



MAHTOMEDI
PUBLIC SCHOOLS

Implementation in Action: Tools and Teams for Literacy Success

How one district is building coherence
in structured literacy implementation

Presented by:
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Experience Excellence



Welcome

Who is in the room?

Who are we?

Our goal: By the end of the session, you will be able to describe a team-based approach and consider system-level tools to support coherence in structured literacy implementation in your system.



Plan for This Session

- Our Context
- Setting the Stage
- Foundations for Coherence
- Tools that Anchored Implementation
- Lessons Learned
- Application and Reflection
- Closing and Q & A



Setting the Stage - Our Context

- Small suburban district (k-2 school, 3-5 school, 1 MS, 1 HS)
- Implementing UFLI Foundations (K–2), Functional Morphology (3-5) and Wit & Wisdom (K–5)
- Two early leaders of LETRS
- School board that prioritizes early literacy skills
- A focus of our leadership team was coherence

The READ Act was the push we needed to make this systems change.



Foundations for Coherence - Implementation in Action

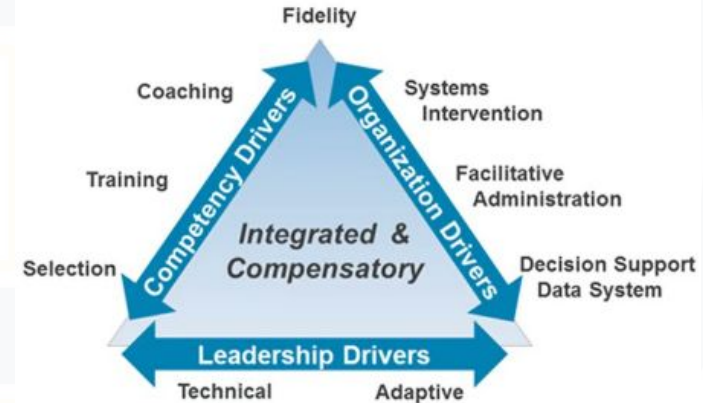
- Implementation ≠ Rollout
 - Competency
 - Organization
 - Leadership



Foundations for Coherence- Active Implementation Framework

We used National Implementation Research Network (NIRN) Active Implementation Framework to:

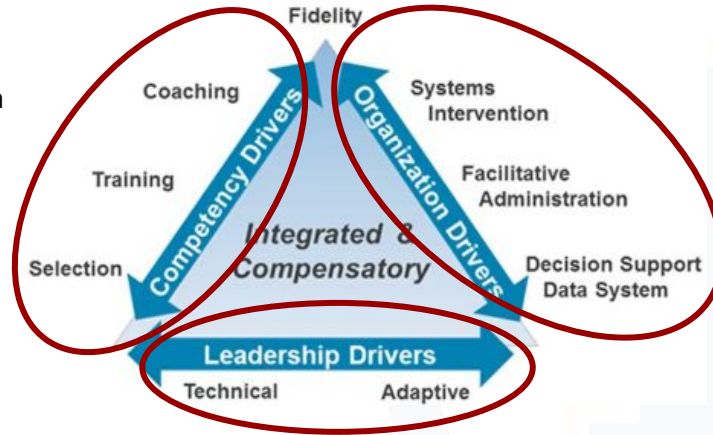
- Increase staff confidence in structured literacy
- Align leadership at district and building levels
- Create common meeting structures
- Develop tools that made progress visible
- Embed teacher feedback throughout



Foundations for Coherence - Implementation in Action

We used National Implementation Research Network (NIRN) Active Implementation Framework to as our guide.

Competency Drivers strengthen and maintain staff capacity to put a change into practice as designed, benefiting students.



