

Minnesota READ Act Literacy Plan

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

For

Wabasha-Kellogg Public School District (0811-01)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Wabasha-Kellogg Public School District (0811-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

Wabasha-Kellogg Public School District (0811-01)'s literacy goal(s) for the 2024-25 school year:

Wabasha-Kellogg's goal is to increase the number of students in grades 3-8 and grade 10 scoring in the "Meets" and "Exceeds" categories on the 2025 Minnesota Comprehensive Assessments (MCAs) by 5%. Additionally, we aim to increase the number of kindergarten students in the "low risk" category on the spring 2025 FastBridge earlyReading composite score by 5%.

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

For the 2024-25 school year, Wabasha-Kellogg implemented district-wide professional development in structured literacy through the CORE Online Language and Literacy Academy. Staff members completed one module per month, with opportunities for collaboration and administrative support through observation and feedback. This training was completed in May 2025. We also strengthened Tier 1 instruction by aligning curriculum with evidence-based practices, especially in grades K-6 through the use of the Wonders comprehensive reading curriculum. At-risk students were identified through FastBridge universal screening and received targeted interventions tailored to their specific skill deficits. These students were progress monitored on a bi-weekly basis to inform instructional decisions and guide adjustments. Our Kindergarten teachers implemented changes to strengthen their core reading curriculum with an emphasis on phonemic awareness at the auditory level and sound spelling correspondence leading to increased student achievement. In addition, we focused on developing stronger systems within our MTSS process, placing an emphasis on improving communication and collaboration between Tier 1, Tier 2, and special education staff. Efforts were made to increase the sharing of instructional strategies, progress data, and intervention resources to support more cohesive and responsive instruction across all tiers.

The following describes how Wabasha-Kellogg Public School District (0811-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While our overall percentage of students who met or exceeded grade-level expectations on the MCAs increased at the elementary level based on preliminary 2025 data, our district has not yet met the READ Act goal of having every student reading at or above grade level. In particular, we continue to see performance gaps among our multilingual learners (EL students) and students receiving special education services. These students did not demonstrate the same level of growth as their peers, indicating a need for more targeted, individualized supports aligned to their reading profiles and IEP or language development goals. Additionally, FastBridge screening data showed that while many students made gains, not all students met end-of-year benchmarks, especially in early literacy indicators for grades K-3. This highlights the continued need for improved consistency in Tier 1 instruction and stronger integration of supports across MTSS and special education

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services to better meet the needs of all learners.

Wabasha-Kellogg Public School District (0811-01)'s literacy goal(s) for the 2025-26 school year:

For the 2025-26 school year, Wabasha-Kellogg Public Schools will continue working toward the Minnesota READ Act goal of having every student reading at or above grade level, with a strong focus on foundational literacy and equitable outcomes across student groups. Our goals for 2025-26 include: Increasing the percentage of students in grades 3-8 and 10 who score "Meets" or "Exceeds" on the Reading MCAs by an additional 5%, building on growth observed at the elementary level. Preliminary 2025 data shows that elementary students improved their combined "Meets" and "Exceeds" rate from 49.2% in 2024 to 53.6% in 2025 - a 4.4% increase. Increasing the percentage of kindergarten students scoring in the "low risk" category on the FastBridge earlyReading composite to 60% or higher in spring 2026 (up from 45% in 2025). Improving the percentage of students in grades 1-3 who score "low risk" or "college pathway" on the FastBridge aReading assessment by at least 5 percentage points compared to spring 2025 data. Narrowing literacy achievement gaps for multilingual learners and students receiving special education services through targeted instructional planning and interventions based on individual reading profiles. To support these goals, Wabasha-Kellogg will: Strengthen MTSS systems, focusing on shared planning and increased collaboration across Tier 1, intervention, and special education teams to ensure instructional alignment and maximize student support. Provide follow-up professional development on structured literacy practices with a focus on implementation support and classroom coaching following staff completion of CORE training in 2024-25. Utilize FastBridge screening, STAR assessments, and progress monitoring to inform instruction and determine timely entry, progress, and exit from intervention services. These goals reflect our ongoing commitment to literacy excellence and equity across all levels of instruction.

