



Anoka-Hennepin Local Literacy Plan: 2024-25 School Year

To support every 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#).

District School Information

District Name and Number: Anoka-Hennepin ISD #11

Date of Last Revision: June 15, 2024

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 [Minn. Stat. 120B.12 \(2023\)](#).

Anoka-Hennepin Literacy Goal

Strategic Priority 2.1: Improve literacy at all grades.

Rationale: Reading is an essential skill for students to be successful in every curricular area and a strong predictor for high school graduation and post-secondary enrollment, as well as a skill essential for success in life. Recent assessment data shows that 52.7% of Anoka-Hennepin students in grades 3-8 and 10 demonstrated grade level reading proficiency in 2023. This data also shows gaps in opportunity and achievement between student groups, which has persisted over time.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
 DIBELS Data System (DDS) with DIBELS 8th Edition
 FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

| Name of the Assessment | Target Audience (Grades K-3) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|--|--|--|---|---|
| mCLASS with DIBELS 8th Edition | <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter(optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |
| DIBELS Data System (DDS) with DIBELS 8th Edition | <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |
| FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) | <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening | <input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring) |

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

| Name of the Assessment | Target Audience (Grades 4-12) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|--|---|--|---|---|
| Name of Screener: TBD-waiting for guidance from MDE | <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |
| Name of Screener: TBD-waiting for guidance from MDE | <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening | <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring) |

Parent Notification and Involvement

School to home communication and student achievement

Family conferences: Family-teacher conferences are held in the fall and winter to provide communication on student progress and reading assessment information to deepen families' understanding of student progress and grade-level expectations. Interpreters are provided to families as needed.

Conference topics may include:

- Progress towards the 2010 MN ELA state standards at the elementary level and 2020 MN ELA state standards at the secondary level.
- Data to support student performance
 - Assessment data
 - MCA
 - MAP
 - CogAT
 - Diagnostic
 - Weekly and unit assessments
 - FAST (K-3)
- Student work
- Summer school qualifications - Targeted Services (TS) or Extended School Year (ESY)
- Interventions for student to accelerate student progress toward grade level
- Title I Family-School Compact (Title I funded elementary schools only)
- Ways to support student achievement
 - School to home connection
 - K Skillbuilders
 - online e-resources
 - Challenge reading

Report cards:

Report cards are available electronically three times a year via the parent portal to show students' progress toward MN ELA state standards. MAP test and grade 2 and 3 CogAT are available to families within the district electronic parent portal. Parents are notified when results are added to the parent portal. For students in special education, IEP progress is reported three times per year through two written reports and the annual IEP review.

On the Anoka-Hennepin School District website, additional information is provided to families on how to help their child. There are documents available online for families called Understanding Your Child's Report Card. They define the benchmarks toward grade-level proficiency at the end of a marking period.

Family and community engagement opportunities

Building opportunities

Schools provide families with ideas for accelerating and enhancing literacy at home. Some events may include: open house, meet and greet, curriculum nights, "I love to read" events, Kindergarten registration, Young Authors' Conference, Battle of the Books, and family engagement nights. Interpreters are provided at various events to ensure equity of information for all families.

Parent Teacher Organization (PTO) and Parent Advisory Committee (PAC) are other opportunities for parents to support schools with student learning, fundraising, and involvement.

District opportunities

Anoka-Hennepin creates opportunities for curriculum feedback from members of the community through the various community groups listed below.

World's Best Workforce Advisory Committee:

This committee provides recommendations to the School Board regarding rigorous academic standards, student achievement goals, district assessments, and program evaluation. Members include students, parents/guardians, other community members, teachers, and support staff.

Community Curriculum Advisory Committee (CCAC):

CCAC is a district-level, K-12 parent involvement committee. The committee works to:

- Review PreK-12 curriculum, assessment and instructional programming through a community lens.
- Review proposed changes to curriculum, assessment and instructional programming including new resources, courses, programs and assessments.
- Provide input and feedback to the School Board on proposed curriculum changes.

