

Minnesota READ Act Literacy Plan for 2024-25

For

Kasson-Mantorville School District (0204-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Kasson-Mantorville School District (0204-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

Kasson-Mantorville School District (0204-01)'s literacy goal(s) for the 2024-25 school year:

All students will show a year's growth throughout the school year in terms of their literacy development based on FAST screening assessments (at least 50% overall growth) from Fall 2024 to Spring 2025. Our staff will meet students where they are and provide explicit instruction to grow each student in their literacy journey. We will follow the MTSS process to ensure all students are receiving exceptional literacy instruction during our Tier 1, Tier 2, or Tier 3 services. All Prek-4 teaching staff, along with 5-12 Special Education staff, will be trained in the Science of Reading and apply that training to their instruction. Our staff will support multilingual learners and students receiving special education services in achieving their individualized reading goals per Minnesota Statute 120B.12 (2023).

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

All PK-4 general education classroom teachers and K-12 special education teachers engaged in READ Act training (LETRS Early Childhood or OL&LA). We also held data meetings three times a year for our K-4 teachers after administering FASTBridge.

The following describes how Kasson-Mantorville School District (0204-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance, as measured by FAST screening assessments and MCA results from Fall 2024 to Spring 2025, shows that not all grade levels are meeting the literacy growth goal outlined in the READ Act. Our stated goal is for all students to demonstrate a year's growth in literacy, with at least 50% overall growth across the school year. In 2024-2025, only Kindergarten (60%), 3rd grade (62%), and 4th grade (56%) met or exceeded the 50% growth benchmark. 1st grade (25%) and 2nd grade (50%) fell short, with 1st grade showing significant underperformance relative to the goal. While some grades are close to or above the target, the inconsistency across grade levels indicates that we are not yet achieving the goal of all students showing a year's growth in literacy development. This data highlights a gap between our current outcomes and the READ Act's expectation that all students make at least a year's worth of progress in literacy. Targeted support and continued implementation of evidence-based practices, including explicit instruction and MTSS interventions, will be critical to closing this gap and ensuring equitable literacy growth for every student.

Kasson-Mantorville School District (0204-01)'s literacy goal(s) for the 2025-26 school year:

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At least 75% of all students in Kindergarten through 4th grade, as well as students receiving special education and multilingual learner services, will demonstrate a year's growth in literacy as measured by FAST screening assessments and MCA results from Fall 2025 to Spring 2026. All PreK-4 classroom teachers and 5-12 Special Education staff will continue to implement Science of Reading practices, ensuring explicit, data-driven instruction for every student. The district will use the MTSS framework to provide targeted Tier 1, Tier 2, and Tier 3 interventions, with a focus on supporting students who did not meet growth targets in the previous year. The district will monitor and support the progress of multilingual learners and students receiving special education services to ensure they meet their individualized reading goals in alignment with Minnesota Statute 120B.12 (2023). This goal reflects a commitment to continuous improvement, raising expectations based on recent performance data and aiming for greater consistency and equity in literacy growth across all student groups. Related What specific literacy growth targets should I set for the 2025-26 year How can I ensure our literacy goals align with the READ Act requirements Which grade levels need targeted interventions to meet literacy benchmarks What strategies will best support at least 50% literacy growth across all students How can I measure progress toward our district's literacy goals for 2025-26

Kasson-Mantorville School District (0204-01)'s Local Literacy Plan is posted on the district website at:

<https://www.komets.k12.mn.us/academics/local-literacy-plan>

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 Kasson-Mantorville School District (0204-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Kasson-Mantorville School District (0204-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	122	86	121	65	123	88
Grade 1	155	66	154	51	156	46
Grade 2	146	84	147	93	148	96
Grade 3	167	120	167	110	169	109

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 Kasson-Mantorville School District (0204-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Kasson-Mantorville School District (0204-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	122	16
Grade 1	155	35
Grade 2	146	18
Grade 3	148	15

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

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

Kasson-Mantorville School District (0204-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Students in grades K-3 that fall under "High Risk" during a screening window in FAST Bridge, will be administered the Capti ReadBasix.

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 Kasson-Mantorville School District (0204-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	CBMReading	FastBridge	High Risk
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Kasson-Mantorville School District (0204-01) 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:

To determine which students in grades 4-12 are not reading at grade level and therefore require screening with Capti ReadBasix, the school district will use the FASTBridge autoReading sub-test as the primary universal screener for reading proficiency. Students whose scores fall below the FASTBridge vendor benchmark for their grade level on the autoReading assessment will be identified as not reading at grade level and will be referred for additional screening using Capti ReadBasix.