Wabasha-Kellogg Public School District (0811-01)'s Local Literacy Plan is posted on the district website at:

<https://assets-rst7.rschoolday.com/rst7files/uploads/sites/725/2024/06/18200630/Local-Literacy-Pla>

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 Wabasha-Kellogg Public School District (0811-01) 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	Dyslexia Screener for Reading Success in Spring of 2025
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
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 Wabasha-Kellogg Public School District (0811-01) 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	29	19	31	17	31	14
Grade 1	22	7	23	10	24	15
Grade 2	32	14	32	13	32	12
Grade 3	25	16	25	17	25	17

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 Wabasha-Kellogg Public School District (0811-01) 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.

Wabasha-Kellogg Public School District (0811-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	31	3
Grade 1	24	4
Grade 2	32	6
Grade 3	25	3

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 Wabasha-Kellogg Public School District (0811-01) 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			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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 Wabasha-Kellogg Public School District (0811-01) to determine which students in grades 4-12 are not reading at grade level:

Our district will identify students who may not be reading at grade level using current available data such as benchmark assessments (e.g., FastBridge aReading), MCA scores, classroom observations, and teacher referrals. These multiple measures help flag students who need additional screening or support.

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:

While we do not yet have finalized plans for using Capti ReadBasix, we intend to coordinate with our local service co-op for guidance and support in implementing the tool when required. We anticipate that screenings would occur at multiple points throughout the year (Fall, Winter, and Spring) to monitor student progress and

inform instruction, but exact timing and frequency will be determined with input from the co-op and aligned with district needs.

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

The following table displays the number of students in Wabasha-Kellogg Public School District (0811-01) 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 Wabasha-Kellogg Public School District (0811-01) 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	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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
- Letter sent home with student

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
- Other - describe (Required)
 - Signed Parent Permission to Receive Reading Intervention

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.

Wabasha-Kellogg Public School District (0811-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Our district uses a Multi-Tiered System of Supports (MTSS) framework to ensure that instruction and intervention are matched to individual student needs. Universal screening tools, including FastBridge aReading, classroom assessments, and MCA scores, are analyzed by grade-level teams to identify students who require additional support. Once identified, student needs are matched with evidence-based interventions aligned with specific skill gaps (e.g., phonemic awareness, fluency, comprehension). Data from diagnostic assessments, along with teacher observations, guide placement into targeted intervention groups. Regular review of progress monitoring data ensures interventions remain responsive and appropriately matched to student needs.

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

Fidelity of Tier 1 instruction is monitored through a combination of classroom walkthroughs, administrator observations, and regular team discussions during PLCs. Teachers use district-adopted core instructional materials and follow a consistent scope and sequence to ensure alignment within grade levels. Differentiation at Tier 1 occurs through flexible grouping, formative assessment data, and teacher-led strategies to meet a variety of learner needs. Grade-level teams use benchmark and classroom data to reflect on instructional effectiveness and make adjustments to pacing, grouping, or instructional methods as needed.

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

At the elementary level, students who score below the 40th percentile on FastBridge aReading or who show consistent difficulty on classroom assessments are considered for Tier 2 supports. For Tier 3, students typically score below the 20th percentile and demonstrate minimal progress despite Tier 2 intervention. Referral may also come from teacher observation and team discussion. At the secondary level, MCA scores, course grades, and teacher referrals are reviewed in combination with FastBridge and classroom-based performance to determine need. Tier 2 includes targeted small-group instruction, while Tier 3 may involve individualized interventions, additional reading periods, or specialist support.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

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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:

Progress monitoring for Tier 2 and Tier 3 students occurs biweekly students using FastBridge earlyReading subtests and/or CBM-R or other appropriate probes tied to targeted skills. Intervention teams analyze trend lines, rate of improvement (ROI), and fidelity logs during regular MTSS meetings to determine whether the current intervention is effective. If insufficient progress is observed after 6-8 data points, the team considers changes to group size, instructional time, or intervention materials. Modifications are data-driven and documented using intervention plans that follow the problem-solving cycle: identify, analyze, plan, implement, and evaluate.

