

## Minnesota READ Act Literacy Plan

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

For

Region 6 and 8-SW/WC Service Cooperative (0991-83)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Region 6 and 8-SW/WC Service Cooperative (0991-83). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="\_blank">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

Region 6 and 8-SW/WC Service Cooperative (0991-83)'s literacy goal(s) for the 2024-25 school year:

By July 1, 2025, all educators responsible for reading instruction will complete one of the approved READ Act literacy training programs, specifically the Online Language and Literacy Academy (OL&LA) offered through the Consortium on Reaching Excellence in Education.

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

SWWC operates nine educational sites, which include six Federal Setting IV special education schools and three Alternative Learning Center (ALC) schools. During the 2024-2025 school year, all licensed educators—including general education, special education, and multilingual learner teachers—completed training in the science of reading and structured literacy through the Online Language and Literacy Academy (OL&LA), provided by the Consortium on Reaching Excellence in Education. In addition, all district curriculum coordinators, special education directors, and general education leaders successfully participated in the required READ Act training. SWWC achieved its 2024-2025 literacy training goal with a 100% completion rate.

The following describes how Region 6 and 8-SW/WC Service Cooperative (0991-83)'s current student performance differs from the literacy goal detailed in the READ Act:

At SWWC, we are committed to supporting all students in achieving literacy success, particularly multilingual learners and students receiving special education services. While we have made measurable progress toward individualized reading goals for these student groups, current performance data indicates that not all students are consistently meeting grade-level reading benchmarks as outlined in the READ Act. Additionally, for students not formally identified with reading goals, we are actively working to implement evidence-based curricula and consistent performance monitoring. This ongoing effort aims to close the gap between current student outcomes and the READ Act's vision of universal grade-level reading proficiency.

Region 6 and 8-SW/WC Service Cooperative (0991-83)'s literacy goal(s) for the 2025-26 school year:

SMART Objectives for SWWC Literacy Goal (2025-2026) Specific: All reading teachers will implement evidence-based literacy practices aligned with the science of reading. Measurable: At least 85% of students, including multilingual learners and students receiving special education services, will demonstrate measurable growth toward or attainment of grade-level reading proficiency, as measured by district-approved assessments. Achievable: All educators responsible for reading instruction will participate in monthly data meetings using a district-developed protocol to review student progress and adjust instruction accordingly. Relevant: These objectives directly support the Minnesota READ Act's emphasis on structured literacy, data-driven instruction, and equitable outcomes for all learners. Time-bound: All objectives will be achieved by the end of the

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2025â€"2026 school year (June 2026).

Region 6 and 8-SW/WC Service Cooperative (0991-83)'s Local Literacy Plan is posted on the district website at:

<https://www.swwc.org/>

## 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 Region 6 and 8-SW/WC Service Cooperative (0991-83) 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	aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aRe

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Region 6 and 8-SW/WC Service Cooperative (0991-83) 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	0	CTSTR	1	CTSTR	1	CTSTR
Grade 1	4	CTSTR	3	CTSTR	8	CTSTR
Grade 2	2	CTSTR	5	CTSTR	5	CTSTR
Grade 3	12	1	17	1	15	1

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 Region 6 and 8-SW/WC Service Cooperative (0991-83) 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.

Region 6 and 8-SW/WC Service Cooperative (0991-83) 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:

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	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	0	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

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

Region 6 and 8-SW/WC Service Cooperative (0991-83) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Beginning in the 2025-2026 school year, SWWC will refine its approach to dyslexia screening in grades K-3 to align with Minnesota READ Act requirements while recognizing the unique context of its student population. All K-3 students served at SWWC have undergone a comprehensive special education evaluation, which includes diagnostic assessments that address key indicators of dyslexia, such as phonological processing, decoding, and reading fluency. These evaluations meet or exceed the intent of universal dyslexia screening by providing individualized, in-depth data on each student's reading profile. Planned Enhancements Include: Formal documentation of how existing diagnostic data fulfills dyslexia screening requirements. Alignment of evaluation tools with state-identified characteristics of dyslexia to ensure consistency and compliance. Staff training on interpreting diagnostic data through a dyslexia-informed lens to better support instructional planning. Ongoing monitoring of student progress using curriculum-based measures (CBMs) to identify emerging needs and adjust interventions accordingly. This approach ensures that all K-3 students receive appropriate screening and support, while avoiding redundant assessments and respecting the depth of existing special education evaluations.