Family Resources

Online resources, aligned to the MN ELA state standards, are available for families to access. The McGraw-Hill Reading Wonders website is available for student use at home. Within the Reading Wonders website, families can find specific information about what students are learning as well as weekly assessment results.

Curricu-links provides families with digital resources aligned to report card indicators and ideas for working with students at home.

A district newsletter, Focus, is sent to all Anoka-Hennepin residents three times a year to communicate accomplishments of students and staff throughout the district.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

| Grade | Number of Students Universally Screened in Fall | Number of Students Universally at or Above Benchmark Fall | Number of Students Universally Screened in Spring | Number of Students at or Above Benchmark Spring | Number of Students Screened for Dyslexia | Number Identified with Characteristics of Dyslexia |
|-----------------|---|---|---|---|--|--|
| KG | 2285 | 616 | 2385 | 1603 | 2285 | 67 |
| 1 st | | | 2497 | 1130 | 2497 | 46 |
| 2 nd | | | | | | |
| 3 rd | | | | | | |

Identification process

Assessment data is used to determine reading proficiency for all students. Assessments are one component of the educational program provided by the Anoka-Hennepin School District. Students take a variety of assessments including those that are classroom-based, nationally normed, and state required. Each has a specific purpose designed to give the teacher, student, and family information about the academic performance and progress of the students.

Universal screeners used in Anoka-Hennepin are outlined below. Students receive evidence-based interventions aligned to their individual needs. Students are monitored for progress and receive more intensive intervention or service informed by student data.

Anoka-Hennepin programming supports students with reading challenges including, but not limited to, those with characteristics of [dyslexia](#) identified through our [universal screeners](#). Anoka Hennepin conducts vision screening on a regular basis to detect eye or vision issues. If there are concerns about potential Convergence Insufficiency, families may choose to seek care from a private medical provider for assessment.

Assessment data is used to determine district needs and provides guidance for upcoming professional development. It is also used to determine instructional needs at the classroom and student level. If students are not demonstrating proficiency, teachers administer additional assessments, including diagnostic and formative, to determine next instructional steps. There are many tools available to monitor student progress indicating effectiveness of interventions and instruction.

Multilingual or English Learners' needs are determined through a number of data points, which may include: ACCESS/Alternate ACCESS, MCA, MAP, FAST, ORF, and the students' report cards. All teachers collaborate to discuss data, student progress, and to plan interventions when necessary.

Students Grades 4-12 Not Reading at Grade Level

Data will be available after the 24-25 school year after implementing the MDE approved Universal screener.

| Grade | Total Number of Students | Number of Students Identified as Not Reading at Grade Level | Number of Students Screened for Dyslexia | Number of Students Identified with Characteristics of Dyslexia |
|------------------|--------------------------|---|--|--|
| 4 th | | | | |
| 5 th | | | | |
| 6 th | | | | |
| 7 th | | | | |
| 8 th | | | | |
| 9 th | | | | |
| 10 th | | | | |
| 11 th | | | | |
| 12 th | | | | |

Core Reading Instruction and Curricula Grades K-5

| Grade | Implemented Curricula | Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental) | Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction) |
|-----------------|-----------------------|---|--|
| KG | Wonders 2017 | Comprehensive-whole group and small group | 165 min/day |
| 1 st | Wonders 2017 | Comprehensive-whole group and small group | 165 min/day |
| 2 nd | Wonders 2017 | Comprehensive-whole group and small group | 165 min/day |
| 3 rd | Wonders 2017 | Comprehensive-whole group and small group | 120 min/day |
| 4 th | Wonders 2017 | Comprehensive-whole group and small group | 120 min/day |
| 5 th | Wonders 2017 | Comprehensive-whole group and small group | 120 min/day |

