Minnesota READ Act Literacy Plan

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

For

Minneapolis Public School District (0001-03)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Minneapolis Public School District (0001-03). 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

Minneapolis Public School District (0001-03)'s literacy goal(s) for the 2024-25 school year:
Student outcomes: 1) By June 2025, the K-3 students showing typical or aggressive growth between the fall and spring screenings will increase by 10%. 2) By June 2025, the percentage of Minneapolis students reading at grade level will increase to 55%. Teacher practices: 1) 100% of Phase I teachers will have completed either LETRS Vol I, CORE/OL&LA, EC LETRS, or Administrative LETRS at 80% success. 2) 80% of teachers in Phase 1 will implement the science of reading components by spring 2025, as evidenced by literacy Look-Fors. 3) Participation in Literacy Interventionist Community of Practice for full-time, 6-12 Interventionists includes 100% attendance by 90% of literacy interventionists. 4) All sites, K-12 will engage in a literacy data discussion once per month.

The following was implemented or changed to make progress towards the goal(s):
Student Outcome Goals: 1) Adopted a science of reading-aligned foundational skills curriculum in all elementary schools. 2) Aligned Tier I, Tier II, and Tier III resources to better support growth. 3) Created guidance on administering diagnostic assessments for increased consistency. 4) Provided professional development for teachers, interventionists, and paraprofessionals. 5) Provided principal support: PD, walk-through, building implementation meetings, and building data dives. 6) Provided job-embedded coaching for part of the year at two of the highest needs schools. 7) Improved multilingual and special education support and alignment. 8) Provided support from school improvement specialists. Teacher Practice Goals: 1) Provided ongoing district-level support for SOR, including: multiple rounds of registration, make-up sessions, ongoing communication, and dedicated support. 2) Negotiated financial and time compensations with bargaining groups to complete SOR training. 3) Provided job-embedded coaching from school improvement specialists, staff leaders, and literacy specialists to bridge new knowledge to practice. 4) Provided leadership with professional training to recognize and support implementation of the science of reading components. 5) Provided monthly professional development to interventionists K-12.

The following describes how Minneapolis Public School District (0001-03)'s current student performance differs from the literacy goal detailed in the READ Act:

Minneapolis Public Schools achieved and surpassed the growth goal. We credit this aggressive improvement to the consistent science of reading-aligned foundational skills curriculum used across all elementary schools for the first time. Additionally, staff were engaged in deep science of reading learning via LETRS Volume 1 and CORE/OL&LA, which helped improve foundational skills instruction. Minneapolis will continue to build upon this early success by improving the consistency of implementation of curricula, providing job-embedded coaching, and improving the consistency of data-driven decision-making at each site. However, the overall proficiency showed stagnation across nearly all grade levels. These results align with expectations given the implementation dip, as defined by Michael Fullan. Stagnation is expected given normal setbacks, challenges, and barriers to implementing new practices. Minneapolis expects, given our growth data, that the overall proficiency will follow. Next year, the MPS team will continue to improve with the adoption of a science of reading-aligned curriculum focused on language comprehension and knowledge building. Additionally, LETRS Volume 2 and ongoing CORE/OL&LA will support educators' understanding of and ability to improve those same skills.

Minneapolis Public School District (0001-03)'s literacy goal(s) for the 2025-26 school year:
Student Achievement Goals: 1) By June of 2026, sixty percent of K-3 students will show typical or aggressive growth from fall 2025 to spring 2026. 2) By June of 2026, sixty-five percent of students taking the earlyReading/CBMr screener will meet proficiency. 3) By June of 2026, fifty percent of students taking aReading/CBMr will meet proficiency. Adult Behavior Goals: 1) By June of 2026, 100% of elementary school leaders will have completed the curriculum implementation data collection tool to gauge the fidelity of science of reading components in all literacy classrooms. 2) 100% of Phase I teachers will have completed a science of reading training, including any of the following: LETRS Volume 1 and 2, CORE/OL&LA, Early Childhood LETRS, or LETRS for Admin at 80% success through either the initial or remediation process.

Minneapolis Public School District (0001-03)'s Local Literacy Plan is posted on the district website at:
https://www.mpschools.org/academics/core-academics/core/literacy

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 Minneapolis Public School District (0001-03) 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 district set benchmark	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	aRe

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Minneapolis Public School District (0001-03) 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	2076	1132	2080	968	2069	1004
Grade 1	2033	859	2028	841	2053	929
Grade 2	2082	792	2093	849	2075	844
Grade 3	2315	1038	2348	951	2247	955

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 Minneapolis Public School District (0001-03) 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.

