

Minnesota READ Act Literacy Plan

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

For

Esko Public School District (0099-01)

Date Submitted to the State 06/04/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Esko Public School District (0099-01). 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

Esko Public School District (0099-01)'s literacy goal(s) for the 2024-25 school year:

The goal for Esko Public Schools will be to ensure grade-level reading proficiency by reviewing student achievement results and growth data; by analyzing current practices and effectiveness of core literacy instruction for all students and specific groups identified as not making adequate growth; and by analyzing current practices and supports that have demonstrated success/data in support of groups not yet proficient.

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

In the 2024-2025 school year our elementary staff completed Phase One of the MDE approved READ Act training using Core OL&LA. This helped our staff understand the science of reading and ensure they could effectively use the Functional Phonics + Morphology curriculum implemented in Grades K-2 in the 2023-2024 school year, Grades K-3 in the 2024-2025 school year, and will be used in Grades K-6 during the 2025-2026 school year with additional in person Functional Phonics training during August 2025 inservice. We also completed additional FastBridge training working with a Literacy Coach from the Northeast Service Co-Op in the 2024-2025 school year that helped staff understand how to use diagnostic results, growth reports, identify student needs to apply appropriate interventions, and use progress monitoring. Intervention staff have also been trained to track student growth and adjust instruction as needed.

The following describes how Esko Public School District (0099-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The Minnesota READ Act states that all students will achieve reading proficiency by the end of third grade using evidence-based literacy instruction aligned with the science of reading. Although we have not reached the goal of having all students reading at or above grade level, we actively work to review our district FastBridge Assessments and Functional Phonics + Morphology curriculum (implemented 2023-2024) data to find where we can support our students throughout Tier 1, 2, and 3 settings. We continue to look at which core literacy skills they need direct, explicit, and systematic instruction with aligned interventions to make adequate progress expanding our use of MnMTSS. Based on the 2025 state accountability assessments (MCA's) we see 64% of students in third grade in meeting or exceeding ratings. We are seeing growth in our FASTbridge data, however we continue see the need for systematic and explicit instruction in all Tiers to support student growth in literacy. We are also in the process of reviewing our Tier 1 curriculum that will provide the best practices aligned to the science of reading using evidence-based instructional supports to help close the gap and meet goals outlined in the READ Act.

Esko Public School District (0099-01)'s literacy goal(s) for the 2025-26 school year:

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Our literacy goal for the 2025-2026 school year is to increase the number of students meeting or exceeding proficiency measured by the state accountability assessments (MCA's) and meeting individual growth targets on FastBridge screening assessments by 5-10% compared to the 2024-2025 school year.

Esko Public School District (0099-01)'s Local Literacy Plan is posted on the district website at:

https://www.esko.k12.mn.us/district/district_procedural_guides_and_reports

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 Esko Public School District (0099-01) 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	NA
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 Esko Public School District (0099-01) 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	89	64	89	68	89	53
Grade 1	90	46	90	52	90	48
Grade 2	83	61	86	66	86	63
Grade 3	96	53	96	64	96	59

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 Esko Public School District (0099-01) 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.

Esko Public School District (0099-01) 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:

Other: Explain below

In grades K-1 We are using vendor NW benchmarks; 2

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	88	15
Grade 1	90	38
Grade 2	84	35
Grade 3	97	32

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 Esko Public School District (0099-01) 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 Esko Public School District (0099-01) to determine which students in grades 4-12 are not reading at grade level:

We will be using FASTBridge assessment data in grades 4-6 to determine which students need to be further tested. If they are not at grade level based on the FastBridge data, we will implement Capti ReadBasix to assess this group of students further. FASTbridge assessment data will be collected for all students in grades 7-8. In grades 9-12 students who have demonstrated below grade level reading proficiency through prior MCAs and classroom literacy activities will be tested with FASTbridge. These multiple data points will determine which students are assessed with Capti ReadBasix to determine further need for instructional intervention.

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:

FASTBridge assessments will be delivered three times a year (fall, winter, and spring) to students in grades 4-8

along while ongoing assessment needs will be determined by multiple data points for students in grades 9-12. A combination of FASTbridge, MCA and classroom literacy performance will inform frequency of follow up and use of dyslexia screeners. Capti ReadBasix will parallel these assessments and will be administered as well as progress monitoring for the students determined to be not at grade level.

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

The following table displays the number of students in Esko Public School District (0099-01) 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	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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 Esko Public School District (0099-01) 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	Other (explain below)
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	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
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	Yes	2 times per year
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
- Other - describe (Required)
 - Report card/detailed comments.

