



LOCAL LITERACY PLAN

2025-2026

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Minnesota Read ACT Goal

The goal of the READ Act is to ensure that every Minnesota child reads at or above grade level each year, starting in kindergarten. It also aims to support multilingual learners and students receiving special education services in achieving their individualized reading goals, as outlined in [Minn. Stat. 120B.12](#).

PACT Literacy Goal

All PACT Charter School students will demonstrate at least a year's growth in reading proficiency within one year. For students who are on grade level, the goal is to achieve at least one year's worth of typical growth within that time. For students who are below grade level, the goal is to attain more than a year's worth of aggressive growth in the same period.

FastBridge categorizes growth into four types based on growth percentiles:

- **Flat:** 15th percentile and below
- **Modest:** 15th–40th percentile
- **Typical:** 40th–75th percentile
- **Aggressive:** 75th percentile and above

Statement of Objectives

1. Teachers will utilize data from reading assessments to guide their reading instruction. Ongoing collaborative teams and professional development will support teachers in enhancing their skills as reading instructors. Three times a year, PACT Charter School implements a variety of standards-based assessments to universally screen all K-5 students and determine whether a student is at risk of needing additional support or intervention in literacy. Our goal is for all students to be at low risk for requiring extra support or intervention in literacy.
2. Parents will receive progress reports three times a year that detail their student's reading progress compared to established benchmarks. Parents will be notified if their child is above, at, or below grade level.
3. The focus of staff development is on best practices in literacy instruction and aligning the curriculum with standards.
4. There is collective ownership of students' literacy learning among administrators, teachers, support staff, students, and parents.

To achieve these goals, the staff will use a structured literacy model that encompasses explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

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

Grades K-3 Screeners

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

Kindergarten Screener

Kindergarten students are evaluated on the following foundational reading skills:

- concepts of print
- letter names
- letter sounds
- onset sounds
- word segmenting
- nonsense words
- and sight word recognition

FastBridge's *earlyReading* with *CBMReading* includes subtests that assess how kindergarteners are developing their phonics, phonemic awareness, and reading fluency. *EarlyReading* assessments are conducted by a Screening Team, one-on-one with each student.

Kindergarten *earlyReading* Assessments

Fall	Winter	Spring
Concepts of Print	Word Segmenting	Word Segmenting
Onset Sounds	Onset Sounds	Sight Words
Letter Names	Nonsense Words (Decoding)	Nonsense Words (Decoding)
Letter Sounds	Letter Sounds	Letter Sounds

The FastBridge *aReading* assessment is also administered in the winter and spring to kindergarten students. This adaptive assessment provides information on four domains of English Language Arts, which align with the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments rate a child's proficiency based on the risk of the child needing an additional intervention in that skill. Our goal is for all students to be classified as Low Risk or Lowest Risk. By the end of the year, targets for each of the Kindergarten literacy assessments are listed below:

	<i>Letter Sounds</i>	<i>Nonsense Words (Decoding)</i>	<i>Word Segmenting</i>	<i>Sight Word Fluency</i>	<i>aReading</i>
Goal	41+ sounds per minute	12+ words per minute	30 + correct sounds	13 + words per minute	437 +
<i>Low Risk</i>	41+	12 +	30 – 34	13 +	437 – 454*
<i>Some Risk</i>	27 – 40	6 – 11	24 – 30	4 – 12	414 – 436
<i>High Risk</i>	<27	<7	<24	<4	<414

First-Grade Screener

Literacy assessments are administered to first-grade students throughout the year to monitor their progress. The FastBridge Learning Assessment Suite is used to determine students' risk levels for needing reading intervention services. The FastBridge suite is given to all students three times a year. First-grade students take the *EarlyReading* and *CBMReading* assessments.

Early Reading includes several subtests to evaluate how first graders are developing their phonics, phonemic awareness, and reading fluency. *Early Reading* assessments are conducted by a Screening Team, one-on-one with each student.

CBMReading is a test of reading fluency. Students read three passages for one minute each. The number of words read correctly per minute is recorded, and the average of the three scores is reported as the *CBMReading* score. *CBMReading* assessments are conducted by a Screening Team one-on-one with each student.

