade-level materials. A formal review and decision through the MTSS and/or DARRT team to confirm

readiness for transition to Tier 2 or full Tier 1 instruction with monitoring. Secondary Exit Criteria (Grades

7-12) At the secondary level, exit from Tier 2 or Tier 3 intervention is determined by a combination of: STAR Reading scores at or above the 40th percentile. Classroom performance demonstrating grade-level

comprehension, vocabulary, and written expression. Progress monitoring data showing adequate response to intervention. Teacher recommendation, based on independence with grade-level, complex texts and tasks.

Secondary students may also be evaluated for course grades, participation in class discussions, and success in content-area classes. Decisions are made collaboratively and student

Does Grand Rapids Public School District (0318-01) use personal learning plans for literacy:

No

Local Literacy Plan for Grand Rapids Public School District (0318-01)

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Grand Rapids Public School District (0318-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

In the 2025-26 school year, Grand Rapids Area Schools will implement several key changes to its data-based decision-making processes to improve instructional responsiveness, support student growth, and ensure equity across all tiers of instruction. These changes reflect both updates in assessment tools and leadership as well as a districtwide commitment to continuous improvement. A significant change will be our realignment of proficiency benchmarks in response to the newly released STAR national norms. These updated benchmarks provide a more accurate picture of how our students are performing in comparison to national peers. In response, we will adjust our expectations for student proficiency in reading and math to better identify students who may need additional support—ensuring that we do not inadvertently overlook students who are performing just below grade level but have potential risk factors. These updated benchmarks will be reflected in our universal screening data, intervention entry/exit criteria, and instructional planning. We will also enhance the use of data during MTSS meetings at the school level. While teams currently meet regularly to review universal screening, progress monitoring, and formative classroom data, next year's focus will include: More structured protocols to analyze multiple data points (academic, behavioral, and SEL). Increased use of eduCLIMBER dashboards to make real-time decisions. Clear documentation of action steps aligned to students' instructional needs. A refined system for monitoring the fidelity of interventions and the effectiveness of adjustments over time. We will welcome a new MTSS Coordinator in 2025-26. This change in leadership presents an opportunity to revisit and refine district processes for data-based decision-making. This role will be pivotal in ensuring that each school's MTSS practices are aligned with district goals and that educators are supported in interpreting and using data to adjust instruction appropriately. We will continue to follow all guidance and expectations set forth by MDE, especially in relation to identifying students with characteristics of dyslexia and implementing the 2-step dyslexia screening process. This includes timely analysis of benchmark data, the use of diagnostic assessments when necessary, and ensuring appropriate communication with families. We will refine our processes for tracking student progress over time, including students who exit from interventions. For students who are exited from Tier 2 or Tier 3 services, classroom teachers and interventionists will collaborate to monitor ongoing performance and determine whether supports need to be reintroduced. Our early-out Wednesdays will be leveraged more strategically for data team meetings. Staff will use these dedicated times to: Review progress toward SMART goals. Monitor response to intervention (RTI). Align student data with the district's Strategic Directions and School Improvement Plans. These changes to data-based decision-making processes will ensure more timely, accurate, and responsive support for students

across our district. With the support of new leadership, updated benchmarks, and clear procedures, our district is well-positioned to strengthen our MTSS framework and accelerate student outcomes.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Grand Rapids Public School District (0318-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Grand Rapids Public School District (0318-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Grand Rapids Public School District (0318-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

For the 2025-26 school year, several key changes will be implemented to strengthen the district's Multi-Tiered System of Supports (MTSS) and improve instructional alignment, access to core instruction, and intervention effectiveness. One of the most significant changes is a revision to the intervention schedule to ensure students continue receiving Tier 1 core literacy and math instruction. This revision guarantees that interventions will no longer occur during the instructional block for the same content area, preserving access to grade-level content while addressing targeted needs. In our 3-5 elementary school, school procedures for transitions have been reviewed, and some interventionists have relocated to classrooms that are physically closer to general education settings, improving collaboration and student accessibility. Learning environments have also been made more conducive to small-group instruction. We are also adjusting our norms around interventions, including expectations for frequency, progress monitoring, and fidelity. A new MTSS Coordinator will join our team and may bring additional strategies and systems to refine and strengthen our framework. Our districtwide MTSS focus will broaden to include math, supported by the work of the K-12 math committee. In alignment with MDE guidance, we will implement the 4+ dyslexia screening process using the Capti ReadBasix assessment and develop procedures to support this screening. All K-3 teachers, administrators, interventionists, and special education teachers will receive training in UFLI. Additionally, 6-12 teachers will focus on evidence-based instructional practices grounded in Anita Archer's work to support core Tier 1 instruction.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Grand Rapids Public School District (0318-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60
	· Orton Gillingham	Foundational	30
Grade 1	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60
	· Orton Gillingham	Foundational	30
Grade 2	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60
	· Orton Gillingham	Foundational	30
Grade 3	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60
	· Bridge to Read, UFLI, & Orton Gillingham	Foundational	30
Grade 4	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60
Grade 5	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60