## 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 Region 6 and 8-SW/WC Service Cooperative (0991-83) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 5	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 6	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 7	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 8	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 9	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 10	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 11	CBMReading	FASTBridge	Vendor composites using vendor benchmarks
Grade 12	CBMReading	FASTBridge	Vendor composites using vendor benchmarks



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 Region 6 and 8-SW/WC Service Cooperative (0991-83) to determine which students in grades 4-12 are not reading at grade level:

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

Screening Plan (2025-2026): SWWC will utilize a comprehensive set of screening and assessment tools to monitor student progress in reading and guide instructional decisions. These tools include: FASTBridge aReading, CBM, and autoReading to analyze foundational reading skills and fluency. MCA Reading Test to assess proficiency in state reading standards. ACCESS for ELLs to evaluate English language proficiency and literacy development for multilingual learners. CAPTI ReadBasix to serve as an additional universal screener for reading comprehension and foundational skills. Comprehensive Special Education Evaluation data to provide additional diagnostic details if needed on specific reading skills. These assessments will be used in conjunction with monthly data team meetings to ensure timely instructional adjustments and targeted interventions.

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

The following table displays the number of students in Region 6 and 8-SW/WC Service Cooperative (0991-83) 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 Region 6 and 8-SW/WC Service Cooperative (0991-83) 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	No	
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
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
- Other - describe (Required)
  - IEP and progress reports

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)
  - Progress Monitoring data on individual goals

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

- Parent teacher conferences
- Other - describe (Required)
- IEP meetings

### Continuous Improvement for Parent Notification

Region 6 and 8-SW/WC Service Cooperative (0991-83) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parent Notification and Involvement Plan (2025-2026) SWWC is committed to maintaining strong communication with families regarding student reading progress and interventions. The following procedures will be implemented to ensure parents and guardians are informed and actively involved: After each universal screening period, a Parent Letter will be sent home with each student, summarizing their most recent reading assessment results. The most current reading data will also be shared during the student's annual IEP meeting and parent-teacher conferences. If a student is identified as not reading at grade level, parents or guardians will be notified of: 1. The specific interventions that will be implemented. 2. The student's progress in the intervention during conferences, IEP meetings, and when exiting or changing an intervention. 3. End-of-year progress in reading development. To support literacy development at home, strategies and resources will be included with Parent Letters. These may include materials from the RISE Parent Resources and other evidence-based sources to help families reinforce reading skills outside of school.

## 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.

Region 6 and 8-SW/WC Service Cooperative (0991-83) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Process and Data Used to Ensure Evidence-Based Instruction and Intervention Matches Student Needs SWWC follows a structured, data-driven process to ensure that all reading instruction and interventions are aligned with individual student needs and grounded in evidence-based practices. Benchmark Assessments: Students participate in three benchmark assessments throughout the school year using tools such as FASTBridge, MCA, ACCESS, and CAPTI ReadBasix (as available). Data Review Meetings: After each benchmark period, educators engage in structured data review meetings. These meetings include general education teachers, special education staff, and instructional leaders who analyze student performance data. Diagnostic Assessments: Students who do not meet benchmark expectations are administered additional diagnostic reading assessments to identify specific skill deficits (e.g., phonemic awareness, decoding, fluency, comprehension). Targeted Interventions: Based on diagnostic results, students are placed into evidence-based reading interventions that directly address their identified areas of need. These interventions are aligned with the science of reading and delivered with fidelity. Progress Monitoring: Student progress is monitored regularly using curriculum-based measures (CBMs) and other tools. Instruction is adjusted as needed based on progress data, ensuring that interventions remain responsive and effective. This cycle of assessment, analysis, targeted instruction, and progress monitoring ensures that each student receives the appropriate level of support to make meaningful gains in reading.