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

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

- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Esko Public School District (0099-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

In grades K-6 we will be more consistent on sharing data with families. We will be sending home FASTbridge data after each screening window. In grades 7-8, FastBridge data will be communicated to parents on a quarterly basis along with literacy grading updates. When students in grades 7-12 are identified as reading below grade level using multiple measures, grade level teams, led by literacy teachers will provide quarterly updates to parents.

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.

Esko Public School District (0099-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students in Grades K-8 will complete FastBridge Assessments (fall, winter, spring) to help identify who is at risk in the Tier 1 setting. Students at risk are provided Tier 2 intervention support in the classroom, Title One (K-1) services, or ADSIS Reading services (Grades 2-6) using evidence-based instruction with a foundational curriculum program (Functional Phonics + Morphology) and FastBridge interventions. Students who qualify for Title One or ADSIS services are given a diagnostic screener to determine more specific areas of need and provided additional Tier 3 support if needed. Progress monitoring is used as determined by FastBridge screening reports and given weekly to bi-weekly depending on the intervention being measured. Classroom teachers and Interventionists work together to determine additional needs and review progress monitoring data showing student growth to discuss if the intervention level or materials used are adequately working. Students who meet exit criteria and show they reach grade level goals are placed on a watch list to observe their continued progress in the Tier 1-2 setting. A similar philosophy will be used to support students in grades 9-12 but with a more comprehensive analysis of data points, including statewide testing and local literacy measures.

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

Grades K-3 classroom teachers use our newly adopted Functional Phonics + Morphology curriculum and core knowledge building curriculum formative and summative assessments to differentiate instructional needs in the Tier 1 setting along with FastBridge recommendations. Students are provided additional support during intervention time in the classroom and/or Title One/ADSI setting. Grades 4-6 use the core curriculum formative and summative assessments along with FastBridge recommendations to determine differentiated instructional needs and provide additional support as needed. Our Northeast Service Co-Op Literacy Coach was able to provide additional FastBridge training to show teachers (Grades K-8, Special Education, and Interventionists) how fidelity plays a role and how to identify student needs they support during intervention time.

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

Grades K-8 are administered FastBridge Assessments (fall, winter, spring) to determine if they are at risk. Classroom teachers and Interventionists work together to review FastBridge data and recommended interventions. Students who are at low risk receive classroom intervention support in the Tier 2 setting. Students who are at high risk receive intervention support outside the classroom setting in the Title One (Grades K-1) ADSIS (Grades 2-4) Tier 2-3 setting. A similar philosophy will be used to support students in

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grades 9-12 but with a more comprehensive analysis of data points, including statewide testing and local literacy measures.

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:

Grades K-4 students are tracked using FastBridge weekly or bi-weekly progress monitoring tools that show their achievement over time. Progress monitoring intensification changes depending on the intervention being used and adjusted as needed. Grades 5-6 have not used FastBridge progress monitoring tools, but were provided training this year (2024-2025) that will help them use it in the future. If a student is not making adequate progress in Grades K-8 after interventions have been in place in the Tier 2-3 classroom or intervention service setting, classroom teachers bring students to TAT (Teacher Assistance Team) to discuss student achievements. The team will consider whether a different intervention could be used or a learning evaluation should be recommended for additional Tier 3 support in the Special Education setting. In grades 7-12 grade level teams and Project Connect leaders (the Esko HS MTSS model) will monitor quarterly data points including performance and growth on state testing, FastBridge assessments, and local literacy activities to monitor the effectiveness of interventions and need for enhanced or intensified instruction.

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

Students who meet grade level goals are progress monitored an additional 8-10 data points before being fully exited from targeted reading intervention in classroom and/or Title One (K-1)/ADSIS (Grades 2-4) services using FastBridge data and core curriculum data. Grades 5-6 have not yet implemented progress monitoring or exit criteria, but will be working on this more the next school year (2025-2026). In grades 7-12 grade level teams and Project Connect leaders (the Esko HS MTSS model) will monitor quarterly data points including performance and growth on state testing, FastBridge assessments, and local literacy activities to monitor the effectiveness of interventions and need for enhanced or intensified instruction. Similarly, exit criteria will be developed in 25-26 with a global view of the data.

Does Esko Public School District (0099-01) 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

Esko Public School District (0099-01) 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 2025-2026 school we will be become more consistent with progress monitoring and interventions in all grade levels. We will be working on providing exit criteria as well as following the MTSS model.

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.