Organizational Drivers establish and uphold supportive organizational and system environments so effective educational services can thrive

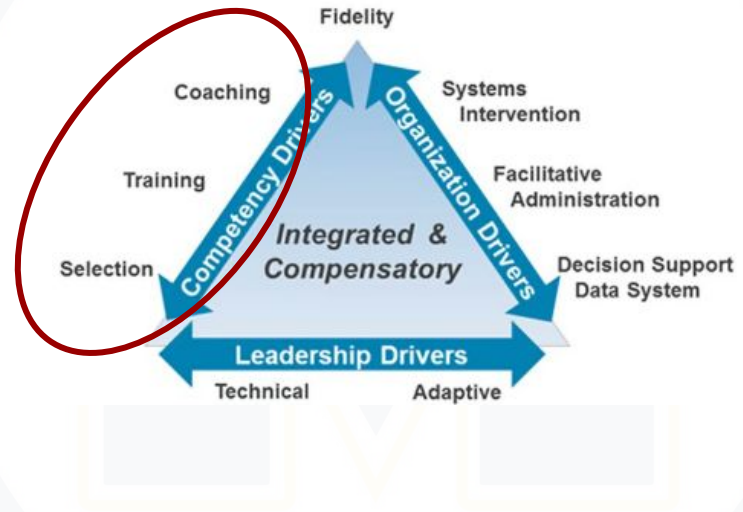
Leadership Drivers apply the appropriate strategy for each challenge.



Foundations for Coherence- Active Implementation Framework

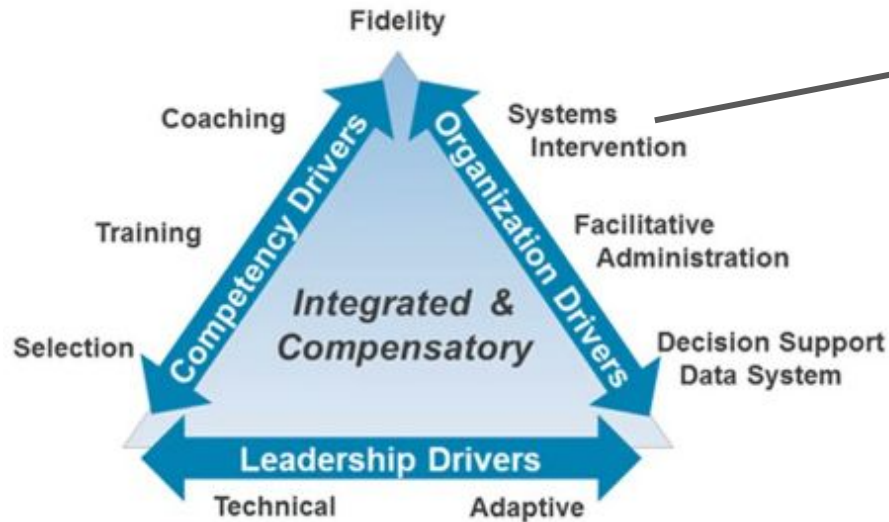
Competency Drivers have been the major area of focus for state sponsored READ Act Support.

- Curriculum selection guidance
- Professional Learning
- Coaching through Regional Centers



Foundations for Coherence- Active Implementation Framework

Organizational Drivers and **Leadership Drivers** are other Essential Elements!



This driver focuses on factors outside a school or district's direct control.

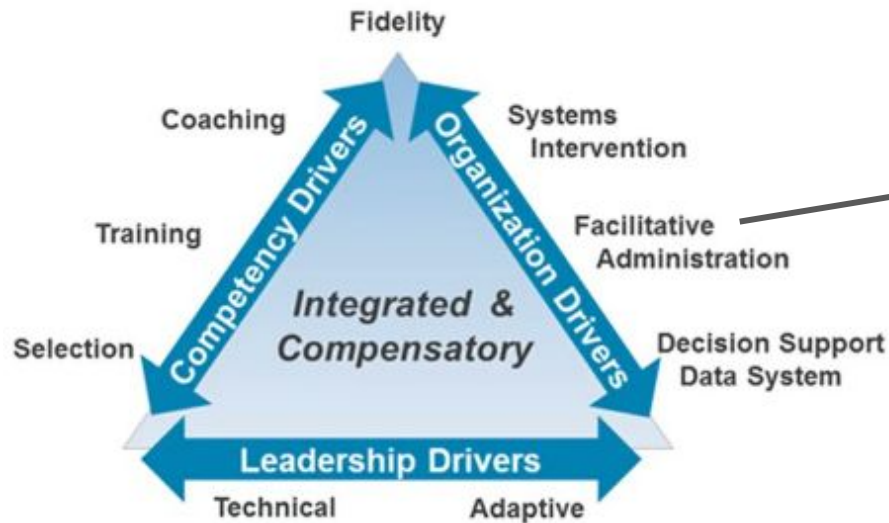
- State policies and timelines
- Funding rules
- Vendor systems
- Other external conditions

Building and district leaders identify what's beyond their authority and bring those issues to people who can act.