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

The following table displays the number of students in Kasson-Mantorville School District (0204-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

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

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Kasson-Mantorville School District (0204-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	1 time per year
Grade 1	Yes	1 time per year
Grade 2	Yes	1 time per year
Grade 3	Yes	1 time per year
Grade 4	Yes	1 time per year
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

- Parent teacher conferences
- Letter sent home with student

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

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Continuous Improvement for Parent Notification

Kasson-Mantorville School District (0204-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will notify parents of students in grades K-12 after each screener (fall, winter, and spring) if their child is reading below grade level.

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.

Kasson-Mantorville School District (0204-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district uses a systematic, data-driven process to ensure that evidence-based instruction and intervention are matched to each student's needs, as required by the READ Act. **Universal Screening:** Students are screened using MDE-approved tools such as FASTBridge (and currently NWEA MAP 5-10) at least three times per year (fall, winter, spring) to assess literacy proficiency and growth. **Data Review:** After each screening window, student data are analyzed to identify those who are not meeting grade-level reading benchmarks. This includes reviewing subtest scores in key areas such as phonological awareness, phonics, fluency, vocabulary, and comprehension. **Tiered Support Decision-Making:** Students meeting or exceeding benchmarks continue to receive high-quality, evidence-based Tier 1/core instruction. Students identified as at risk based on screening data receive supplemental (Tier 2) interventions tailored to specific skill deficits. Students with significant and persistent reading difficulties are provided with intensive (Tier 3) interventions, which are more individualized and frequent. **Progress Monitoring:** Students receiving Tier 2 or Tier 3 interventions are monitored more frequently (every 1-2 weeks) using FASTBridge progress monitoring tools to assess the effectiveness of interventions and make timely adjustments. **Team Collaboration:** Grade-level and intervention teams meet regularly to review screening and progress monitoring data, ensuring instructional decisions are based on current student performance and evidence-based practices. **Parent Communication:** Families are notified of their child's reading status and the interventions being provided, and are offered strategies to support literacy at home. This process ensures that instructional approaches and interventions are responsive to each student's demonstrated needs, supporting equitable literacy growth and alignment with the READ Act's requirements.

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

Monitoring Fidelity of Tier 1 Instruction: Classroom observations and walk-throughs are conducted regularly by the building teaching and learning coordinator and principal to ensure that evidence-based literacy practices and district-adopted curriculum are being implemented as intended. Fidelity checklists and observation tools aligned with the Science of Reading are used to document the consistency and quality of instruction. Teachers participate in ongoing professional learning, coaching, and collaborative team meetings to review instructional practices and receive feedback. Data from universal screeners are reviewed to confirm that Tier 1 instruction is resulting in expected student growth and proficiency. The district collects and analyzes aggregated and disaggregated student performance data by grade and school site to identify trends and areas for improvement. Regular reflection and evaluation of instructional practices are supported through staff surveys and self-assessment tools. **Differentiating Tier 1 Instruction:** Teachers use data from universal screeners and classroom assessments to identify students' strengths and needs within the core curriculum. Instruction is

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differentiated by adjusting content, process, and product based on students' readiness levels, interests, and learning profiles. Flexible grouping, targeted small-group instruction, and scaffolding strategies are employed to meet diverse student needs within the classroom. Evidence-based instructional practices, including explicit instruction, modeling, guided practice, and formative assessment, are embedded in daily lessons. Teachers collaborate in grade-level or content teams to analyze student data and plan differentiated lessons and interventions. Progress is monitored regularly, and instructional adjustments are made as needed to ensure all students have access to high-quality, responsive Tier 1 instruction. These processes ensure that Tier 1 instruction is both implemented with fidelity and differentiated to support the diverse literacy needs of all students, in alignment with the requirements of the Minnesota READ Act.