Continuous Improvement for Core Reading Instruction and Curricula

Grand Rapids Public School District (0318-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

In the 2025â€26 school year, our district will implement UFLI Foundations (University of Florida Literacy Institute) as the core Tier 1 foundational skills curriculum for all students in grades Kâ€3. This marks an exciting shift toward a more cohesive, research-based approach to early literacy instruction. UFLI is grounded in the science of reading and provides explicit, systematic, and engaging instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This transition will ensure that all students in the early grades receive high-quality, consistent instruction aligned to best practices and the latest literacy research. To

support this shift, all general education teachers in grades K–3 will be trained in UFLI Foundations and will begin daily implementation in their classrooms beginning in the fall of 2025. In addition to Tier 1 instruction, all interventionists and special education teachers will also begin using UFLI materials to provide targeted support for students who need additional instruction. This alignment ensures that students across all tiers of instruction are receiving coherent, evidence-based literacy instruction with common language, routines, and strategies. Professional development and coaching will be available throughout the 2025–26 school year to support successful implementation. Our goal is to build strong foundational reading skills for all students and ensure that every child is on the path to reading proficiency by the end of third grade. We look forward to partnering with our educators and families as we make this important and strategic shift to support every learner's success.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Grand Rapids Public School District (0318-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Orton Gillingham	Orton Gillingham
Grade 1	Orton Gillingham	Orton Gillingham
Grade 2	Orton Gillingham	Orton Gillingham
Grade 3	Orton Gillingham	Orton Gillingham
Grade 4	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 5	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 6	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 7	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 8	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 9	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 10	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 11	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions
Grade 12	Diagnostic Assessment, QPS and select research based interventions	Diagnostic Assessment, QPS and select research based interventions

Continuous Improvement for Reading Interventions

Grand Rapids Public School District (0318-01) will make the following changes to reading interventions for the 2025-26 school

For the 2025â€"26 school year, Grand Rapids Area Schools will continue using its current processes and protocols for reading int

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Grand Rapids Public School District (0318-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

At this time, Grand Rapids Area Schools does not have any Phase 1 teachers who failed to meet the 80% proficiency level for the CAREIALL training. All educators who completed the training in 2024-25 met or exceeded the vendor's expectations. However, we anticipate that some newly hired teachers will begin their training in the 2025-26 school year, and we are proactively preparing a support system to assist anyone who may not meet the 80% threshold on their first attempt. Our approach includes early identification and individualized support. If a teacher does not reach the vendor-recommended proficiency level, the District Literacy Lead will meet with the educator to review their results and identify areas of need. Based on that analysis, the teacher will be offered targeted support, such as 1:1 coaching, access to reteaching sessions, guided practice opportunities, or additional resources aligned to the training content. In collaboration with building administrators, we ensure that teachers have the time and professional development they need to succeed. Instructional coaches may model lessons, co-plan, or observe and provide feedback tailored to the specific skills addressed in the training. We are committed to ensuring every teacher is well-equipped to implement the Science of Reading with fidelity. Our system is designed to be responsive, supportive, and rooted in continuous improvement, so that all students benefit from high-quality, evidence-based literacy instruction.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity data is collected through ongoing, structured walkthroughs in K-2 classrooms focused on Orton-Gillingham foundational skills instruction and in 8 classrooms implementing Wit & Wisdom. Using detailed look-for tools and rubrics, school leaders and instructional coaches observe and document the use of explicit, systematic, evidence-based instruction across all five key literacy areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These fidelity tools are grounded in the Science of Reading and