Foundations for Coherence- Active Implementation Framework

Organizational Drivers and **Leadership Drivers** are other Essential Elements!

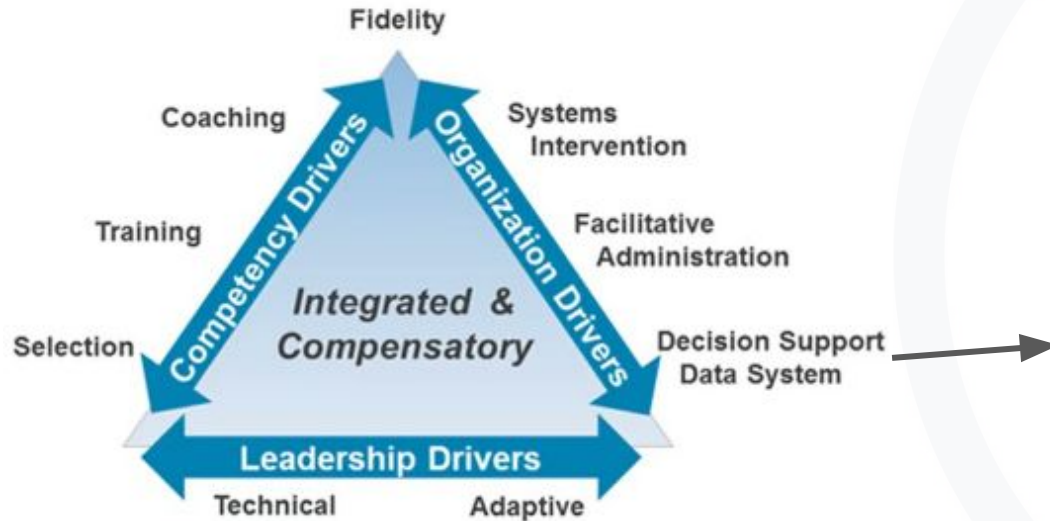


This driver is about the day-to-day systems a school or district can control: processes, policies, schedules, reporting, and structures. Building or district leaders and their implementation teams usually take the lead.



Foundations for Coherence- Active Implementation Framework

Organizational Drivers and **Leadership Drivers** are other Essential Elements!



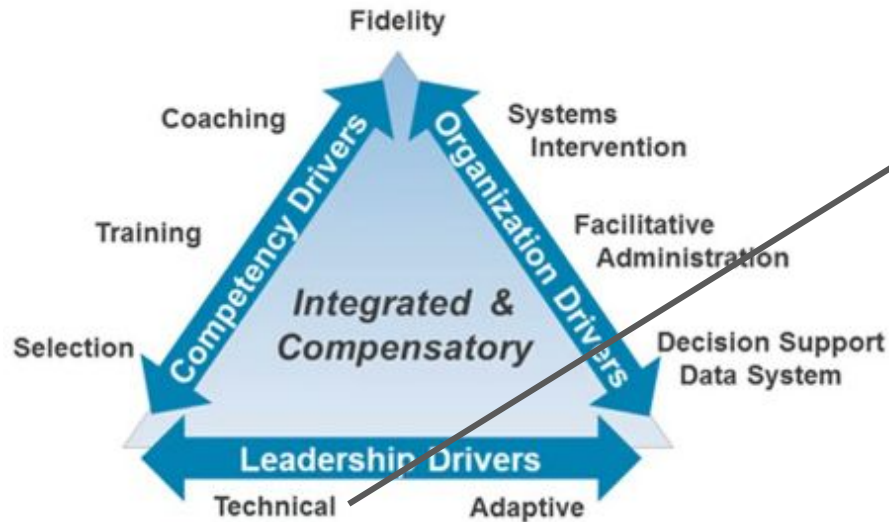
Collect, analyze, and share the right data about teaching and results so people can act on it.

- Student Outcomes
- Process: how the work is getting done.
- Fidelity: how closely practices are used as intended.
- Implementation perceptions



Foundations for Coherence- Active Implementation Framework

Organizational Drivers and **Leadership Drivers** are other Essential Elements!