Minneapolis Public School District (0001-03) 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 district set benchmarks (define below)

Below 39th Percentile

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	2069	647
Grade 1	2053	727
Grade 2	1194	683
Grade 3	1175	597

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Minneapolis Public School District (0001-03) 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	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
Grade 5	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
Grade 6	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile
Grade 7	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile
Grade 8	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile
Grade 9	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile
Grade 10	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 10	autoReading	FastBridge	Below 15%ile
Grade 11	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile
Grade 12	CBMr	FastBridge	Below 39% for grades 4 and 5; Below the 15% for grades 6-12
	autoReading	FastBridge	Below 15%ile

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 Minneapolis Public School District (0001-03) 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:

After students 4-9 are universally screened three times a year using FastBridge aReading, those students in grades four and five who fall below the 39%ile and in grades six through nine, who fall below the 15%ile will take Capti ReadBasix. Students in 10-12 will take the Capti ReadBasix if they have previously been identified as reading below the 15%.

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

The following table displays the number of students in Minneapolis Public School District (0001-03) 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	1610		555	
5th	1378		539	
6th	1074		267	
7th	859		244	
8th	818		212	
9th	1111		261	
10th	165		87	
11th	51		49	
12th	23		22	

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 Minneapolis Public School District (0001-03) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	Other (explain below)
Grade 1	Yes	Other (explain below)
Grade 2	Yes	Other (explain below)
Grade 3	Yes	Other (explain below)
Grade 4	Yes	Other (explain below)
Grade 5	Yes	Other (explain below)
Grade 6	Yes	Other (explain below)
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
Grade 9	Yes	Other (explain below)
Grade 10	Yes	Other (explain below)
Grade 11	Yes	Other (explain below)
Grade 12	Yes	Other (explain below)

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student
- Other - describe (Required)
    - Each school individually determines the best way to communicate with families

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
- Strategies parents/families can use at home in helping their student succeed

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

- Family engagement nights
- Parent teacher conferences
- School events

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.

Minneapolis Public School District (0001-03) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
K-5: In K-5 literacy, students are given a screening assessment in FastBridge based on their grade level. Students who do not meet the benchmark for their grade are given a diagnostic assessment (PAST as needed and LETRS Phonics and Work Reading Survey or LETRS Spelling Survey). Teachers and interventionists group students based on their level of need (tier 2 or 3) and their diagnostic results. Progress monitoring on a skill-based measure occurs weekly. Instruction is adjusted based on these results. General Outcome Measures are given every other week for tier 2 and every week for tier 3. The results, along with other data (attendance, frequency and fidelity of intervention, engagement data, anecdotal data from the classroom teacher, interventionist, and caregiver feedback (when available), all guide the review team in their decision making as they review each student in intervention, every six weeks. Groups are flexible. Changes are made to continue, intensify, reduce, or exit students each six-week review cycle. Caregivers are notified as often as possible and informed of intervention status and progress at least twice per year. This process is repeated after each screening window. 4-12: In 4th - 9th grade, students are given the aReading screening assessment in FastBridge. Students who fall below the 15%ile are given the Capti ReadBasix assessment to identify needs for specific intervention. Students are scheduled into intervention groups based on similar skill needs. Progress monitoring occurs every week using CBMr. The results of Capti ReadBasix, along with skill-based measures, intervention fidelity, and/or attendance, are reviewed by the interventionist to determine if adjustments are necessary to the instruction quarterly. Considerations for changes in intervention (intensification or exit) for individual students (intensification or exit) in grade 6 and above are made at either the quarter or semester mark, as determined by the school schedule. Students in grades 10-12 are given the aReading screening assessment in FastBridge only if they have been previously identified as reading below the 15%ile. Students who continue to score below the 15%ile will also take the Capti ReadBasix assessment to be scheduled into a reading intervention class. Considerations for enrollment into intervention or changes of current intervention, including intensification or exit, are made at the quarter or semester mark and may include considerations of credit needs or credit recovery for graduation.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
Minneapolis Public Schools rely upon instructional leaders, instructional specialists, and peer coaches to observe and collect tier I instructional data. This is collected using our Standards of Effective Instruction (SOEI) and implementation data tools (at the K-3 level). This data is then used by site-based instructional leadership teams to identify professional development needs, instructional shifts, and intervention decision-making. In the 2024-2025 school year, a committee met to revise the SOEI rubric to better align and focus on

