

Minnesota READ Act Literacy Plan

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

For

Sebeka Public School District (0820-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Sebeka Public School District (0820-01). 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

Sebeka Public School District (0820-01)'s literacy goal(s) for the 2024-25 school year:

Goal 1: Implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Sebeka School District. Provide licensed teachers with part 1 of LETRS (Language Essentials for Teachers of Reading and Spelling) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles. Provide training to licensed teachers and administrators who have completed part 1 of LETRS, part 2 training. Provide training to all of our paraprofessionals with LETRS training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings. Goal 2: Strengthen our Multi-Tiered System of Support (MTSS) for grades K-12. Develop a database of Tier 2 interventions for literacy and mathematics for grades K-6. Establish schoolwide expectations for areas around the school.

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

Goal 1: We successfully accomplished all components of Goal 1. All licensed teachers and paraprofessionals who began LETRS training in Year 1 completed it by the end of the school year. Additionally, the licensed teachers who entered Year 2 of LETRS also completed their training successfully. Goal 2: Our MTSS team met during the summer and developed a comprehensive database for Tier 2 and Tier 3 interventions in reading, mathematics, and behavior. While we did not establish schoolwide behavioral expectations during this time, we intentionally prioritized building the intervention database first. Establishing schoolwide expectations will be our next focus.

The following describes how Sebeka Public School District (0820-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The goal of the READ Act is for every student to read at or above grade level each year, beginning in kindergarten, with support for multilingual learners and students receiving special education. While we see growth, not all students meet this goal. FastBridge data shows some still score below benchmark in phonemic awareness, phonics, and fluency. Our district uses MnMTSS to identify needs and provide targeted, data-driven Tier 2 and 3 interventions. Special education students have individualized literacy goals in their IEPs, with case managers providing instruction and monitoring progress. Title I also supports below-benchmark students through small-group or one-on-one instruction. Ongoing progress monitoring guides instructional decisions. We are encouraged by gains but know continued training and support are needed to meet the READ Act's expectations.

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Sebeka Public School District (0820-01)'s literacy goal(s) for the 2025-26 school year:

Goal 1: Completion of Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Sebeka School District. Provide training to licensed teachers who have completed part 1 of LETRS, part 2 training. Provide training to those paraprofessionals who would like to finish part 2 of LETRS training. Goal 2: Implementation of LETRS learning into Preschool through fourth grade. Monthly professional development that will focus on different aspects of LETRS Using monthly PLC meetings to discuss the following Data from PAST assessments Student work for handwriting Overall successes and challenges that teachers are having with the different aspects of the science of reading. Goal 3: Create and implement a handwriting curriculum for elementary. Using the Minnesota standards, create a curriculum that will include the following Handwriting for grades PreK-6 Writing curriculum for K-6

Sebeka Public School District (0820-01)'s Local Literacy Plan is posted on the district website at:

<https://www.sebeka.k12.mn.us/node/112>

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 Sebeka Public School District (0820-01) 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 vendor benchmarks	PAST
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	PAST
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	PAST
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Sebeka Public School District (0820-01) 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	21	11	21	13	22	14
Grade 1	27	20	27	15	26	20
Grade 2	29	17	31	17	31	20
Grade 3	31	22	31	24	31	20

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 Sebeka Public School District (0820-01) 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.

Sebeka Public School District (0820-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	7	CTSTR
Grade 1	8	CTSTR
Grade 2	14	11
Grade 3	14	10

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

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 Sebeka Public School District (0820-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 5	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 6	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 7	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 8	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 9	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 10	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 11	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites
Grade 12	Fastrack aReading	Fastbridge	Vendor Composite
	CBMR	Fastbridge	Vendor Composites

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 Sebeka Public School District (0820-01) to determine which students in grades 4-12 are not reading at grade level:

For the next school year, we plan on using Fasttrack aReading and looking at MCA scores for grade 11 and 12 to determine if any further testing is needed. If students are below benchmark, then we will use Capti ReadBasix to determine if there are any characteristics of dyslexia.

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:

Our plan for students in grades 4-12 who need further testing is to be tested both Fall and Winter with Capti ReadBasix.

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

The following table displays the number of students in Sebeka Public School District (0820-01) 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	32	7	5	0
5th	36	18	8	0
6th	25	11	4	0
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 Sebeka Public School District (0820-01) 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	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

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

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student
- Other - describe (Required)
 - During IEP meetings

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

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

- Parent teacher conferences

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.