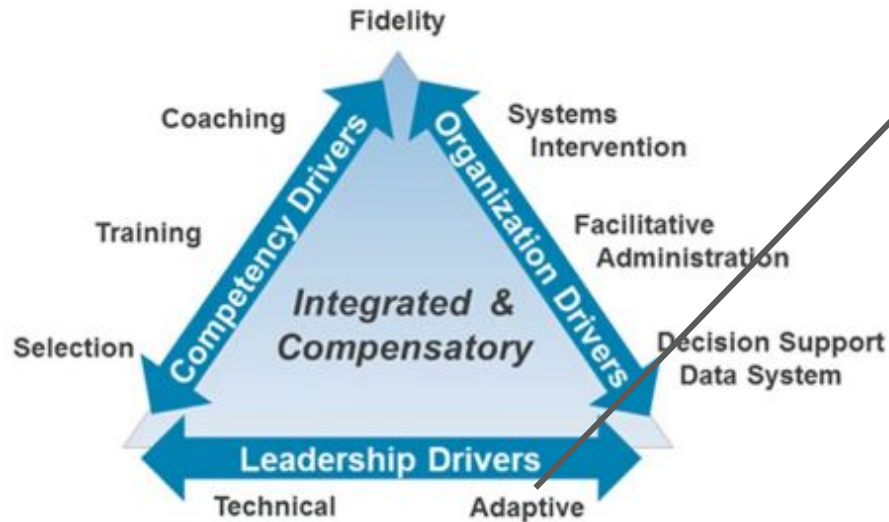
These are problems everyone defines the same way, with a fairly clear path to a solution.

- Agree on the issue and its scope.
- Choose the right steps and expect them to work.
- Manageable with solid planning and follow-through, but not always quick or easy.



Foundations for Coherence- Active Implementation Framework

Organizational Drivers and **Leadership Drivers** are other Essential Elements!



These are problems that persist even after you try standard fixes.

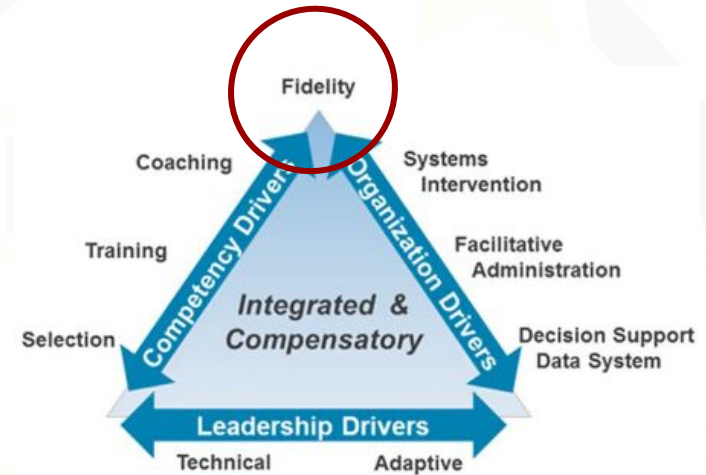
- People see the issue differently
- Differing views on solutions and path forward

Progress requires learning and change from many people. Leadership needs to show up at multiple levels.



Foundations for Coherence - Implementation in Action

- Fidelity = Are we implementing as intended.
- Fidelity is the **product** of intentional application of implementation drivers.



Coherence Tool: Literacy Commitments

We used the organization and leadership drivers to create and iterate literacy commitments.

What drivers do you notice as you review our literacy commitments?



To view Mahtomedi's 25-26
Literacy Commitments,
scan here



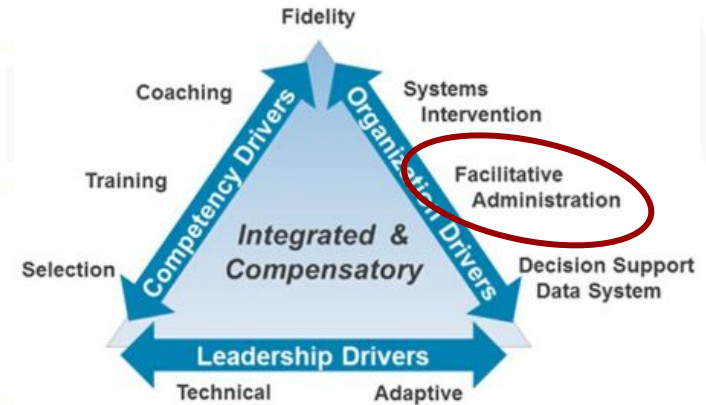
Foundations for Coherence - Implementation in Action