evidence-based instructional strategies, including those outlined by the science of reading.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
In the K-5 setting, students in the 15%-39% are eligible for tier 2 interventions. Students who fall below the 15% are placed in tier 3 interventions. In the 6-12 setting, students below the 15%ile are eligible for Tier 3 interventions. Tier 2 intervention needs are met in the ELA classroom through differentiation by the teacher.
Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks
Progress monitoring data collection for students in Tier 3 occurs: Once a week
The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:
The intensification of an intervention may occur within a tier or between tiers. For example, if the intervention is 15 minutes three times per week, it could be intensified by extending it to five times per week. The National Center for Intensive Intervention (NCII) provides guidance and an Intensification Strategy Checklist on what changes could be implemented that would make an intervention more intensive. The intensifications that MPS considers includes: ï• Increase opportunities for practice and corrective feedback. ï• Increase the length of intervention sessions. (K-5) ï• Increase the number of intervention sessions per week. (K-8) ï• Decrease the group size. (K-12) ï• Focus on discrete skill instruction within the target skill. ï• Align routines and language with core instruction. (K-5) ï• Preteach content. ï• Change to an interventionist with more expertise, such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student's needs. ï• Break academic or behavior tasks into smaller chunks or steps. At the K-5 level, data review teams meet regularly to analyze student progress toward goals, attendance, and other holistic data points. The guidance is that these teams meet regularly, and individual student data is analyzed at least every six weeks. These teams collectively decide upon intensification or modifications. This is the same process being used to exit intervention. For 6-12, reading interventionists evaluate student data quarterly within intervention PLC teams and with school MTSS teams to align any intensification, modification, or exiting with the quarterly or semester schedule changes. In grades 10-12, reading interventionists partner with school counselors to balance the needs of credit recovery and reading intervention.
Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:
Considerations for discontinuing an intervention includes: ï• Progress monitoring data indicates three consecutive data points above the goal line. ï• The progress monitoring trend line is equal to or above the goal line. ï• Skills are transferring to classroom performance. ï• Screening data indicates the student is meeting grade-level expectations. ï• Parent/caregiver indicates the student may be ready to decrease or discontinue the intervention. When age-appropriate (Grades 10-12), consultation with the student indicates the student may be ready to decrease or discontinue. All stakeholders should have an opportunity to analyze and contribute to data. This decision is made collectively by the Review Team. These considerations should be in place whether exiting tier 3 and transferring to tier 2 or discontinuing an intervention. In 6th-12th grade, the

Review Team may include the interventionist, the school psychologist, the instructional specialist, ELA teacher, or MTSS lead. In 9-12th grade, considerations of credit needs and credit recovery are also considered in the exit criteria.

Does Minneapolis Public School District (0001-03) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Minneapolis Public School District (0001-03) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Minneapolis Public Schools continually updates and refines its processes and procedures to improve the multi-tiered system of supports and data-based decision making. The team is tweaking our district-level guidance document and processes for improved clarity and ease of implementation.

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.

Minneapolis Public School District (0001-03) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Minneapolis Public School District (0001-03) has participated in MDE MnMTSS professional learning:

Yes

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

Minneapolis Public School District (0001-03) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Minneapolis Public Schools has not yet fully implemented the MnMTSS framework. Our district continually revisits for improved alignments and stronger systems.

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 Minneapolis Public School District (0001-03), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Estrellita	Foundational	30
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Estrellita	Foundational	30
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Lunita	Foundational	30
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 4	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 5	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance 2018/Benchmark Adelante 2018	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

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Continuous Improvement for Core Reading Instruction and Curricula

Minneapolis Public School District (0001-03) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will no longer be supporting Functional Phonics or Functional Morphology. All monolingual sites will use UFLI for foundational skills (K-3) and Benchmark Advance 2018 for knowledge building (K-5). At dual language sites, they will be using UFLI for English Foundational Skills K-5, they will use Estrellita and Lunita for Spanish Foundational Skills, they will use Benchmark Adelante 2018 for knowledge building.

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 Minneapolis Public School District (0001-03) 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	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 1	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 2	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 3	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 4	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 5	UFLI, Functional Phonics, and PRESS	UFLI, Functional Phonics, and PRESS, Sonday
Grade 6	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 7	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 8	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 9	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 10	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 11	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday
Grade 12	SPIRE, Reading Accelerator, Lexia PowerUP, STARI	SPIRE, Reading Accelerator, Lexia PowerUP, STARI, Reading Mastery, READ 180, Sonday

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Continuous Improvement for Reading Interventions

Minneapolis Public School District (0001-03) will make the following changes to reading interventions for the 2025-26 school y

We continue to evaluate Special Education Programming for alignment with the science of reading evidence-based practices.

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.

Minneapolis Public School District (0001-03) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 07/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Traine

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:

We have currently drafted a remediation plan for all educators who have not yet met the minimum requirements as outlined in the READ Act. This proposal should be approved and ratified by the MPS board and local bargaining units before the start of the 2025-2026 school year. While not yet approved, it will include additional makeup sessions, a portfolio-based assessment, including an observation of evidence-based practices.

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:

School leaders have been asked to collect walk-through data for every K-5 classroom teacher. The walk-through data collection tool is aligned to UFLI which includes PA, phonics, and fluency. Additional walk-through data on vocabulary and comprehension strategies is collected via formal SOEI observations.