Sebeka Public School District (0820-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students are assessed using FastBridge three times per year. The data from the assessments provides guidance on the student's needs and what interventions best match the needs of each student. For students not meeting grade level benchmarks, a diagnostic assessment is completed by the classroom teacher or a Title I teacher to determine where the specific needs are and where to begin with instruction. Students are progress monitored on a bi-weekly basis.

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

To ensure Tier 1 instruction is delivered with fidelity and meets the diverse needs of all learners, our school implements a multi-faceted monitoring process. Instructional practices are guided by research-based core curriculum aligned with state standards. Teachers receive ongoing professional development and support through PLCs and Data meetings where they analyze student data, share instructional strategies, and reflect on classroom practices. Classroom instruction is routinely monitored through informal and formal observations and lesson plan reviews. These help administrators confirm that evidence-based practices are being implemented consistently across classrooms. Teachers also use formative assessments, benchmark screenings, and curriculum-embedded checks for understanding to ensure instruction is effective and responsive to student needs. One key measure we use to monitor the effectiveness of Tier 1 instruction is the 80% benchmark. If at least 80% of students are meeting grade-level expectations through core instruction alone, it suggests that Tier 1 is being delivered effectively. If fewer than 80% are meeting benchmarks, teachers review instructional practices, classroom grouping, pacing, and curriculum alignment to identify areas for improvement.

Differentiation within Tier 1 instruction is achieved through flexible grouping, targeted small-group instruction, and the use of scaffolded supports and enrichment activities. Teachers use ongoing data to tailor instruction to students' readiness levels and interests, ensuring all students are engaged and challenged appropriately within the general education setting.

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

At the elementary level, entrance into supplemental and/or intensive targeted reading instruction is based on FastBridge data, teacher observation, and diagnostic assessments. When a student does not meet FastBridge grade level benchmarks, teachers will review student classroom performance, and either the classroom teacher, or an interventionist will complete a diagnostic assessment to determine specific needs. The diagnostic assessment will help determine what skill or skills the student needs and the intensity of the intervention. The intensity refers to how many days per week and the duration of each intervention session. At the secondary

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level, due to budget restraints, we do not have any extra supports like interventionists. Teachers will do their best to provide Tier 2 interventions when students have fallen below benchmark levels. If a student has been identified for special education services, then those case managers will provide the Tier 2 or Tier 3 reading interventions.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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:

Our elementary progress monitoring protocol is designed to ensure timely and data-driven decisions regarding the intensification or modification of supplemental (Tier 2) and intensive (Tier 3) reading interventions.

Students receiving targeted interventions are progress monitored regularlyâ€"typically every 1â€"2 weeksâ€"using validated tools aligned with specific skill deficits. If a student does not demonstrate adequate growth after three consecutive progress monitoring cycles, the interventionist or classroom teacher will adjust the intervention. Adjustments may include changes in instructional strategies, group size, intervention duration, or frequency. Should the student continue to show insufficient progress after an additional three consecutive progress monitoring cycles, the teacher will bring the case to the MTSS (Multi-Tiered System of Supports) team. The teamâ€"including instructional staff, specialists, and administratorsâ€"will review the student's data comprehensively to determine appropriate next steps. These may include further intensification of instruction, additional assessments to identify underlying barriers, or consideration for evaluation of special education services, if warranted. This ongoing cycle of data collection, instructional adjustment, and team collaboration ensures that interventions remain responsive to student needs and aligned with best practices in reading instruction.

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

In elementary, the criteria to exit from supplemental and/or intensive targeted reading interventions comes from FastBridge data and teacher observation. On FastBridge, when a student has met the grade level benchmark for 3 consecutive progress monitor cycles, the interventionist and the classroom teacher will meet to determine if it is appropriate to exit the student from reading intervention, or adjust the student's goal. At the secondary level, when a student has shown progress with their Tier 2 intervention, the teacher will discontinue the intervention.

Does Sebeka Public School District (0820-01) use personal learning plans for literacy:

No

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

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.

Sebeka Public School District (0820-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Sebeka Public School District (0820-01) has participated in MDE MnMTSS professional learning:

Yes

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

Sebeka Public School District (0820-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Our secondary MTSS program is still a work in progress. We plan on looking at how we can implement interventions in grades 7-12 without any interventionists. Create a list that can help the classroom teacher with Tier 2 interventions.