- We carefully developed educator competency to build skill and confidence through:
 - Team and individual coaching to support use of instructional resources.
 - Ongoing training in use of the instructional resources.
 - Collaborative selection of structured literacy resources



Foundations for Coherence - Implementation in Action

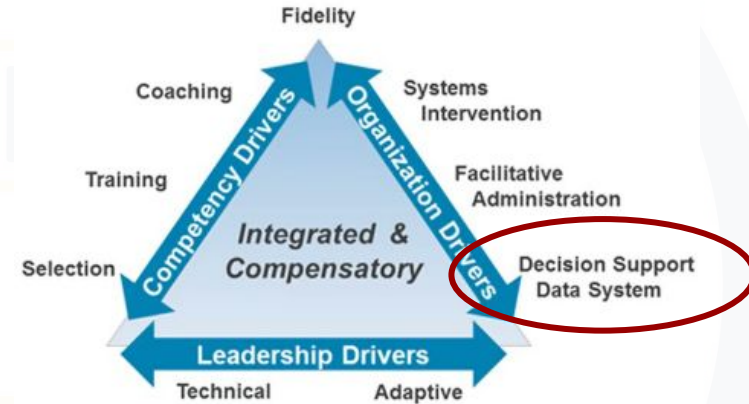
- We intentionally built organizational drivers to create structures for support by:
 - Developing implementation teams at the district and school level.
 - District level team members also attended school level team meetings, ensuring alignment in school level problem solving.
 - District level implementation teams met 2x monthly
 - School level implementation teams, which have district level participants met 1x monthly.
 - Developing multiple approaches to gather quantitative and qualitative data to support decisions



Foundations for Coherence - Implementation in Action

We intentionally built organizational drivers to create structures for support by:

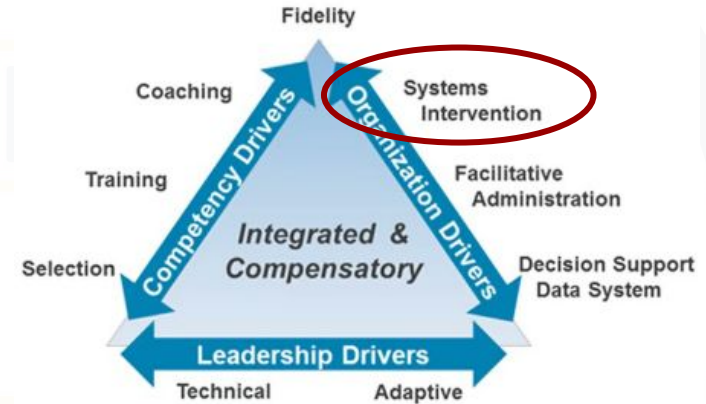
- Developing multiple approaches to gather quantitative and qualitative data to support decisions
 - Implementation team data review of benchmark data
 - Common tracking processes for foundational skills mastery data
 - Teacher perceptions of implementation
 - Intervention fidelity self-assessment
 - District capacity assessment



Foundations for Coherence - Implementation in Action

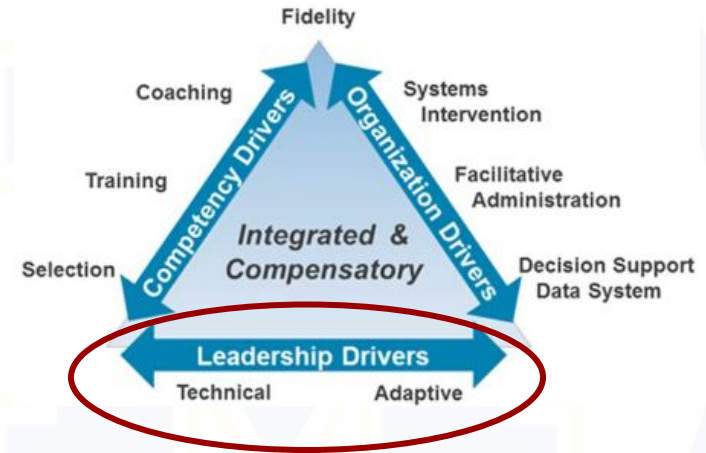
We intentionally built organizational drivers to create structures for support by:

- Advocacy for timely and appropriate supports through cross district collaboration and coordinated advocacy communication.