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

Monitoring Fidelity and Differentiating Tier 1 Instruction SWWC is committed to ensuring high-quality, evidence-based Tier 1 instruction through consistent monitoring of implementation fidelity and ongoing professional development in differentiation strategies. Fidelity Monitoring: SEMI-DLT (Self-Evaluation MnMTSS Implementation " District Leadership Team) is conducted annually to evaluate the fidelity of instructional practices and system-wide implementation. Intervention fidelity checks are embedded within the evidence-based curricula used across sites. These checks include observation protocols, implementation rubrics, and teacher self-assessments to ensure interventions are delivered as designed. Teachers and instructional leaders engage in data review meetings and coaching cycles to reflect on fidelity data and make instructional adjustments as needed. Differentiation in Tier 1: Teachers are receiving ongoing professional development focused on differentiating Tier 1 instruction to meet the diverse needs of learners, including multilingual students and those receiving special education services. Instructional strategies include flexible grouping, scaffolded supports, use of formative assessment data, and integration of multisensory and structured literacy approaches. Collaboration among general education, special education, and multilingual learner staff supports

the alignment of Tier 1 instruction with individual student needs. SWWC will continue to build staff capacity in both fidelity monitoring and differentiated instruction to ensure all students receive high-quality, responsive literacy instruction.

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

Entrance Criteria for Supplemental (Tier 2) and Intensive (Tier 3) Reading Interventions During the 2024-2025 school year, SWWC used vendor-provided cut scores from universal screening tools (e.g., FASTBridge, CORE Assessments, Woodcock Johnson, LETRS screener, etc.) to determine eligibility for supplemental and intensive reading interventions. Diagnostic assessments were administered to further identify specific literacy needs and guide intervention placement. Elementary Level (Grades K-5): Tier 2 (Supplemental Intervention): Students scoring below benchmark but above the intensive threshold on universal screeners. Diagnostic assessments indicate moderate skill gaps in areas such as phonics, fluency, or comprehension. Students receive small-group, targeted instruction in addition to core literacy instruction. Tier 3 (Intensive Intervention): Students scoring well below benchmark or in the high-risk range on universal screeners. Diagnostic data reveals significant deficits in foundational reading skills. Students receive individualized or very small-group instruction with increased frequency and intensity. Secondary Level (Grades 6-12): Tier 2 (Supplemental Intervention): Students not meeting grade-level expectations on screeners (e.g., MCA, FASTBridge, ReadBasix) but demonstrating partial proficiency in diagnostic assessments. Interventions focus on comprehension strategies, vocabulary development, and fluency. Instruction is provided in small groups during designated intervention periods or within content-area classes. Tier 3 (Intensive Intervention): Students with persistent reading difficulties despite Tier 2 support. Diagnostic assessments show severe skill gaps in decoding, fluency, or comprehension. Students receive highly individualized instruction, often integrated with their IEP goals. SWWC continues to refine its entrance criteria and intervention processes through professional learning and data analysis to ensure alignment with best practices and the science of reading.

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

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

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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:

Fastbridge NWS and CBMs

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

Exit Criteria for Supplemental (Tier 2) and Intensive (Tier 3) Reading Interventions At SWWC, many students receiving reading interventions have Individualized Education Programs (IEPs). Therefore, both entrance into and exit from targeted reading interventions are determined through the team decision-making process.

General Exit Criteria Considerations (All Grades): Demonstrated progress toward or achievement of IEP reading goals. Consistent performance at or above benchmark on universal screeners (e.g., FASTBridge, CAPTI

ReadBasix, MCA). Positive trends in progress monitoring data over time. Teacher observation and

documentation of independent skill application in classroom settings. Parent input and collaboration during IEP meetings. Elementary Level (Grades K&"5): Exit from Tier 2 or Tier 3 intervention is considered when a student:

Meets or exceeds benchmark expectations on multiple data points. Demonstrates mastery of targeted skills identified through diagnostic assessments. Maintains progress without regression during periods of reduced

support. Secondary Level (Grades 6&"12): Exit decisions are based on: Sustained grade-level performance in reading comprehension, fluency, and vocabulary. Evidence of generalization of reading skills across content

areas. Student self-advocacy and independence in applying reading strategies. In all cases, the IEP team

reviews multiple data sources and considers the student's overall academic, functional, and behavioral needs before making exit decisions. This ensures that transitions out of intervention are thoughtful, data-informed,

and supportive of long-term success.

Does Region 6 and 8-SW/WC Service Cooperative (0991-83) 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.