Local Literacy Plan for Grand Rapids Public School District (0318-01)

include criteria specific to instructional delivery, student engagement, pacing, and alignment to grade-level expectations. For example, in Orton-Gillingham lessons, observers look for consistent routines, correct use of phonics drills, and active student practice with decoding and encoding. In Wit & Wisdom lessons, observers monitor text-based questioning, vocabulary routines, and explicit modeling of comprehension strategies. Walkthrough data is reviewed collaboratively by building principals and the District Literacy Lead. Trends and patterns are used to guide differentiated coaching cycles, refine professional development, and inform adjustments in instructional planning. Additionally, fidelity checks support communication between general education and intervention teams to ensure consistent Tier 1 implementation. This system of regular fidelity monitoring supports teacher growth and ensures that all students receive high-quality, evidence-based literacy instruction aligned to Minnesota standards and the Science of Reading. It also ensures a continuous improvement cycle focused on student achievement and instructional excellence.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The district implements coaching support and feedback through a comprehensive system grounded in walkthrough data, fidelity checks, and one-on-one teacher check-ins. Instructional leaders regularly analyze trends from this data to provide targeted, actionable feedback aligned with the science of reading. This approach ensures that all elementary teachers are supported in delivering explicit, systematic, and evidence-based instruction in the five key areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coaching cycles are structured, intentional, and reflect best practices. They include in-class observations followed by reflective debriefs. These cycles allow instructional leaders to model lessons when needed, provide just-in-time support, and offer differentiated guidance based on each teacher's needs. Fidelity checks are used not as compliance measures but as tools to inform coaching and professional growth. This data-driven approach supports consistency across classrooms while honoring each teacher's professional learning journey. By integrating planning support, instructional modeling, and real-time feedback, the district ensures that all students receive high-quality, research-based literacy instruction. The ultimate goal is to build long-term teacher capacity, increase instructional alignment, and accelerate student outcomes. This responsive coaching model creates a strong system of support that reinforces the district's commitment to equitable, evidence-based literacy instruction for every elementary student.

The following changes in instructional practices have impacted students :

Instructional, evidence-based practices have significantly improved across all K grade levels and schools, with the most dramatic gains in student writing. Students now write daily across content areas, and teachers report that the quality of writing is higher than they have ever seen. Writing samples are proudly displayed throughout school hallways to celebrate student voice and progress. One local district reviewed writing from our 5th grade students and noted that their own 8th grade students were not performing at the same level an indicator of how much our writing instruction has advanced. In addition to writing, students are

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reading complex, grade-level texts and participating in rich, academic discussions. Socratic Seminars and other structured conversations have become common practice, with students actively engaged and taking greater ownership of their learning. Equity sticks and similar tools are used to ensure all students contribute, lifting diverse voices and creating inclusive learning spaces. Instructional routines have become more consistent and aligned across schools and grade levels, leading to more equitable learning experiences for all students.

Teachers are focused on protecting instructional time and delivering high-quality, standards-based instruction.

Early results show a positive impact—preliminary MCA data and STAR assessment scores have improved in most areas. Parent and student surveys reflect higher engagement and satisfaction. Overall, students are thriving academically and socially, and the district's intentional focus on evidence-based instruction, daily writing, and consistent routines is driving a powerful shift in both teaching and learning.

Grand Rapids Public School District (0318-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Grand Rapids Area Schools is committed to embedding culturally responsive practices into all aspects of teaching and learning, particularly literacy instruction. Our district has taken a comprehensive, multi-tiered approach to support educators in implementing culturally responsive literacy practices. As part of our curriculum adoption process, we now conduct a pre-adoption review to evaluate materials for cultural responsiveness and appropriateness. This approach was implemented with the selection of Wit & Wisdom for the 2024–2025 school year. A dedicated content review committee was formed to assess all English Language Arts materials through an equity-focused lens to ensure representation, inclusivity, and relevance for all students. To build leadership capacity, district and school leaders will participate in targeted professional development during the 2025–2026 school year focused on cultural awareness, equity, and implicit bias. This foundational training will equip leaders to model and guide culturally responsive practices within their buildings and later facilitate teacher learning. In partnership with the University of Minnesota Extension, we are utilizing the Intercultural Development Inventory (IDI) to assess our educators' current levels of intercultural competence. The baseline data will guide the development of individual and collective growth plans aimed at increasing cultural fluency. Additionally, our district is developing a shared definition of equitable education and cultural responsiveness. This will serve as the foundation for aligned professional development, curriculum design, and instructional practices that meet the diverse needs of all learners. Through this work, we aim to ensure that

Grand Rapids Public School District (0318-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation
 - Attended District Literacy Lead Community of Practice
 - Requested district support with implementation

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The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