Students spend about 5 to 10 minutes with the screener to complete the assessments listed in the table below.

Grade 1 Early Reading Assessments

Fall	Winter	Spring
Word Segmenting	Word Segmenting	Word Segmenting
Nonsense Words (Decoding)	Nonsense Words (Decoding)	Nonsense Words (Decoding)
Sight Words	Sight Words	Sight Words
Sentence Reading	<i>CBMReading</i>	<i>CBMReading</i>

The FastBridge aReading is administered in the fall, winter, and spring to students in first grade. The assessment is adaptive and provides information on four domains of English Language Arts. These domains align to the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments rate a child's proficiency based on the risk of the child needing an additional intervention in that skill. Our goal is for students to be classified as Low Risk or Lowest Risk. By the end of the year, targets for each of the Grade 1 literacy assessments are listed below:

	<i>Word Segmenting</i>	<i>Nonsense Words (Decoding)</i>	<i>Sight Word Fluency</i>	<i>CBM Reading</i>	<i>aReading</i>
<i>Goal</i>	32+ correct sounds	22+ words per minute	65+ words per minute	66+ words per minute	468 +
<i>Low Risk</i>	32+	22+	65+	66+	468 – 484*
<i>Some Risk</i>	28 – 31	13 – 21	40 – 64	30 – 65	445 – 467
<i>High Risk</i>	<28	<13	<40	<30	<445

** Students who score above 484 in the spring of first grade on aReading are considered lowest risk and classified as reading well above grade level.*

Second through Third Grade Screener

Literacy assessments are conducted annually for second- and third-grade students to screen and monitor their progress. The FastBridge Learning Assessment Suite is used to determine the risk level of students who may need reading intervention services. This suite is administered to all students three times a year. Second- and third-grade students take the *CBMReading* and *aReading* assessments, while fourth- and fifth-grade students take the *AUTOreading* and *aReading* assessments.

CBMReading is a test of reading fluency. Students read three passages for one minute each. The number of words read correctly per minute is recorded, and the median of the three scores is reported as the *CBMReading* score. *CBMReading* assessments are conducted by a Screening Team one-on-one with each student. Students spend approximately 5 to 7 minutes with the screener to complete the *CBMReading* assessment.

The FastBridge *aReading* assessment is given in the fall, winter, and spring to students in grades two through five. The assessment is adaptive and provides information on four domains of English Language Arts, which align with the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments evaluate a child's proficiency by gauging the likelihood of needing additional intervention in that skill. Our goal is for all students to be classified as Low Risk or Lowest Risk. Year-end targets for grades two and three are outlined in the tables below:

	<i>Grade 2</i>		<i>Grade 3</i>	
	<i>CBMReading</i>	<i>aReading</i>	<i>CBMReading</i>	<i>aReading</i>
Goal	101+ words per minute	490+	125 +words per minute	503+
<i>Lowest Risk*</i>	131+	505 +	151 +	517 +
<i>Low Risk</i>	101 – 130	490 – 504	125 – 150	503 – 516
<i>Some Risk</i>	66 – 100	469 – 489	90 – 124	483 – 502
<i>High Risk</i>	<66	<469	<90	<483

**Students who score Lowest Risk would be classified as reading well above grade level.*

Grades 4-12 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Fastbridge Learning Assessment Suite	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Fourth through Twelfth Grade Screener

Literacy assessments are administered to students in grades four through twelve throughout the year to screen and monitor their progress. The FastBridge Learning Assessment Suite is used to determine the risk level at which students may require reading intervention services. The FastBridge suite is given to all students three times annually. Fourth and fifth grade students take the AUTOREading and aReading assessments.

CBMReading measures reading fluency. Students read three passages for one minute each. The number of words read correctly per minute is recorded, and the median of the three scores is reported as the *CBMReading* score. *CBMReading* assessments are conducted by a Screening Team, one-on-one, with each student, who spends approximately 5 to 7 minutes with the screener to complete the assessment.