Esko Public School District (0099-01) is implementing a multi-tiered system of support framework:

No

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 Esko Public School District (0099-01), 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	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	90
	· Heggerty Phonemic Awareness	Foundational	10
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	45
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	45
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	90
Grade 5	· Storytown (HM) and Locally Created Resources	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

Esko Public School District (0099-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We currently use the following curricular resources that will mostly be used 2025-2026 school year. Grades K: Heggery and Functional Phonics Grades 1-3: Functional Phonics and Benchmark Advance (2018) Grade 4: Benchmark Advance (2018) Grade 5: Storytown and locally created materials Grade 6: locally created materials. Our elementary ELA committee is in the process of reviewing MDE recommended programs that align with the science of reading. We plan to pilot at least two options part of the 2025-2026 school year in two elementary classrooms per grade level and adopt a new program for Grades K-6 the 2026-2027 school year.

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 Esko Public School District (0099-01) 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	Heggerty, Functional Phonics, FASTbridge	Heggerty, Functional Phonics, FASTbridge
Grade 1	Functional Phonics, Heggerty, FASTbridge	Functional Phonics, Heggerty, FASTbridge
Grade 2	Functional Phonics, FASTbridge	Functional Phonics, FASTbridge
Grade 3	Functional Phonics, FASTbridge	Functional Phonics, FASTbridge
Grade 4	Functional Phonics + Morphology, FASTbridge	Functional Phonics + Morphology, FASTbridge
Grade 5	Classroom teacher support	NA
Grade 6	Classroom teacher support	NA
Grade 7	Classroom teacher support/Reading In Content Area Course	NA
Grade 8	Classroom teacher support	NA
Grade 9	Classroom teacher support	NA
Grade 10	Classroom teacher support	NA
Grade 11	Classroom teacher support	NA
Grade 12	Classroom teacher support	NA

Continuous Improvement for Reading Interventions

Esko Public School District (0099-01) will make the following changes to reading interventions for the 2025-26 school year:

Our elementary is in the process of reviewing how interventions are used and how to best support student learning using data ba

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.

Esko Public School District (0099-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 02/19/2025

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:

Phase 1 was completed by all classroom elementary teachers, special education teachers, interventionist, and specialists who were actively employed and had an 80% proficiency level.

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:

Teachers currently use their knowledge of the science of reading as they implement Functional Phonics + Morphology with explicit, systematic, and evidence based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. They also use this knowledge to supplement the current curriculums of Benchmark, Storytown, and locally created resources. Based on the results of the data being collected, administration is able to review the data along with complete classroom observations to help them identify training and support needs we may be able to provide through the Northeast Service Co-Op team. 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:

Teachers use their new knowledge from completing the Core OL&LA training to deepen their understanding of delivering high quality Tier 1 instruction and evidence based interventions. We continue to partner with a literacy coach through the Northeast Service Co-Op who helps provide feedback and training as needed.

The following changes in instructional practices have impacted students :

These instructional shifts have impacted student growth in areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. We are able to see student growth using FastBridge data that shows instructional changes are working.

Esko Public School District (0099-01) has implemented the following professional development and support for teachers around culturally responsive practices:

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Our staff development committee plans collaboration time for grade levels to complete culturally responsive licensure requirements. Our elementary ELA committee is aware of the importance of implementing a curriculum that is culturally responsive as we begin looking for new curriculum to pilot the 2025-2026 school year.

Esko Public School District (0099-01) engaged with the Regional Literacy Network through the following:

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

Our elementary staff was able to participate in a virtual MDE training about the new 2020 ELA standards along with in person facilitators from the Northeast Service Co-Op during the 2024-2025 school year. Our ELA committee is currently working on a Horizontal Vertical Alignment tool that shows where each standard is being taught, practiced, and assessed within current curriculum. We continue working with the MDE ELA standards team and have a representative attend bi-monthly meetings to keep updated as we fully implement the new standards.

Continuous Improvement for Professional Development Plan

Esko Public School District (0099-01) will make the following changes to the professional development plan for the 2025-26 school year:

We will use the Horizontal Vertical Alignment tool in the elementary to identify areas of the ELA standards that need supplementing, how to use bundling the standards in our teaching approach, and understand the standards better as we review new curriculum options the 2025-2026 school year. We will also be working with an assigned literacy coach through the Northeast Service Co-Op to further train and support teachers more consistently.

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	5	4	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	16	15	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	12	11	0	1
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	8	8	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	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	17	12	0	5
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
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	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Esko Public School District (0099-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$68,026.36

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

\$19,930.22

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

- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development

READ Act Literacy Aid

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

Esko Public School District (0099-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$51,762.24

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

- Curriculum reviewed by MDE that was rated as highly aligned
- Reading intervention (curriculum, materials, training)

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

\$16874

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

Any remaining funds will be used to supplement 7-12 staff development for content area teachers, not yet required to complete READ Act training, to improve research-based reading practices in content areas (science, math, social studies).