In the 2025â€"26 school year, the district will offer professional development opportunities focused on strengthening literacy instruction and aligning to the strands of the English Language Arts (ELA) Standards: reading, writing, and exchanging ideas. These opportunities aim to deepen teacher knowledge, support high-quality instruction, and ensure effective implementation of research-based practices. One key initiative is the Wit & Wisdom writing training for all Kâ€"8 ELA teachers. This training emphasizes the three types of writingâ€"narrative, informative/explanatory, and opinion/argumentâ€"and instructional shifts that promote coherence, text-based evidence, and academic vocabulary. Teachers will learn how to integrate writing instruction into Wit & Wisdom lessons and how to use student models and rubrics to support writing development. This training directly supports the writing strand of the ELA Standards by equipping teachers to guide students through the writing process with increasing sophistication. All new teachers new to Wit & Wisdom will participate in introductory training to build foundational understanding of the curriculum. This ensures consistency and alignment in ELA instruction across classrooms and schools, helping all teachers implement high-quality lessons that integrate reading, writing, and speaking grounded in complex texts. To strengthen foundational literacy instruction, all Kâ€"3 teachers and administrators will receive UFLI Foundations training. This training focuses on explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will learn how to implement daily lessons that align with the science of reading, while administrators will be trained to support and monitor implementation. UFLI supports the reading strand, particularly foundational skills critical for early literacy. Throughout the year, the district will host three "Building Capacity with Wit & Wisdom" half-day trainings for all Kâ€"8 teachers, organized by grade level. These sessions provide collaborative planning time to review upcoming lessons and arcs, analyze student work, and discuss scaffolding for diverse learners. These trainings reinforce all three ELA strands by integrating instruction in reading comprehension, writing to sources, and academic discussion. A districtwide Coaching Series will also support ongoing teacher growth. Through coaching cycles, teachers will plan and reflect on lessons, observe peers, and receive targeted feedback. In March 2026, the district will offer Geodes professional development for grades Kâ€"2. This training will help teachers bridge the gap between UFLI and Wit & Wisdom by using Geodes texts to reinforce phonics skills while building knowledge and vocabulary. Teachers will learn how to use these decodable, content-rich texts to support students in applying foundational skills to meaningful reading experiences. This supports the reading and vocabulary components of literacy development and builds a strong connection between decoding and comprehension. Together, these professional development opportunities create a coherent, year-long approach to supporting teacher growth and improving student outcomes. Each session is designed to strengthen alignment to the ELA Standards, promote evidence-based instruction, and build the instructional capacity of educators across the district.

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Continuous Improvement for Professional Development Plan

Grand Rapids Public School District (0318-01) will make the following changes to the professional development plan for the 2025-26 school year:

Significant improvements have been made to the professional development plan for the 2025-26 school year.

For the first time, Grand Rapids Area Schools has created, adjusted, and shared a comprehensive year-long professional learning plan with all K-8 literacy educators. This strategic plan outlines training, coaching, curriculum planning, and walkthroughs aligned to implementation of the Wit & Wisdom curriculum and the science of reading. The new structure includes summer trainings, differentiated by teacher experience, and recurring opportunities for teachers to engage in curriculum planning, coaching series, and guided observations. Quarter-based 1:1 check-ins, regular walkthroughs with targeted look-fors, and scheduled grade-level meetings create a continuous feedback loop for growth. Additionally, optional evening curriculum planning nights offer compensated time for collaboration. Another element is the districtwide focus on building internal capacity. Leaders and instructional coaches will participate in the Coaching Series and Guided Observations for Leaders to deepen their instructional leadership and support role. To ensure equity and sustainability, all training sessions are designed to be accessible across sites and include stipends or substitute coverage. Professional learning is also aligned with pacing guide development and ELA committee feedback, ensuring that district priorities and teacher input shape ongoing support. This multi-faceted plan reflects a shift toward sustained, embedded professional learning and represents a more coherent, supportive system for all educators, especially as the district continues to refine practices around high-quality literacy instruction.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	6	6	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	41	41	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	30	30	0	0
K-12 Reading Interventionists	14	14	0	0
K-12 Special Education Educators responsible for reading instruction	63	63	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	75	0	0	75

Educator Count Phase 2

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

Local Literacy Plan for Grand Rapids Public School District (0318-01)

Grades 4-12 Classroom Educators responsible for reading instruction	48	27	0	21
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	10	2	0	8
Grades 6-12 Instructional support staff who provide reading support	39	0	0	39
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Grand Rapids Public School District (0318-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$201,980.01

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$65,000.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Cost of substitute teachers to allow teachers to complete literacy professional development

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Grand Rapids Public School District (0318-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$96,431.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

There are no funds remaining to be spent. All available funds have been fully allocated to support implementation efforts, including professional development, curriculum materials, substitute coverage for teacher training, coaching support, and resources aligned with the science of reading. The district has strategically planned expenditures to ensure all funds are used efficiently and in alignment with grant requirements and district priorities. Should any unexpected funds become available, they would be directed toward sustaining evidence-based literacy instruction through additional coaching support, supplemental instructional materials, or extended learning opportunities for students.