Region 6 and 8-SW/WC Service Cooperative (0991-83) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Region 6 and 8-SW/WC Service Cooperative (0991-83) has participated in MDE MnMTSS professional learning:

Yes



## 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 Region 6 and 8-SW/WC Service Cooperative (0991-83), 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	45
	· Benchmark Advanced	Comprehensive	45
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance	Comprehensive	45
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance	Comprehensive	45
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance	Comprehensive	45
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance	Comprehensive	45
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Benchmark Advance	Comprehensive	45

### Continuous Improvement for Core Reading Instruction and Curricula

Region 6 and 8-SW/WC Service Cooperative (0991-83) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Changes to Curricular Resources in Grades K-5 for the 2025-2026 School Year At the SWWC Educational Learning Center Federal Setting IV special education schools, several updates to K-5 literacy instruction will be implemented in the 2025-2026 school year to better align with student needs and assessment data: Grades 3-5 will begin implementing Read 180 as a supplemental, class wide reading program. This decision is based on student performance data and the need for a structured, adaptive program that supports comprehension, vocabulary, and fluency development. K-2 students will continue to receive instruction in Functional Phonics, which provide foundational skills in decoding and word structure aligned with the science of reading. Students requiring additional support beyond core and supplemental instruction will receive targeted intervention using the Sonday System, an evidence-based, multisensory program designed to address specific reading deficits. These curricular enhancements reflect SWWC's commitment to delivering structured, differentiated, and data-informed literacy instruction for all learners.

## 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 Region 6 and 8-SW/WC Service Cooperative (0991-83) 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	Sonday Systems, Functional Phonics	Sonday Systems, Functional Phonics
Grade 1	Sonday Systems, Functional Phonics	Sonday Systems, Functional Phonics
Grade 2	Sonday Systems, Functional Phonics	Sonday Systems, Functional Phonics
Grade 3	Sonday Systems, Functional Phonics	Sonday Systems, Functional Phonics
Grade 4	Sonday Systems, Functional Phonics & Morphology	Sonday Systems, Functional Phonics & Morphology
Grade 5	Sonday Systems, Functional Phonics & Morphology	Sonday Systems, Functional Phonics & Morphology
Grade 6	Sonday Systems, Functional Phonics & Morphology	Sonday Systems, Functional Phonics & Morphology
Grade 7	Sonday Systems, Functional Phonics & Morphology	Sonday Systems, Functional Phonics & Morphology
Grade 8	Sonday Systems, Functional Phonics & Morphology	Sonday Systems, Functional Phonics & Morphology
Grade 9	Sonday Systems, Functional Phonics & Morphology, AdLit	Sonday Systems, AdLit
Grade 10	Sonday Systems, Functional Phonics & Morphology, AdLit	Sonday Systems, AdLit
Grade 11	Sonday Systems, Functional Phonics & Morphology, AdLit	Sonday Systems, AdLit
Grade 12	Sonday Systems, Functional Phonics & Morphology, AdLit	Sonday Systems, AdLit

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## 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.

Region 6 and 8-SW/WC Service Cooperative (0991-83) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 06/05/2025

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:

Supporting Teachers Below 80% Proficiency in Approved Literacy Training SWWC is committed to ensuring that all educators responsible for reading instruction meet the expectations outlined in the Minnesota READ Act. For teachers who do not achieve the vendor-recommended 80% proficiency level on approved literacy training, the district provides the following supports: Targeted Follow-Up Support: Teachers are offered additional opportunities to review training content through refresher modules, coaching sessions, or small-group professional learning communities (PLCs) focused on the science of reading. Instructional Coaching: Literacy coaches or instructional leaders provide individualized coaching and modeling to reinforce key concepts and support classroom implementation of evidence-based practices. Progress Monitoring and Feedback: Teachers receive ongoing feedback on their instructional practices through classroom observations, fidelity checks, and collaborative planning sessions. Reassessment Opportunities: Educators are given the opportunity to retake the proficiency assessment after completing additional support activities to demonstrate mastery of the training content. Professional Growth Plans: For teachers needing more intensive support, the district may incorporate literacy training goals into their professional development plans to ensure accountability and growth. These supports are designed to build teacher capacity, ensure alignment with the READ Act, and ultimately improve student literacy outcomes.