The FastBridge aReading assessment is given in the fall, winter, and spring to students from second to fifth grade. This adaptive assessment offers insights into four domains of English Language Arts, which are aligned with the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments measure a child's proficiency based on the likelihood that the child will need additional intervention in that skill. Our goal is for all students to be classified as Low Risk or Lowest Risk. The end-of-year targets for grades four and five are listed in the tables below:

	<i>Grade 4</i>		<i>Grade 5</i>	
	<i>CBMReading</i>	<i>aReading</i>	<i>CBMReading</i>	<i>aReading</i>
Goal	147+ words per minute	513+	162 +words per minute	520+
<i>Lowest Risk*</i>	175+	526 +	192 +	536 +
<i>Low Risk</i>	147 – 174	513 – 525	162 – 191	520 – 535
<i>Some Risk</i>	113 – 146	496 – 512	127 – 161	504 – 519
<i>High Risk</i>	<113	<496	<127	<504

**Students who score Lowest Risk would be classified as reading well above grade level.*

Students identified as “some risk” or “at risk” in grades 4-12 will be screened for characteristics of Dyslexia using the Capti ReadBasix MDE-approved screening tool. The skills assessed include word recognition/decoding, vocabulary, morphology, and reading efficiency.

Assessment Plan

In addition to the FastBridge assessments, PACT students in grades K-5 will take *Into Reading* module assessments to identify their literacy needs.

The two scores separated by a backslash (i.e., 15/4 sounds correct/minute) represent the proficiency score (15 or higher) and the non-proficiency determination (4 or lower). Scores within that range (5–14) indicate partial proficiency. Students with non-proficient scores may receive tier 2 interventions if this aligns with other phonemic assessments.

Assessments Used to Determine Reading Proficiency				
	Assessment Used	When Administered	Proficiency/At Risk Determinations	Measures
Kindergarten	Skills-Based Assessments (Into Reading)	End of Module (every 3–4 weeks)	80/60 Percent Correct	Multiple Measures
Grade 1	Informal Reading Inventory (Roe Burns, <i>Informal Reading Inventory</i> , 8th ed.)	Fall	20/12	Phonics
	Skills-Based Assessments (Into Reading)	End of Module (3–4 weeks)	80/61 Percent Correct	Multiple Measures
Grade 2	Skills-Based Assessments (Into Reading)	End of Module (3–4 weeks)	80/64 Percent Correct	Multiple Measures
Grade 3	Lesson Assessments (Into Reading)	At least biweekly	80/60 Percent Correct	Multiple Measures
	Skills-Based Assessments (Into Reading)	End of Module (3–4 weeks)	80/60 Percent Correct	Multiple Measures
	MCA III	Spring	350/339	Multiple Measures

Grade 4	Skills–Based Assessments (Into Reading)	End of Module (3–4 weeks)	80/60 Percent Correct	Multiple Measures
	MCA III	Spring	450/439	Multiple Measures
Grade 5	Skills–Based Assessments (Into Reading)	End of Module (3–4 weeks)	80/60 Percent Correct	Multiple Measures
	MCA III	Spring	550/539	Multiple Measures

Parent Notification and Involvement

PACT parents can engage in governance at the school by joining the PACT School Board and the District Advisory Committee. Annual school goals are established at the committee level and reflect the school’s needs based on assessment and survey data.

Teachers regularly communicate with parents about the curriculum and student progress. During both fall and spring conferences, teachers share information with each parent about the following:

- The child’s reading proficiency level, as measured by the assessments outlined in the Local Literacy Plan, includes reading-related services and interventions provided to the student, progress toward proficiency, and strategies that parents can implement at home to help their child achieve grade–level proficiency in English.

Reporting to Stakeholders

Each year, schoolwide MCA results are shared with PACT stakeholders in our weekly newsletter, the *PACT Pilot*. Additionally, schoolwide MCA results and the Local Literacy Plan are available on the PACT website.

Reporting to Parents/Guardians

- At both fall and spring conferences, teachers provide information to each parent regarding the following:
- The child’s reading proficiency level is measured by the assessments detailed in the Local Literacy Plan.
- Reading–related services and interventions being provided to the student.
- Progress toward proficiency.
- Strategies that parents can implement at home to help their child succeed in becoming proficient at grade level in English.