Core ELA Instruction and Curricula Grades 6-12

| Grade | Implemented ELA Curricula | Description of Curricula Use (e.g. comprehension, vocabulary, writing) | Instructional Delivery Model (Class period length, Block Schedule, IB/AP) |
|------------------|--------------------------------|---|---|
| 6 th | HMH - Into Literature | comprehensive literacy (reading, writing, speaking) | full year - block schedule (90 minutes/day); Advanced option |
| 7 th | HMH - Into Literature | comprehensive literacy (reading, writing, speaking) | full year - block schedule (90 minutes/day); Advanced option |
| 8 th | HMH - Into Literature | comprehensive literacy (reading, writing, speaking) | full year - 45 minutes/day; Advanced option |
| 9 th | AH-Created Grade Level Courses | comprehensive literacy (reading, writing, speaking) | two trimesters - 68 minutes/day; Honors option |
| 10 th | AH-Created Grade Level Courses | comprehensive literacy (reading, writing, speaking) | two trimesters - 68 minutes/day; Honors option |
| 11 th | AH-Created Choice Courses | thematic courses (e.g., Humanities, Graphic Novels, Real World English) that include reading, writing, and speaking | two trimesters - 68 minutes/day; AP and IB options |
| 12 th | AH-Created Choice Courses | thematic courses (e.g., Humanities, Graphic Novels, Real World English) that include reading, writing, and speaking | two trimesters - 68 minutes/day; AP, CIS, and IB options |

Data-Based Decision Making for Literacy Interventions

In 2018, Anoka-Hennepin began the work of implementing a districtwide MTSS framework. Since that time, work has been done to establish a steering committee, define MTSS within the district, and define the tiers of instruction. Anoka Hennepin Schools have developed an MTSS framework utilizing implementation science to ensure a district wide implementation of an effective system.

Anoka Hennepin's mission of whole school, whole student MTSS is an equitable, needs-driven service delivery framework to support student social, emotional, behavioral, and academic outcomes. All staff have a shared commitment to continuously improve the delivery of providing a continuum of evidence-informed practices and engage in data-based problem-solving to ensure each student is able to consistently access what they need to be well, belong, and engage fully in learning to prepare students for lifelong success. Anoka-Hennepin's vision for MTSS is to ensure each student receives the support they need to be well, belong, and engage in quality learning experiences to be successful in school.

Working with Dr. Clay Cook, a district steering committee followed the implementation science model to further revise district level framework to help guide the building level MTSS teams. The framework identified the mission, vision, goals and outcomes related to MTSS. The committee identified a student-facing hypothesis to the level of distal outcomes, intermediate outcomes and proximal outcomes and the enriched experiences wanted for all students. They also identified the adult-facing hypothesis and its preconditions and implementation of effective practices.

The district continues the MTSS development this year in conjunction with MDE's MnMTSS course to review the system to ensure effective implementation and fidelity. The district MTSS leadership team completed the SEMI-DLT to identify areas for improvement. As the district continues the work, they will expand the attention on the academic side of the pyramid. Academic tiers 2 and 3 at the secondary level need particular attention to provide support for our students. This proves challenging given secondary level schedules, content areas, and teacher expertise in providing specific interventions. In addition, at all levels processes and tools for progress monitoring will be further defined and aligned.

Interventions and instructional supports

The Anoka-Hennepin School District offers a variety of academic support for students at every academic level.

Tier I: All students receive high-quality reading instruction in whole and small groups. Whole group provides equal access to grade level standards and small groups provide differentiation to meet student needs.

Tier II: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs.