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

Fidelity Data Collection for Elementary Literacy Instruction To ensure high-quality implementation of evidence-based reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, SWWC collects and reviews multiple sources of fidelity data: 1. Instructional Observation Tools Classroom walkthroughs and formal observations are conducted using structured observation protocols aligned with the science of reading. Observers look for evidence of explicit instruction, systematic sequencing, and student

engagement in each of the five key areas. 2. Fidelity Checklists Teachers and instructional coaches use fidelity checklists embedded in reading intervention programs (e.g., Sonday, Read 180, Functional Phonics). These checklists document whether instructional components are delivered as designed and with appropriate pacing and scaffolding. 3. Lesson Plan Reviews Instructional leaders review lesson plans to ensure alignment with evidence-based practices and inclusion of all five components of reading. Plans are checked for clear objectives, explicit instruction, modeling, and differentiation strategies. 4. Coaching and Feedback Cycles Teachers participate in coaching cycles that include pre-observation planning, in-class support, and post-observation reflection. Coaches provide targeted feedback on fidelity of implementation and support goal setting for instructional improvement. 5. Student Performance Data Fidelity is indirectly monitored through student progress monitoring data (e.g., CBMs, diagnostic assessments). Lack of expected student growth may trigger a review of instructional fidelity and lead to additional support or retraining. 6. Professional Learning Participation Attendance and en

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:

Coaching Support and Feedback Based on Fidelity Data SWWC is implementing a robust coaching model grounded in the New Teacher Center (NTC) framework to ensure that all elementary teachers are equipped to deliver explicit, systematic, and evidence-based instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. 1. Instructional Coaching Using the NTC Model SWWC employs trained instructional coaches who use the NTC model to provide non-evaluative, strengths-based coaching. Coaches engage teachers in collaborative inquiry cycles, including goal setting, lesson planning, observation, and reflective feedback. 2. Data-Driven Coaching Cycles Fidelity data from classroom observations, lesson plans, and student assessments informs coaching priorities. Coaches use this data to tailor support, ensuring alignment with the science of reading and district literacy goals. 3. Focused Feedback and Modeling Coaches provide targeted feedback on instructional practices related to the five pillars of reading. They also model lessons, co-teach, and facilitate planning sessions to support implementation of high-leverage strategies. 4. Professional Learning Communities (PLCs) Coaches facilitate PLCs where teachers analyze fidelity data, share best practices, and engage in collaborative problem-solving. These communities foster a culture of continuous improvement and shared accountability. 5. Ongoing Monitoring and Support Coaching logs, fidelity rubrics, and teacher reflections are used to monitor progress and adjust support. Instructional leaders review this data to ensure coaching efforts are aligned with student outcomes and professional growth.

The following changes in instructional practices have impacted students :

Impact of Instructional Practice Changes on Student Outcomes SWWC has implemented significant shifts in instructional practices aligned with the science of reading, including the use of explicit, systematic, and evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. These changes have led to measurable improvements in student engagement, skill acquisition, and reading

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proficiency. Observed Impacts: Increased Student Engagement: Teachers report higher levels of student participation and confidence during literacy instruction, particularly in small-group and intervention settings. Improved Foundational Skills: Students receiving structured literacy interventions (e.g., Sonday, Functional Phonics) have shown gains in decoding, fluency, and word recognition. More Targeted Instruction: The use of diagnostic assessments and fidelity-aligned coaching has enabled more precise instructional planning and differentiation. Evidence of Impact: Progress Monitoring Data: Students receiving Tier 2 and Tier 3 interventions have demonstrated consistent growth on curriculum-based measures (CBMs) and diagnostic assessments. Universal Screening Results: A comparison of fall-to-spring benchmark data shows an increase in the percentage of students meeting or approaching grade-level expectations. IEP Goal Attainment: A higher proportion of students with IEPs are meeting or exceeding their individualized reading goals, as documented in annual reviews. Teacher Feedback and Observations: Instructional coaches and administrators have noted stronger implementation of structured literacy practices and increased instructional fidelity.