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

At the elementary level, students may exit Tier 2 when they consistently perform at or above the 40th percentile on benchmark assessments and meet progress monitoring targets for at least six consecutive data points. Tier 3 students must show sustained improvement, typically meeting grade-level expectations for multiple data cycles and demonstrating independence with reduced support. At the secondary level, exit decisions also consider course performance, teacher feedback, and MCA data. Students must meet grade-level expectations across multiple measures to be considered for exit. All decisions are made collaboratively by the intervention team and communicated with families.

Does Wabasha-Kellogg Public School District (0811-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Wabasha-Kellogg Public School District (0811-01) 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, our district will be shifting the primary responsibility for data-based decision making from the reading intervention team to a broader, more collaborative MTSS team. While the intervention team has historically reviewed data and determined student support needs, this work has often occurred in isolation. Moving forward, the MTSS team—which includes administrators, general education teachers, special education staff, and interventionists—will take a more active role in reviewing screening and progress monitoring data, determining entrance and exit criteria, and coordinating interventions across tiers. This change will promote a more cohesive approach to supporting students and ensure that instructional decisions are made with input from multiple perspectives.

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.

Wabasha-Kellogg Public School District (0811-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Wabasha-Kellogg Public School District (0811-01) has participated in MDE MnMTSS professional learning:

Yes

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

Wabasha-Kellogg Public School District (0811-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

In the 2025-26 school year, our district will enhance and expand the implementation of our MTSS framework. While our current MTSS process already includes academic, behavior, and social-emotional supports, decision-making has largely been guided by school psychologists through the Hiawatha Valley Education District using the MNMTSS framework. This coming year, we will strengthen our work by partnering with COMPASS through the Southeast Service Cooperative. This collaboration will help us refine our team processes, improve the consistency of data-based decision making, and better align supports across all tiers. A key focus will be ensuring that our entire MTSS team drives the planning, implementation, and review of interventions in a more coordinated and schoolwide manner.

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 Wabasha-Kellogg Public School District (0811-01), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90

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 Wabasha-Kellogg Public School District (0811-01) 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	Sound Detective Kit Auditory and Phonics Levels, Phonemic Alphabet Story Writing	NA
Grade 1	Sound Detective Kit (Phonics Level), Phonemic Alphabet First Readers w/ Word Building, Beginning Reads w/ Sentence Building	Sound Detective Kit (Auditory Level), Phonemic Alphabet Story Writing
Grade 2	Guided Oral ReReading, ROAR (Repeated Oral Assisted Reading)	Sound Detective Kit (Phonics Level), Phonemic Alphabet First Readers w/ Word Building, Beginning Reads w/ Sentence Building
Grade 3	ROAR (Repeated Oral Assisted Reading)/ Multiple Repetition ROAR	Phonemic Alphabet Story Writing
Grade 4	ReQuest (Questioning Strategy), Reading Power (Fiction and Nonfiction), Reciprocal Teaching	TO-ITA Topic Reads; Slash and Dash, Spot and Dot, Spelling by Pattern
Grade 5	ReQuest (Questioning Strategy), Reading Power (Fiction and Nonfiction), Reciprocal Teaching	TO-ITA Topic Reads; Slash and Dash, Spot and Dot, Spelling by Pattern
Grade 6	ReQuest (Questioning Strategy), Reading Power (Fiction and Nonfiction), Reciprocal Teaching	TO-ITA Topic Reads; Slash and Dash; Spot and Dot

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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.

Wabasha-Kellogg Public School District (0811-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/05/2025

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:

All teachers in our district completed the approved training with at least 80% proficiency, so no additional support measures were necessary.

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 of instruction is monitored through a combination of classroom walkthroughs, formal and informal observations, and team discussions during PLCs. Administrators and instructional leaders look for evidence of explicit and systematic instruction aligned to core curricular materials, as well as practices that reflect the science of reading. Grade-level teams review student performance data such as: benchmark assessments, classroom-based assessments, and intervention progress monitoring to evaluate instructional effectiveness in the five key areas of reading. In addition, we use observation tools and implementation checklists tied to specific instructional programs to ensure consistency and adherence to research-based practices.