Tier III: Students with greater needs receive more intensive support. Instruction occurs more frequently and has a low student-to-teacher ratio.

| Elementary K-5 | | | | | |
|--|--|-----------------------------|--------------------------------|--|---|
| Possible intervention | Description | Provider | Frequency | Student selection criteria | Communicating progress to parents |
| Classroom teacher Reading Wonders Tier II: <ul style="list-style-type: none"> Phonemic Awareness K-5 Phonics K-5 Fluency K-5 Comprehension K-5 Writing 3-5 Vocabulary K-5 Tier II skills practice | Students receive additional instruction with Wonders' Tier II resources identified through formative assessments and progress monitoring | Licensed teacher | 2-5 times per week | FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey | Conferences and report cards Progress is communicated through the classroom teacher |
| Supplemental programs teacher and Literacy Intervention Teacher (LIT) <ul style="list-style-type: none"> Reading Wonders Tier II | Students receive additional instruction with Wonders' Tier II resources identified through Reading Wonders assessments and progress monitoring | Licensed teacher | 4-5 times per week | FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey | Progress is communicated through the classroom teacher |
| Supplemental programs teacher <ul style="list-style-type: none"> WonderWorks | Students receive additional instruction connected to the core Reading Wonders and foundational skills | Licensed teacher | 4-5 times per week | FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey | Progress is communicated through the classroom teacher |
| Reading Corps | An AmeriCorps program that partners with schools to provide research-based early literacy practice for select students in grades K-3 | Reading Corps trained tutor | 20 minutes, 3-5 times per week | Reading Corps Assessment data and eligibility criteria | A "Read at Home" folder is sent home to provide an opportunity for caregivers to practice skills their student has mastered Progress is |

| | | | | | |
|--|--|------------------------------------|---|--|---|
| | | | | | communicated through the classroom teacher |
| Special education <ul style="list-style-type: none"> • WonderWorks • WonderWorks Foundational Skills Kit • Alternate methodology for select students • Tier II resources • ReadtopiaGo! • Bridge the Gap | Instruction targeted to student's individual needs as indicated by an Individual Education Program (IEP) and qualification guidelines | Licensed special education teacher | Licensed special education teacher | Meets criteria for a categorical disability based on comprehensive evaluation and has learner-based needs in reading | Progress monitoring reports three times per year, including the annual IEP review |
| Targeted Services (TS) summer school | Reading Wonders Tier I and Tier II instruction is extended into the summer to assist qualifying students in reaching grade level standards | Licensed teacher | 2 weeks, 90 minutes per day | FAST, MAP, MCA, select students ORF | End of summer progress report |
| Extended School Year (ESY) | Skill specific instruction for qualifying students to maintain progress towards SPED IEP goals/objectives | Licensed teacher | Individual based on program or student need | As defined in IEP | End of summer progress report |

In addition to receiving core instruction in the mainstream classroom, ELs receive supplemental language support with an EL teacher. The Wonders ELD curriculum develops speaking, listening, reading, and writing skills through differentiated instruction.

WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. These programs are aligned to the core reading instruction and are designed to ensure equity of access to core content.

| Secondary 6-12 | | | | | |
|--|--|------------------------------------|--|--|---|
| Possible intervention | Description | Provider | Frequency | Student selection criteria | Communicating progress to parents |
| Reading Strategies 6-8 | In addition to core ELA instruction, students not yet at grade level proficiency receive an additional 49 minutes of scientifically based reading instruction based on diagnostic assessments. | Licensed reading teacher | 45 minutes five days a week or 45 minutes every other day, depending on need | MCA III, MAP, teacher team recommendation | Communication through administrators and classroom teachers. |
| Reading Foundations 9-12 | In addition to core English instruction, students not yet at grade level proficiency receive additional minutes of scientifically based reading instruction based on diagnostic assessments. | Licensed reading teacher | 68 minutes a day, 5 times a week | MCA III, MAP, course grades | Communication through administrators and classroom teachers. |
| SPED | Instruction targeted to student's individual needs as indicated by an Individual Education Program (IEP) and qualification guidelines | Licensed special education teacher | Licensed special education teacher | Meets criteria for a categorical disability based on comprehensive evaluation and has learner-based needs in reading | Progress monitoring reports three times per year, including the annual IEP review |
| Targeted Services (TS) summer school (6-8) | Instruction in word parts, vocabulary, and comprehension instruction based on student need and proficiency. | Licensed teacher | 2 weeks, 90 minutes per day | MAP, MCA, course grades | Through building administrators. |

Professional Development Plan

In Anoka Hennepin, scientifically based professional development is strategically implemented to enhance literacy instruction through the Language Essentials for Teachers of Reading and Spelling (LETRS) and Consortium on Reaching Excellence in Education-Online Language and Literacy Academy (CORE OL&LA) programs. These approved professional development initiatives are structured to equip educators with evidence-based strategies for effective reading and spelling instruction.