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:

Peer Assistance and Review (PAR) mentors support new-to-district teachers through a series of coaching cycles. For continuing contract employees, formal coaching and observations are conducted by both administrators and SOEI observers. All K-5 educators have access to additional literacy-specific coaching via outside contractors, literacy specialists, and school improvement specialists. Minneapolis Public Schools continues to work for alignment across these various coaching approaches.

The following changes in instructional practices have impacted students :

MPS has seen unprecedented growth thanks to shifts in instructional practices and systemic implementation of

evidence-based practices. This is evidenced by the following growth data: K: EarlyReading ï• Typical: 27.9% ï• Aggressive: 27.1% 1st: EarlyReading ï• Typical: 26.9% ï• Aggressive: 26.4% 2nd: CBMR ï• Typical: 24.8% ï• Aggressive: 25.6% 2nd: aReading ï• Typical: 23.6% ï• Aggressive: 25.8% 3rd: CBMR ï• Typical: 29.2% ï• Aggressive: 25.2% 3rd: aReading ï• Typical: 26.9% ï• Aggressive: 20.8%

Minneapolis Public School District (0001-03) has implemented the following professional development and support for teachers around culturally responsive practices:

Minneapolis Public Schools is deeply committed to embedding antiracist, culturally sustaining pedagogies and practices into everything we do. For literacy, this includes providing intentional, targeted supports to our most marginalized and least served populations. For example, Minneapolis has ensured that every K-5 Native American student in need of an intervention has been identified and provided with appropriate support. We have also created a culturally sustaining summer program to accelerate the literacy growth of our Native students. This same commitment is also present in all professional learning, curriculum adoptions, and data-driven decisions.

Minneapolis Public School District (0001-03) engaged with the Regional Literacy Network through the following:

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

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

Minneapolis has provided a variety of professional learning opportunities depending on the needs of teachers and leaders. Starting with our Tier 1 and Tier 2 support, our 6-12 ELA teachers have attended three full district days of professional learning. Strands of literacy learning have included vocabulary, ELA standards alignment, creation of summative assessments, vetting of culturally responsive texts, writing best practice, and other opportunities to deepen instructional practice. Tier 1 K-5 teachers have also benefited from one district professional learning day focused on UFLI implementation and Advanced Word Study. K-5 teachers also benefited from ongoing, site-based support to continue refining their implementation of UFLI. K-5 and 6-12 interventionists engaged in monthly full-day or half-day professional learning focused on more effective implementation of curriculum, progress monitoring, data alignment, data management in eduCLIMBER, data-driven instructional strategies, and intensification of interventions. Other professional learning opportunities for literacy leadership have included the Minnesota LiRN webinars to sustain culturally relevant literacy practices and to continue to develop instructional moves to support teachers and educational leaders. MPS literacy leaders have also grown through engagement with Metro Area Curriculum Leaders, Compass, MLC Literacy Leaders visit to New Orleans, The National Reading League Conference, LETRS for Administrators and other various professional learning opportunities.

Continuous Improvement for Professional Development Plan

Minneapolis Public School District (0001-03) will make the following changes to the professional development plan for the 2025-26 school year:

We aim to be responsive to teacher and student needs. All internal professional development is subject to change in response to ongoing data collection.

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	129	53	34	42
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	201	106	0	95
K-3 Classroom Educators	549	57	330	162
Grades 4-5 (or 6) Classroom Educators (as determined by district)	144	0	97	47
K-12 Reading Interventionists	184	27	157	0
K-12 Special Education Educators responsible for reading instruction	423	19	305	99
PreK through grade 5 Curriculum Directors	25	7	11	7
PreK through grade 5 Instructional Support Staff who provide reading support	748	0	0	748

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

Grades 4-12 Classroom Educators responsible for reading instruction	273	26	97	150
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	8	0	0	8
Grades 6-12 Instructional support staff who provide reading support	748	0	0	748
Grades 6-12 Curriculum Directors	3	2	0	1
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Minneapolis Public School District (0001-03) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$1,000,000.00

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

$1,000,000.00

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Minneapolis Public School District (0001-03) received the following amount of READ Act Literacy Aid in the 2025 school year:

$1,048,011.78

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training
- Curriculum reviewed by MDE that was rated as highly aligned
- Reading intervention (curriculum, materials, training)

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

$560369

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

All of the remaining funds will be spent to pay for teacher stipends. According to the memorandum of agreement between Minneapolis Public Schools and the Minneapolis Federation of Teachers, all staff who successfully complete Volume 1 of LETRS are eligible for a $875 stipend. Those who complete LETRS Early Childhood or Core OL&LA are eligible for a $500 stipend. All remaining funds will be used to offset that cost. Teachers had until June 30th to complete their requirements, so most of those stipends have not yet been paid out.