Student Summary Level and Dyslexia Screening Data (2024-2025)

Summary Data Kindergarten through 3rd Grade

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	108	66	110	86	108	42
1 st	110	76	114	69	110	34
2 nd	103	58	113	62	103	45
3 rd	107	67	108	72	107	40

Students Grades 4-12 Not Reading at Grade Level

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	111	39	111	39
5 th	112	43	112	43
6 th	115	37	115	37
7 th	106	31	106	31
8 th	107	36	107	36
9 th	112	45	112	45
10 th	99	32	99	32
11 th	38	12	38	12
12 th	23	6	23	6

Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	<i>Bridge to Reading Foundational Skills</i> , Literacy Resources, LLC dba Heggerty, 2023	Foundational Skills, Knowledge Building, Comprehensive	Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.
	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level. Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.
1st Grade	<i>Bridge to Reading Foundational Skills</i> , Literacy Resources, LLC dba Heggerty, 2023	Foundational Skills, Knowledge Building, Comprehensive	Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.
	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building,	Each school day, students receive roughly 45 minutes of Tier one instruction to

		Comprehensive, and Supplemental	<p>address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.</p>
Second Grade	<i>Bridge to Reading Foundational Skills</i> , Literacy Resources, LLC dba Heggerty, 2023	Foundational Skills, Knowledge Building, Comprehensive	Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.
	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	<p>Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.</p>
3 rd	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	<p>Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational</p>

			academic skills that are needed to access the tier one instruction.
4 th	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	<p>Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.</p>
5 th	<i>Into Reading</i> , Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	<p>Each school day, students receive roughly 45 minutes of Tier one instruction to address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.</p>

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	<i>Journeys</i> Houghton Mifflin Harcourt (HMH), 2020	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	Each school day, students receive roughly 90 minutes of Tier one instruction to address the needs of all students at their grade level. Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.
7 th	<i>Common Lit</i>	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level. Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.
8 th	<i>Common Lit</i>	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level. Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.
9 th	<i>Common Lit</i>	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level. Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.

10 th	<i>Common Lit</i>	Foundational Skills, Knowledge Building, Comprehensive, and Supplemental	<p>Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level.</p> <p>Additionally, students may receive Tier two supplemental support from classroom teachers or literacy interventionists to help students gain proficiency in foundational academic skills that are needed to access the tier one instruction.</p>
11 th	<p>Varies by Elective</p> <ul style="list-style-type: none"> -American Literature -British and World Literature -Young Adult Literature -Creative Writing -Practical Writing -Public Speaking -Shakespeare -Argumentation and Debate -AP Language and Composition -AP Literature 	<p>Varies by Elective</p> <p>Reading, Writing or Speaking</p>	<p>Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level.</p>
12 th	<p>Varies by Elective</p> <ul style="list-style-type: none"> -American Literature -British and World Literature -Young Adult Literature -Creative Writing -Practical Writing -Public Speaking -Shakespeare -Argumentation and Debate -AP Language and Composition -AP Literature 	<p>Varies by Elective</p> <p>Reading, Writing or Speaking</p>	<p>Each school day, students receive roughly 47 minutes of Tier one instruction to address the needs of all students at their grade level.</p>

Data-Based Decision Making for Literacy Interventions

PACT Charter School implements evidence-based interventions using a multi-tiered model of support.



Tier 1 Core Instruction:

PACT Elementary School uses two curricula identified by MDE as part of its Tier 1 and Tier 2 instruction:

- *Bridge to Reading Foundational Skills*, Literacy Resources, LLC dba Heggerty, 2023
- *Into Reading*, Houghton Mifflin Harcourt (HMH), 2020

Tier one instruction is the core curriculum designed to meet the needs of all students at their grade level. Tier two instruction provides supplemental support delivered by classroom teachers or literacy interventionists to help students develop proficiency in foundational academic skills necessary for accessing tier one instruction.

Tier 2 Multi-Tiered Systems of Supports (MTSS) and Title I:

The second tier consists of targeted interventions for students who are below grade-level proficiency. Students receive Tier 2 interventions and supplemental support in their homerooms during WIN time. They may qualify for MTSS or Title I services based on MCA results, FastBridge results, classroom assessment results, and/or teacher observation. Along with receiving English Learner support, English Learner students frequently receive MTSS instruction specifically focusing on vocabulary acquisition.