At both district and building levels, specialized training sessions are conducted to ensure educators have a comprehensive understanding of LETRS & OL&LA principles. These sessions are facilitated by trained specialists and teacher leaders within their respective schools.

Teachers that have completed the required Science of Reading training are collaborating in grade level and building teams to support ongoing learning and application. During this professional development time teachers are collectively reviewing screening, diagnostic, and formative assessments to review the instructional needs of students. It is during these sessions teachers will revisit research and evidence based practices to refine instructional practices.

Bridge2Read is an instructional tool being piloted by teachers in 25 of Anoka-Hennepin's elementary schools. It was developed by ServeMinnesota, the creators of Reading Corps, with the same research used by LETRS with input from the Minnesota Department of Education including district partners. Bridge2Read delivers explicit, systematic daily instruction in early literacy skills as part of the larger literacy block for K-3 students. Teachers are required to be observed by a trained Bridge2Read coach two times a month. During the observations Bridge2Read coaches are completing comprehensive fidelity checks. Bridge2Read coaches also attend weekly coaching sessions with the Bridge2Read author and expert.

A "train the trainer" model supports FASTBridge Universal Screeners, Bridge2Read, LETRS and OL&LA training along with providing ongoing collaboration with colleagues. Weekly Professional Learning Communities (PLCs) meetings are held during the duty day providing a forum for data based instructional conversations, ensuring all students receive what they need. This approach maximizes efficiency and ensures that professional development is both relevant and accessible to educators at all levels.

| Staff | Groups | Occurrence | Topics | Key factors to determine professional development |
|---|----------|------------|--------------------------------|---|
| Teachers: <ul style="list-style-type: none"> ● K-3 classroom ● Literacy specialist ● Literacy intervention teachers (LIT) ● Supplemental programs ● Administrators ● EL teachers ● Select Special education ● Select G4-5 classroom | Cohort A | 2021-2024 | LETRS | Teacher survey Student data READ Act |
| | Cohort B | 2022-2025 | LETRS | Teacher survey Student data READ Act |
| | Cohort C | 2022-2025 | LETRS | Teacher survey Student data READ Act |
| | Cohort D | 2023-2026 | LETRS | Teacher survey Student data READ Act |
| | Cohort E | 2024-2026 | LETRS | Teacher survey Student data READ Act |
| Teachers: <ul style="list-style-type: none"> ● G4-5 classroom ● Special education ● Talent Development | N/A | 2024-2025 | OL&LA | Teacher survey Student data READ Act |
| Teachers: <ul style="list-style-type: none"> ● K-3 classroom ● Literacy specialist ● Literacy intervention teachers (LIT) ● Supplemental programs ● Administrators ● EL teachers ● Select Special education ● Select G4-5 classroom ● ANYONE who has completed MN READAct Approved Science of Reading Training | | 2024 | Science of Reading Application | |
| Teachers: <ul style="list-style-type: none"> ● K-3 classroom ● Literacy specialist ● Select Special Education | K-3 | 2023-2024 | Bridge2Read Pilot | LETRS training Student Data Teacher input |

| | | | | |
|--|------|-------------------------|--------------------------------|---|
| <p>Teachers:</p> <ul style="list-style-type: none"> ● K-3 classroom ● Literacy specialist ● Other support staff | K-3 | 2024-2025 | FASTBridge Universal Screening | Student Data READ Act Train the trainer model |
| <p>Teachers:</p> <ul style="list-style-type: none"> ● Classroom ● Supplemental programs ● Special education ● EL teachers ● Literacy specialists ● LIT | K-5 | Weekly Building PLCs | Topics vary by need | Building decisions based on need |
| <p>Teachers:</p> <ul style="list-style-type: none"> ● Reading intervention teachers ● ML teachers ● Special education teachers ● ELA co-teachers | 6-12 | 2023-2024 | OL&LA | Student Data READ Act |