Region 6 and 8-SW/WC Service Cooperative (0991-83) has implemented the following professional development and support for teachers around culturally responsive practices:

Planned Implementation of Culturally Responsive Literacy Practices SWWC recognizes the importance of culturally responsive teaching in supporting equitable literacy outcomes for all students. While foundational work is still in development, the district is committed to building a comprehensive plan to integrate culturally responsive practices into literacy instruction beginning in the 2025–2026 school year. Planned Professional Development: SWWC will begin offering professional development focused on culturally responsive pedagogy, including understanding cultural identity, addressing implicit bias, and creating inclusive classroom environments. Literacy-focused training will incorporate strategies for selecting and using diverse texts, affirming student backgrounds, and connecting literacy instruction to students' lived experiences. Support for Implementation: Instructional Coaching: Instructional coaches, trained in the New Teacher Center (NTC) model, will support teachers in applying culturally responsive strategies during coaching cycles. Coaches will help teachers reflect on their practices and adapt instruction to better meet the needs of diverse learners. Curriculum and Materials Review: The district will begin reviewing literacy materials to ensure they reflect diverse cultures, languages, and perspectives. Teachers will be supported in integrating culturally relevant texts into core and supplemental instruction. Collaborative Learning: Professional Learning Communities (PLCs) will include time for teachers to explore culturally responsive literacy practices, share strategies, and reflect on student engagement and outcomes. Family and Community Engagement: SWWC will explore ways to strengthen family partn

Region 6 and 8-SW/WC Service Cooperative (0991-83) engaged with the Regional Literacy Network through the following:

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

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

Additional Literacy-Focused Professional Development Opportunities SWWC is expanding its professional development offerings in the 2025-2026 school year to deepen teacher expertise in evidence-based literacy instruction and align with the Minnesota English Language Arts (ELA) Standards, specifically the strands of Reading, Writing, and Exchanging Ideas. Planned Opportunities Cloud Include: Structured Literacy Deep Dives Focus: Advanced training in phonemic awareness, phonics, fluency, vocabulary, and comprehension. ELA Alignment: Reading - foundational skills and comprehension strategies. Writing Across the Curriculum Focus: Supporting students in developing writing fluency, structure, and purpose across content areas. ELA Alignment: Writing - text types, purposes, and production. Academic Language and Vocabulary Development Focus: Strategies for building academic vocabulary and language structures, especially for multilingual learners. ELA Alignment: Reading and Exchanging Ideas - vocabulary acquisition and collaborative discussions. Culturally Responsive Literacy Instruction Focus: Integrating diverse texts and inclusive practices to support engagement and comprehension. ELA Alignment: Reading - literature and informational text; Exchanging Ideas - understanding diverse perspectives. Data-Informed Instruction and Progress Monitoring Focus: Using screening and diagnostic data to inform instruction and intervention. ELA Alignment: Supports all strands by ensuring instruction is responsive to student needs. Instructional Coaching and Peer Collaboration Focus: Ongoing support through the New Teacher Center coaching model, including co-planning, modeling, and reflective feedback. ELA Alignment: Exchanging Ideas - professional collaboration to improve instructional practice.



### 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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	1	1	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	36	36	2	4
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	120	0	0	120

#### 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	4	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	4	4	0	0
Grades 6-12 Instructional support staff who provide reading support	3	0	0	3
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	8	8	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Region 6 and 8-SW/WC Service Cooperative (0991-83) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

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

\$0.00

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

- Not applicable

### READ Act Literacy Aid

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

Region 6 and 8-SW/WC Service Cooperative (0991-83) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$11,782.30

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

- Approved literacy screeners (this can include materials, training and coaching)
- Curriculum reviewed by MDE that was rated as highly aligned

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

\$11782

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

SWWC serves nine schools and experiences annual turnover in special education teaching staff, a common challenge in specialized educational settings. Since completion of approved READ Act training is required for all special educators, SWWC anticipates the need for ongoing financial support to ensure compliance and continuity of high-quality literacy instruction. To address this, the district plans to: Allocate funds for stipends to support incoming special education staff in completing the required training. Provide onboarding support and coaching to ensure new staff can implement evidence-based literacy practices with fidelity. Maintain a training schedule and tracking system to monitor completion and proficiency levels among new hires. This proactive approach ensures that all students, including those with special needs, continue to receive instruction aligned with the science of reading, regardless of staffing changes.