Tier 3 Multi-Tiered Systems of Supports (MTSS), Title I, and Special Education:

The third tier provides more intensive support and intervention for students who are significantly below grade level and are not making sufficient progress through Tier 1 and Tier 2 instruction. Students are identified for this support through the Child Find component of the grade-level PLC process or special education evaluation process.

Interventions and Enrichment

Elementary and secondary grade-level professional learning communities (PLCs) will meet at least twice a month to utilize the results from the assessments mentioned above, along with teacher observations and other standards-based assessments, to identify students needing additional support. Elementary PLC teams will recommend targeted, evidence-based ‘tier 2’ interventions or enrichment opportunities to be provided during daily ‘What I Need’ (WIN) time. (see ‘Evidence-Based Interventions’ below for more information) Secondary PLC teams will suggest targeted, evidence-based ‘tier 2’ interventions during elective classes.

If the tier 2 intervention does not yield the necessary progress to get a student back on track, the PLC moves into PACT’s Child Find Team (CFT) process, in which PLC members and reading and math interventionists will make a recommendation and develop a student-specific implementation and tracking plan.

After six weeks, if the CFT has planned, implemented, and documented interventions but still finds the student’s progress below the aimline, the team may recommend that the student receive further support through the Child Study Team (CST). Once the CST has planned, implemented, and documented interventions and finds the student’s progress below the aimline, the team may recommend that the student undergo a special education evaluation.

All students are assessed using FastBridge assessments three times a year. If a student continues to struggle after teachers have implemented small group interventions, the student’s strengths and needs will be discussed during the Child Find section of the grade-level PLC, and teachers will collaborate to identify appropriate interventions. After two planned, documented, student-specific interventions have been implemented and the student’s progress is below the aimline, teachers may refer the student for a special education evaluation through PACT’s Child Study Team process. Additionally, if Convergence Insufficiency Disorder is suspected, the occupational therapist will collaborate with the classroom teacher following an observation to plan the specific interventions necessary for the Child Study Team process. Students with Dyslexia or Convergence Insufficiency Disorder may qualify for special education services under Specific Learning Disabilities.

Professional Development

Training PACT staff is a vital component in achieving grade-level reading proficiency across the school. Professional Learning Communities (PLCs) meet weekly to discuss reading strategies, interventions, instructional effectiveness, and student progress. PACT offers professional development throughout the year to support teachers in various areas. Specific topics are selected based on school initiatives and data-informed practices.

Teachers received training to meet the oral and linguistic needs of English Learners by maximizing their native language strengths to foster English language development and enhance academic literacy. PACT

will continue to review and implement the training provisions required by the 2023 Minnesota READ Act. The graph below identifies the number of educators who have fulfilled the Minnesota READ Act professional development requirements through prior training, those currently in training, and those who still require training.

Data Collection Worksheet: District/Charter School Level - Phase 1 Educators

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators are responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	16	16	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	8	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators are responsible for reading instruction	11	0	0	11
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	2	2	0	0

Data Collection Worksheet: District/Charter School Level - Phase 2 Educators

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	16	8	0	8
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	1	0	1
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	2	0	0	2
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

Action Planning for Continuous Improvement

PACT will refine its practice for evidence-based literacy instruction through training and the ongoing implementation of Heggerty Phonics. Phase 1 educators were trained in CORE reading instruction during the 2024-2025 school year. In the 2025-2026 school year, the remaining Phase 1 educators will receive training in CORE reading instruction. Phase II will commence in the 2026-2027 school year, with professional development yet to be determined by MDE.

Additionally, training was provided to teachers in grades K-5 on analyzing FastBridge data. PACT hired a K-12 Local Literacy Lead for the 2025-2026 school year. The results of PACT's Comprehensive Needs Assessment and strategic planning have led to the development of the following action plan items that outline approaches to improvement:

Kindergarten Action Plan #1:

- **Goal:** At least 85% of families with a PACT kindergartner for the 2026-2027 school year will participate in a Kindergarten Preview event in Spring 2026, which will include a segment dedicated to Kindergarten Readiness.
- **Key Activities:** The event will focus on essential prerequisite skills to help children succeed in kindergarten. This approach will ensure that our incoming kindergartners have a solid knowledge foundation before their first day of school.
- **Timeframe:** Families will be notified of the course following the November 2025 lottery. The course is scheduled for spring 2026.
- **Parties Responsible:** Principal of Elementary, Executive Director of Teaching and Learning, and Kindergarten Teachers
- **Performance Measures:** Attendance by at least 85% of families with incoming kindergartners
- **Financial Resources:** N/A