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 Sebeka Public School District (0820-01), 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Heggerty	Supplemental	10
	· SPIRE	Foundational	20
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Heggerty	Foundational	15
	· SPIRE	Foundational	25
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	45
	· Heggerty	Foundational	15
	· SPIRE	Foundational	25
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60

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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 Sebeka Public School District (0820-01) 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	Kilpatrick and SPIRE	Sound Sensible
Grade 1	Kilpatrick and SPIRE	SPIRE, Barton Reading and Spelling, Reading Mastery
Grade 2	SPIRE, Fastbridge Repeated Partner Reading, Kilpatrick	SPIRE, Barton Reading and Spelling, Reading Mastery , Kilpatrick
Grade 3	SPIRE, Fastbridge Repeated Partner Reading	SPIRE, Barton Reading and Spelling, Heggerty, Reading Mastery, Read Naturally, Corrective Reading
Grade 4	SPIRE, Great Leaps, Reading FastBridge Repeated Partner Read	SPIRE, Barton Reading and Spelling, Heggerty, 180 Spelling
Grade 5	SPIRE, Great Leaps, Reading FastBridge Repeated Partner Read	SPIRE, Barton Reading and Spelling, Heggerty, 180 Spelling
Grade 6	SPIRE, Barton Reading and Spelling, Heggerty, 180 Spelling	SPIRE, Barton Reading and Spelling, Heggerty, 180 Spelling
Grade 7	Fastbridge	Barton Reading and Spelling, Corrective Reading, Edmark Reading Program
Grade 8	Fastbridge	Corrective Reading
Grade 9	Fastbridge	Corrective Reading
Grade 10	Fastbridge	Corrective Reading
Grade 11	Fastbridge	Corrective Reading
Grade 12	Fastbridge	Corrective Reading, Essential Life Skills

Continuous Improvement for Reading Interventions

Sebeka Public School District (0820-01) will make the following changes to reading interventions for the 2025-26 school year:

We do not have a set Tier 2 intervention piece for 7-12. We plan on developing criteria and tools for our 7-12 staff.

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.

Sebeka Public School District (0820-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

For staff who do not complete the approved training at 80%, our plan is to look at their pretest vs post test scores to see if there was significant growth. We will also look at their unit tests to see if they passed them and the time spent on each unit. Then we will have a conversation with them to determine what concepts they struggled with and provide additional professional development for them.

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:

To ensure elementary teachers implement explicit, systematic, evidence-based reading instruction across the five essential componentsâ€"phonemic awareness, phonics, fluency, vocabulary, and comprehensionâ€"our school uses multiple methods to monitor instructional fidelity. Instructional Walkthroughs and Observations Administrators regularly conduct classroom walkthroughs and formal observations using fidelity checklists aligned with the science of reading. These tools monitor the implementation of programs such as Into Reading, Heggerty, SPIRE, and Kilpatrick's One-Minute Activities, focusing on clear routines, student engagement, modeling, and guided practice in all five reading domains. Curriculum-Specific Implementation Checks Fidelity checks ensure that teachers follow the recommended scope, sequence, and routines of core and supplemental programs. Heggerty is used daily for explicit phonemic awareness in early grades. Into Reading serves as the core program, addressing phonics, vocabulary, fluency, and comprehension. SPIRE and Kilpatrick provide Tier 2 and Tier 3 interventions. Lesson Plan and PLC Reviews Teachers review lesson plans during PLCs to ensure alignment with core and supplemental materials. PLCs also analyze student data, discuss instructional strategies, and incorporate LETRS training to support high-quality, consistent instruction. Progress Monitoring and Student Outcomes FastBridge and other assessment data are reviewed regularly. Discrepancies between expected and actual growth prompt closer analysis of instructional delivery. Professional Development and Coaching Ongoing PD and coaching reinforce LETRS-based practices and support consistent, effective instruction. Together, these systems ensure

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:

Although our district does not currently employ a dedicated instructional coach, we have established a collaborative system to support teachers in implementing explicit, systematic, evidence-based reading instruction across the five key components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The principal and Title I teacher play a central role in monitoring instructional fidelity and providing individualized support. Classroom Observations and Walkthroughs The principal conducts regular walkthroughs and informal observations focused on the use of core (Into Reading) and supplemental programs (Heggerty, SPIRE, and Kilpatrick). These visits use informal checklists aligned to the five reading pillars to highlight strengths and identify support needs. Instructional Feedback and Follow-Up Feedback is provided directly following observations, often through brief coaching conversations, emails, or during PLC meetings. This feedback is specific and aligned to best practices in literacy instruction. Data-Driven Instructional Support Fidelity data, including lesson plans, progress monitoring, and assessments, guide professional discussions. When student data indicates the need for instructional adjustments, the principal and Title I teacher collaborate with staff to refine practices. Professional Development and Peer Collaboration Targeted PD supports the use of reading programs and instructional routines. The Title I teacher may model lessons, co-plan, or share strategies. Teachers also meet in PLCs to analyze student data and ensure instruction aligns with the science of reading. While we do not have a formal coaching program, our shared leadership model ensures personalized, ongoing support to he

The following changes in instructional practices have impacted students :

Our district has made intentional shifts in literacy instruction to align with the science of reading, and we are beginning to see measurable improvements in student performance. Our K-4 teachers have either completed or will begin their second year of LETRS training, which has deepened their understanding of how to deliver explicit, systematic instruction in the five core areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Following this training, teachers have begun implementing high-impact instructional tools and strategies such as: Decodable texts to build phonics application and fluency, Vowel valleys to support articulation and phoneme-grapheme mapping, Sound walls to improve speech-to-print connections and phonemic awareness. These changes have already had a positive effect on instruction and early literacy outcomes. Teachers report improved confidence in delivering foundational skills lessons, more consistency in instructional routines across classrooms, and increased student engagement“particularly in the primary grades. Importantly, each grade level showed improvement in FastBridge scores from fall to spring, indicating growth in key reading skills across the board. While we are still early in the implementation of LETRS-informed practices, this growth suggests that the changes are making a meaningful impact on student learning. We will continue to monitor progress through benchmark data, classroom assessments, and instructional observations to ensure continued growth and alignment with evidence-based literacy practices.

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Sebeka Public School District (0820-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our district recognizes the importance of culturally responsive teaching as a key component of literacy instruction. While we are in the early stages of formal implementation, we have taken foundational steps to build awareness and begin integrating culturally responsive practices into our professional development efforts. So far, teachers have engaged in initial conversations around cultural responsiveness during PLC meetings.

These discussions have focused on the importance of recognizing and valuing students' diverse backgrounds and experiences as assets in the classroom. In terms of literacy instruction, teachers are beginning to reflect on: The representation and diversity of texts used in classroom libraries and core curriculum, How student background knowledge and experiences are integrated into lessons, Plan for Supporting Implementation: To support deeper implementation of culturally responsive literacy practices, the district is developing a multi-year plan that includes: Ongoing professional development focused on culturally responsive teaching, including how to select and use diverse, relevant texts and how to create inclusive classroom environments; Review of instructional materials to ensure they reflect a range of cultures, perspectives, and voices; Collaboration in PLCs to discuss how to incorporate students' cultural knowledge into literacy instruction and promote engagement and access for all learners; Monitoring and feedback through classroom observations and team reflections to support implementation over time. We are committed to growing our staff's capacity in this area and ensuring all students see themselves reflected in what they read, learn, and experience in our schools.

Sebeka Public School District (0820-01) engaged with the Regional Literacy Network through the following:

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

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):

During the school year, our district will provide staff development opportunities focused on reinforcing and expanding the content covered in LETRS training. This ongoing professional learning will support teachers in deepening their understanding of evidence-based literacy instruction, with a strong emphasis on the reading strand of the ELA standards. Additionally, we will dedicate time during PLCs for teachers to collaboratively examine student writing samples. These sessions will focus on identifying students' current performance levels in relation to the writing standards and developing instructional strategies to support growth. Teachers will also engage in discussions around how students are progressing in their ability to exchange ideas effectively through written and spoken communication, thereby connecting to the "exchanging ideas" strand of the ELA standards. Together, these professional development opportunities aim to create a cohesive and standards-aligned approach to literacy instruction across grade levels.

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	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	7	4	3	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	1	1	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	6	0	6	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	15	14	0	1

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

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Grades 4-12 Classroom Educators responsible for reading instruction	4	1	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	4	3	0	1
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.

Sebeka Public School District (0820-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$22,155.68

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

\$553.81

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

READ Act Literacy Aid

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

Sebeka Public School District (0820-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$19,251.08

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

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

\$1441

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

We plan on using these funds to pay our paraprofessionals who still need to be trained.