Foundations for Coherence - Implementation in Action

- We intentionally built organizational drivers to create structures for support by:
 - Technical and adaptive leadership are the foundational for drivers



Foundations for Coherence - Implementation in Action

A note about adaptive leadership

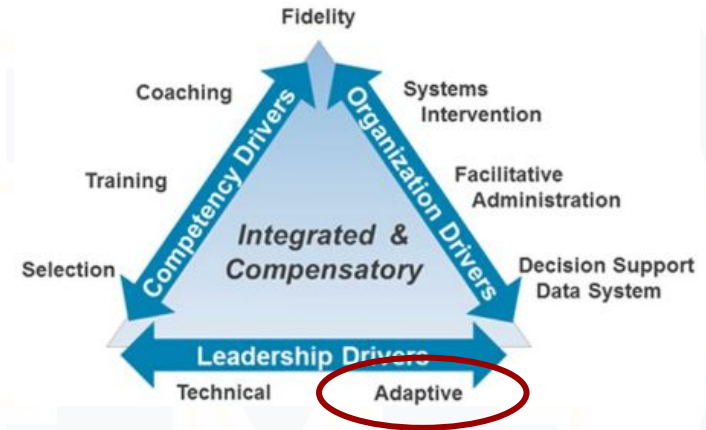
- Most of the adaptive challenges come from philosophy differences or concerns about developmental appropriateness of rigorous instructional materials.
- No easy answer!



Foundations for Coherence - Implementation in Action

A note about adaptive leadership

- Philosophy Differences
 - Assume positive intent with student's best interest
 - Acknowledge the scientific (process) in the Science of Reading- our knowledge is incomplete and we commit to learning and growing



Foundations for Coherence - Implementation in Action

A note about adaptive leadership

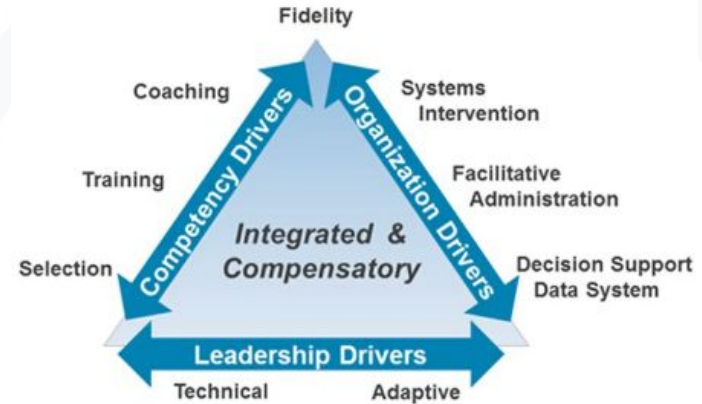
- Developmental Appropriateness
 - What do our ELA standards expect?
 - Do students have the prerequisite skills? If not, what's our plan?



Implementation Driver Overview



Scan this to access a more
in-depth description of
implementation drivers



Tools that Anchored Implementation

Tool 1: National Implementation Research Network (NIRN)

Research Based Implementation Frameworks and Aligned Tools

- [Multiple Learner Pathways](#) to grow skills
- [Implementation Stages Planning Tool](#)
- [Additional Implementation Drivers Resources](#)



Scan this to access the
NIRN Active
Implementation Hub



Tools that Anchored Implementation

Tool 2: Implementation Agenda

Most meetings include:

- Review of prior commitments
- Review of data or feedback
- New learning or guidance
- Next steps and ownership



AMSD 2025 Agenda Template

Scan this to make a copy
of agenda template



Tools that Anchored Implementation

Implementation Agenda:

#	Order	Item Type	Category	Topic	Discussion Notes	Action Items	Person(s) Responsible
	1	Update	Systems W...				Name
	2	New Topic	Curricular R...				Name

Tabs along the bottom:

Current Meeting Date	Previous Meeting Date	Lit Vision, 25-26 Goals	ArchivedNotes
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Tools that Anchored Implementation

Tool 3: Task Tracker

- Central log of ongoing actions
- Identifies responsible roles and deadlines
- Promotes accountability and reduces duplication



AMSD 2025 Task Tracker

Scan this to make a copy
of the task tracker

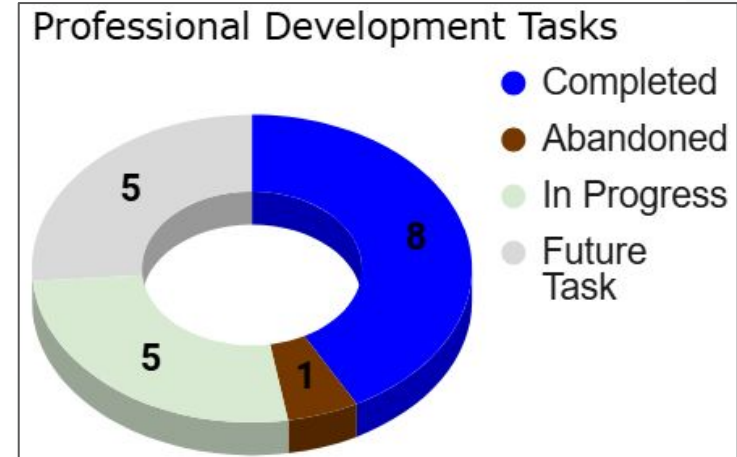


Tools that Anchored Implementation

Information in each category:

Status ▼	Task	Timeline	Notes and Additional Information
Completed ▼	Plan for clear communication with staff about training plan	1: Complete by June	
Completed ▼	Plan Pacing for future LETRS Cohorts		
Abandoned ▼	Train a LETRS EC Facilitator	1: Complete by June	
Completed ▼	Create plan for LETRS EC Training	1: Complete by June	
In Progress ▼	Task	2: Complete by 26-27	
Future Task ▼	Task	2: Complete by 26-27	
Future Task ▼	Task	2: Complete by 26-27	

Visual Tracker:



Tools that Anchored Implementation

Tool 3: Teacher Surveys

- Structured surveys to align with 90-day areas of focus
- Communicated adjustments to support that aligned with survey results.



AMSD 2025 Teacher Feedback Survey

Section 3 of 9

Collaboration

Description (optional)

How helpful has collaboration with your colleagues been in your implementation * of Wit and Wisdom since September?

1

2

3

4

5

Not helpful

☐

☐

☐

☐

☐

Very helpful

After section 3 Continue to next section

Section 4 of 9

District Leadership Support

Description (optional)

How responsive has district leadership been to addressing concerns or challenges * you've encountered with Wit and Wisdom?

1

2

3

4

5

Not responsive

☐

☐

☐

☐

☐

Very responsive



Lessons Learned

- Make **iteration** a norm and communicate that openly.



Lessons Learned

- Articulate literacy commitments, and be willing to (judiciously) revisit them.

“It is essential to establish Tier 1 Literacy Commitments collectively to share clear expectations for all K-5 teachers, ensuring a common understanding of what is expected. These commitments need to be monitored and adjusted based on feedback. As a principal, this brings clarity to what is expected and provides an avenue to address issues as needed.”

- Susan Prather, OH



Lessons Learned

Plan for high levels of support:

- We provided support of curriculum meetings in which coach, literacy coordinator, and the principal attended to hear successes and concerns and be a part of problem solving and supporting our staff during the changes. These were discussed bi-monthly at the district level.
- Our coach is essential for teacher support.



Lessons Learned

Plan for Accountability Practices:

- OTISS Observations and Wit and Wisdoms have helped us get a systems check. It is essential to explain the why so teachers see we are not evaluating just learning about our bright spots and next steps for learning. It was helpful to have experts with us to push us as leaders.
- Teachers are now sharing common assessment data and having real PLC discussions about what is working and how we can learn from each other to teach and reteach our students.



Application and Reflection

Consider - Of the reflections and tools you experienced today, what is one that you are most interested in exploring more? How might that help you in your system?



Closing and Q&A

Before we wrap up, are there questions you'd like to pose?



AMSD 2025 Implementation Tools