Kindergarten Action Plan #2:

- **Goal:** At least 65% of PACT **kindergartners** enrolled as of October 1 will achieve their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will receive small group interventions during WIN time. In addition to the classroom teachers, the PLC and/or CFT—which may include the classroom teachers, special education teacher(s), EL teacher, and Title I teacher—will meet twice a month to discuss students for whom the interventions provided during WIN time are ineffective. The PLC and/or CFT will determine appropriate action steps for each student.
- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal will be responsible for scheduling and reviewing the action steps.
- **Performance Measures:** At least 65% of PACT **kindergartners** who are enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.

- **Financial Resources:** At this time, no additional financial needs have been identified.

First Grade Action Plan:

- **Goal:** At least 65% of PACT **first-grade students** enrolled by October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will receive small group interventions during WIN time. In addition to the classroom teachers, the PLC and/or CFT—which may include the classroom teachers, special education teachers, EL teachers, and Title I teachers—will meet twice a month to discuss students for whom the interventions provided during WIN time are ineffective. The PLC and/or CFT will determine appropriate action steps for each student.
- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal is responsible for scheduling and reviewing action steps.
- **Performance Measures:** At least 65% of PACT **first-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Financial Resources:** Currently, no additional financial needs have been identified.

Second Grade Action Plan:

- **Goal:** At least 65% of PACT **second-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will receive small group interventions during WIN time. In addition to the classroom teachers, the PLC and/or CFT—which may include the classroom teachers, special education teachers, EL teacher, and Title I teacher—will meet twice each month to discuss students for whom the interventions provided during WIN time are ineffective. The PLC and/or CFT will determine appropriate action steps for each student.
- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal is responsible for scheduling and reviewing action steps.
- **Performance Measures:** At least 65% of PACT **second-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Financial Resources:** At this time, no additional financial needs have been identified.

Third Grade Action Plan:

- **Goal:** At least 65% of PACT **third-grade students** enrolled by October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will receive small group interventions during WIN time. In addition to the classroom teachers, the PLC and/or CFT—which may include the classroom teachers, special education teacher(s), EL teacher, and Title I teacher—will meet twice each month to discuss

students for whom the interventions during WIN time have been ineffective. The PLC and/or CFT will determine appropriate action steps for each student.

- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal is responsible for scheduling and reviewing action steps.
- **Performance Measures:** At least 65% of PACT **third-grade students** enrolled as of October 1 will achieve their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Financial Resources:** At this time, no additional financial needs have been identified.

Fourth Grade Action Plan:

- **Goal:** At least 65% of PACT **fourth-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will receive small group interventions during WIN time. In addition to the classroom teachers, the PLC and/or CFT—which may include the classroom teachers, special education teacher(s), EL teacher, and Title I teacher—will meet twice a month to discuss students for whom the interventions provided during WIN time are ineffective. The PLC and/or CFT will determine appropriate action steps for each student.
- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal is responsible for scheduling and reviewing action steps.
- **Performance Measures:** At least 65% of PACT **fourth-grade students** enrolled as of October 1 will achieve their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Financial Resources:** Currently, no additional financial needs have been identified.

Fifth Grade Action Plan:

- **Goal:** At least 65% of PACT **fifth-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Key Activities:** All students will participate in small group interventions during WIN time. In addition to classroom teachers, the PLC and/or CFT—which may include classroom teachers, special education teacher(s), EL teacher, and Title I teacher—will meet twice a month to discuss students for whom the interventions provided during WIN time are not effective. The PLC and/or CFT will determine appropriate action steps for each student.
- **Timeframe:** Every two weeks
- **Parties Responsible:** The Elementary Principal will be responsible for scheduling and reviewing action steps.
- **Performance Measures:** At least 65% of PACT **fifth-grade students** enrolled as of October 1 will meet their individual growth targets on the FastBridge spring *earlyReading* composite assessment.
- **Financial Resources:** At this time, no additional financial needs have been identified.