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

Entrance Criteria for services Kindergarten: Below or well below on FASTbridge assessments Grade 1: 35%ile and below on FAST assessments Grade 2: 35%ile and below on FAST assessments Grade 3: 35%ile and below on FAST assessments P or D on MCA Grade 4 35%ile and below on FAST assessments P or D on MCA Grade 5 Fall 203 or below on NWEA MAP Reading P or D on MCA Grade 6 Fall 210 or below on NWEA MAP Reading P or D on MCA Grade 7 Fall 216 or below on NWEA MAP Reading P or D on MCA Grade 8 Fall 221 or below on NWEA MAP Reading P or D on MCA Grade 9 Fall 224 or below on NWEA MAP Reading Winter 226 or below on NWEA MAP Reading Grade 10 Fall 226 or below on NWEA MAP Reading Winter 228 or below on NWEA MAP Reading

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

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

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

All students in K-4 receive 90 -120 minutes of differentiated core reading instruction daily. This instruction is aligned with grade level common core standards as defined by the Minnesota Department of Education and Kasson-Mantorville Literacy Standards. Students in grades K-8 will receive daily FLEX time where instruction is provided at their zone of proximal development. Qualifying students in 9-12 have 30 minutes of intervention one or two days a week. Strategic monitoring indicates the need for a modification in services. Within Tier 2 or 3, weekly progress monitoring results are used to determine growth or the need for a modification in services. The ADSIS Tier 2 teams meet bi-weekly at the building level, high school interventions are changed with each quarter as necessary based on student data, and case managers review Tier 3 student progress monitoring at weekly SPED team meetings.

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

Exit Criteria Kindergarten: At or above on FASTbridge assessments Grade 1: At or above on FASTbridge assessments At or above grade level on Running Record Grade 2: At or above on FASTbridge assessments At or above grade level on Running Record Grade 3: At or above on FASTbridge assessments At or above grade level

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on Running Record Grade 4 At or above on FASTbridge assessments At or above grade level on Running Record
M or E on MCA Grade 5 At or above Winter NWEA MAP Reading Linking Student Cut Score M or E on MCA
Grade 6 At or above Winter NWEA MAP Reading Linking Student Cut Score M or E on MCA Grade 7 At or
above Winter NWEA MAP Reading Linking Student Cut Score M or E on MCA Grade 8 At or above Winter
NWEA MAP Reading Linking Student Cut Score M or E on MCA Grade 9 At or above Winter NWEA MAP Reading
Linking Student Cut Score Grade 10 At or above Winter NWEA MAP Reading Linking Student Cut Score M or E
on MCA

Does Kasson-Mantorville School District (0204-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Kasson-Mantorville School District (0204-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

We will update the 5-12 criteria as we are moving away from NWEA MAP to FASTBridge. We will use the vendor recommendations for entry and exit criteria.

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.

Kasson-Mantorville School District (0204-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Kasson-Mantorville School District (0204-01) has participated in MDE MnMTSS professional learning:

Yes

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Kasson-Mantorville School District (0204-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Benchmark Advance, K-5, in press (Partially Aligned)	Foundational	45
	· Other	Comprehensive	100
	· Little Minds at Work	.	.
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	145
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	80
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	80
Grade 4	· myView Literacy, K-5, in press (Minimally Aligned)	Knowledge Building	50
	· Benchmark Advance, K-5, in press (Partially Aligned)	Supplemental	30
Grade 5	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	45

Continuous Improvement for Core Reading Instruction and Curricula

Kasson-Mantorville School District (0204-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grades 1-3 will move to EL Education.

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 Kasson-Mantorville School District (0204-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	PRESS S.M.A.R.T. Word-warm up Read Naturally Literacy Footprints CORE: Teaching Reading	PCI, Edmark, UFLI
Grade 1	PRESS S.M.A.R.T. Word-warm up Read Naturally Literacy Footprints CORE: Teaching Reading	PCI, Edmark, Heggerty, Sonday, UFLI, STAR Autism
Grade 2	Steps to Advance	Sonday, PCI, Edmark , STAR Autism
Grade 3	Steps to Advance	Sonday, LLI, UFLI, PCI, Edmark, STAR Autism
Grade 4	Steps to Advance	UFLI, LLI, PCI, Edmark, Sonday, STAR Autism
Grade 5	REWARDS, CORE 5	Corrective Reading LLI, Sonday
Grade 6	REWARDS, PowerUp	Corrective Reading LLI, Sonday
Grade 7	REWARDS, PowerUp	Corrective Reading LLI & Sonday
Grade 8	REWARDS, PowerUp	Corrective Reading, LLI, Sonday
Grade 9	Edmentum Exact Path	Corrective Reading, Jamestown, Newsela, Readworks, CommonLit, News2You, Task Boxes, NewsELA, ReadTheory, supplemental materials (short stories, news articles, poems, vocabulary practice, literary devices)
Grade 10	Edmentum Exact Path	Corrective Reading, Jamestown, Newsela, Readworks, CommonLit, News2You, Task Boxes, NewsELA, ReadTheory, supplemental materials (short stories, news articles, poems, vocabulary practice, literary devices)