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:

Our district is taking active steps to strengthen coaching and feedback tied to literacy instruction. While current support includes administrator observations and grade-level team discussions, we recognize the need for more targeted coaching aligned with fidelity data. To address this, we are partnering with our local service co-op to bring additional literacy coaches on board beginning in the 2025-26 school year. These coaches will work directly with teachers to provide real-time feedback, model evidence-based practices, and support the consistent implementation of explicit, systematic instruction across all five essential areas of reading. Coaching efforts will be aligned with observation data and student outcomes to ensure instructional improvements are

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responsive and sustainable.

The following changes in instructional practices have impacted students :

Our district has already been following science of reading principles, particularly in phonemic awareness and phonics instruction, with strong implementation in these areas. However, after participating in the CORE OL&LA training, we identified vocabulary, spelling, and writing as additional key areas of focus to strengthen our literacy program. As a result, teachers have intentionally increased emphasis on these skills alongside maintaining effective phonemic awareness and phonics instruction. Teachers have incorporated learning from the CORE OL&LA training into their daily instruction and have used student data to identify areas of need within our curriculum. We have responded by supplementing with targeted resources that have been implemented consistently across multiple grade levels, helping create continuity and coherence in reading instruction. As a result of these efforts, we have begun to see improvements in student performance data. For example, preliminary MCA reading scores show an increase in the percentage of students meeting or exceeding grade-level expectations at the elementary level, with a 4.4% gain from 2024 to 2025. Internal benchmark data also show steady growth across grade levels, particularly in foundational reading skills. These positive trends suggest that the shifts in instructional practice are having a meaningful impact on student outcomes.

Wabasha-Kellogg Public School District (0811-01) has implemented the following professional development and support for teachers around culturally responsive practices:

While our recent CORE training included a strong emphasis on supporting English Learner (EL) students, the district has not yet focused extensively on broader culturally responsive practices in literacy instruction. Recognizing this as an important area for growth, we have made it a goal to increase professional development in culturally responsive teaching moving forward. To support teachers in implementing culturally responsive literacy practices, we plan to: Provide targeted professional development sessions focused on culturally responsive pedagogy and inclusive literacy strategies, potentially through collaboration with our service co-op or external experts. Incorporate culturally diverse texts and materials into the curriculum to better reflect the backgrounds and experiences of all students, enhancing engagement and relevance. Establish through networking with other districts and in-house PLCs where educators can share best practices, reflect on their instructional approaches, and receive feedback on culturally responsive teaching. These steps will build teacher capacity to create more inclusive and affirming literacy environments that meet the needs of our diverse student population.

Wabasha-Kellogg Public School District (0811-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

The district is actively planning to expand literacy-focused professional development opportunities for the 2025-26 school year. As part of this effort, we are transitioning from having a local literacy lead to

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contracting with a literacy coach through our regional literacy network via the Southeast Service co-op. This change will provide more targeted, ongoing support to teachers in implementing evidence-based literacy instruction aligned with the ELA Standards. Additionally, we have connected with an MDE ELA specialist to stay informed about the updated ELA standards and the new MCA-IV assessment. This collaboration will help ensure our professional development and instructional practices remain aligned with state expectations across the key strands of reading, writing, and exchanging ideas. These professional development initiatives will focus on deepening teacher understanding and application of the ELA standards to improve student outcomes in all literacy domains.

Continuous Improvement for Professional Development Plan

Wabasha-Kellogg Public School District (0811-01) will make the following changes to the professional development plan for the 2025-26 school year:

During the previous school year, much of our professional development was dedicated to completing the READ Act CORE OL&LA training. For the 2025-26 school year, the focus of our professional development will shift toward supporting teachers in effectively implementing the knowledge and strategies gained from that training into their daily instructional practices. This includes ongoing coaching, collaboration, and targeted support to ensure fidelity and impact in 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	4	4	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	4	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	12	10	0	2
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	1	1	0	0

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	3	1	0	2
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Wabasha-Kellogg Public School District (0811-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$26,098.66

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

\$26,098.66

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Wabasha-Kellogg Public School District (0811-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$38,582.04

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

- Stipends for teachers completing literacy training

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

\$3352

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

Teacher stipends