READ Act Professional Development: Anoka-Hennepin

| Educator Role for Phase One | Total Number | 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 reading instruction | 83 | 8 | 0 | 75 |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 599 | 169 | 311 | 121 |
| 4-5 Classroom Educators | 216 | | | 216 |
| K-5 Reading Interventionists | 151 | 63 | 42 | 46 |
| 6-12 Reading Interventionists | 32 | 9 | 2 | 21 |
| K-12 Special Education Educators responsible for reading instruction | 521 | 3 | 65 | 453 |
| PreK-12 Curriculum Directors | 3 | 1 | 1 | 1- LETRS EC Suite |
| Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) | 139 | 3 | 81 | 55 |
| Employees who select literacy instructional materials for Grades K-5 | 11 | 7 | 4 | 0 |

| Phase 2: Educator Role | Total Number in District or Charter Organization | Educators who have completed Training | Educators with Training in Progress | Educators who need Training |
|--|---|--|--|--|
| Grades 6-12 Classroom Educators responsible for reading instruction | 221 | | 9 | 212 |
| Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68 | 70 | | 6 | 63 |
| Grades 6-12 Instructional support staff who provide reading support | 150 | | | 150 |
| Employees who select literacy instructional materials for Grades 6-12 | 6 | 5 | | 1 |

Action Planning for Continuous Improvement

Research, Evaluation and Testing (RET) oversees district accountability and works to maintain integrity in our data and our decisions. In doing so, we promote data-informed and results-driven practices, striving toward maximum achievement for all students through a continuous improvement approach. In addition, we implement and facilitate the accessibility, understandability and use of data to better meet the individual needs of each student and thereby, closing the gap in achievement between student groups.

Based on our student literacy data, implementation of the 2020 MN ELA Standards and the READ Act legislation, Anoka-Hennepin started the four phase curriculum adoption process in October 2023. In September 2024, a representative group of K-5 teachers across the district will pilot curricular resources for tier one elementary literacy instruction. The goal will be to recommend tier one resource(s) to be used district-wide the following year. Teachers will participate in professional development to gain understanding of how the resource works and application of evidence-based literacy instruction.

Teachers that have completed the required Science of Reading training will be collaborating in grade level and building teams to support ongoing learning and application. During this professional development time teachers are collectively reviewing screening, diagnostic, and formative assessments to review the instructional needs of

students. It is during these sessions teachers will revisit research and evidence based practices to refine instructional practices.

The MnMTSS Framework in Anoka-Hennepin continues to be refined. As we adopt universal screeners in grades K-5, there is a need to include a process for systematic progress monitoring and exiting students from literacy interventions. In grades 6-12, we are awaiting guidance from MDE in terms of appropriate screeners and progress monitoring. In the meantime, we are utilizing the assessment tools provided by Online Language and Literacy Academy (OL&LA) as part of our comprehensive training in SoR. We will continue to use diagnostic screeners in decoding and comprehension several times a year.

Anoka-Hennepin Schools are committed to enhancing student outcomes through strategic school improvement plans. These plans are developed by literacy teams at each site and are focused on achieving identified reading goals. The district follows a continuous improvement model, ensuring that progress is regularly monitored and adjustments are made as needed.

A key aspect of this approach is the participation in Professional Learning Communities (PLCs). These communities are dedicated to improving literacy instructional practices among teachers. By collaborating and sharing best practices, teachers can refine their methods and better support student learning.

Through these initiatives, Anoka-Hennepin Schools aim to create a cohesive and effective strategy for improving literacy and fostering academic success across the district.