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 11	NA	Corrective Reading, Jamestown, Newsela, Readworks, CommonLit, News2You, Task Boxes, NewsELA, ReadTheory, supplemental materials (short stories, news articles, poems, vocabulary practice, literary devices)
Grade 12	NA	Corrective Reading, Jamestown, Newsela, Readworks, CommonLit, News2You, Task Boxes, NewsELA, ReadTheory, supplemental materials (short stories, news articles, poems, vocabulary practice, literary devices)

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.

Kasson-Mantorville School District (0204-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/01/2025

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:

All staff did complete training at the 80% proficiency level.

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

To ensure fidelity with the Minnesota READ Act, districts collect multiple data sources to verify that elementary teachers are implementing explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Key fidelity data include: Universal screening data: All K-3 students are screened three times per year, and districts submit this data with their Local Literacy Plan to the Minnesota Department of Education annually. Professional development completion: Districts track and report teacher completion of state-approved Science of Reading training, including certificates of completion, to ensure teachers are prepared to deliver evidence-based literacy instruction. Observation and instructional coaching: Fidelity is monitored through classroom observations using established protocols, with data collected on the implementation of structured literacy practices. Instructional coaching and feedback are provided based on these observations to support continuous improvement. Local Literacy Plan reporting: Districts submit summary data on instructional practices, program implementation, and continuous improvement goals. The state reviews these plans, focusing on the fidelity of evidence-based instruction and identifying areas for targeted support. Growth data: Progress is measured by analyzing student growth from fall to spring screening, ensuring instructional practices are leading to improved literacy outcomes. These measures provide a comprehensive system for monitoring and supporting high-fidelity implementation of the READ Act's instructional requirements statewide.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to

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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:

Building-level teaching and learning coordinators provide targeted, job-embedded support by modeling lessons, co-teaching, and offering real-time feedback during classroom visits. Teachers receive individualized coaching cycles focused on the five key literacy areas, with goals set based on fidelity data and student assessment results. Regular team meetings and professional learning communities (PLCs) further support ongoing reflection and collaborative problem-solving. Feedback is actionable and data-driven, ensuring teachers receive specific guidance on implementing evidence-based strategies. Progress is monitored through follow-up observations and student literacy growth data from tools like FASTBridge allowing coordinators to adjust support as needed. This continuous feedback loop ensures all teachers are equipped to deliver high-quality instruction, ultimately improving literacy outcomes for all students.

The following changes in instructional practices have impacted students :

Student outcomes have increase, especially at our 4th grade level where we had two teachers that had previously trained in LETRS, and also completed OL&LA training. This team was able to use Science of Reading knowledge, pilot a new vocab/comp component of curriculum, and partner with the department of teaching and learning to see the highest grade level proficiency since 2016 in 4th grade. 64.6% of students met or exceeded on the MCA, and back in 2016, the grade level was at 65.9%. Every year since has been lower. We are proud of this work.

Kasson-Mantorville School District (0204-01) has implemented the following professional development and support for teachers around culturally responsive practices:

All teachers in grades 5-12 completed cultural competency training with a PELSB certified trainer in January 2025. All PK-4 teachers will engage in this training in January 2026.

Kasson-Mantorville School District (0204-01) engaged with the Regional Literacy Network through the following:

- 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):

In-house content area literacy training for staff as an option on staff development day during 25-26 school year. Job-embedded coaching with teaching and learning coordinators to ensure implementation fo READ ACT training in K-4 classrooms, SPED classrooms, and reading intervention classrooms.

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	8	7	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	31	28	0	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	7	0	0
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	25	21	0	4
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	20	0	0	20

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
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Local Literacy Plan for Kasson-Mantorville School District (0204-01)

Grades 4-12 Classroom Educators responsible for reading instruction	11	0	0	11
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	10	0	0	10
Grades 6-12 Curriculum Directors	3	2	1	1
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Kasson-Mantorville School District (0204-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$114,143.00

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

\$114,143.00

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

- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist

READ Act Literacy Aid

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

Kasson-Mantorville School District (0204-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$86,310.00

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

- Not applicable

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

\$86310

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

We will use the funds to train teachers outside of contract hours that move into the district or are new teachers.

We also use this for the new dyslexia screener.