

# Minnesota READ Act Literacy Plan

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

For

**Centennial Public School District (0012-01)**

Date Submitted to the State 06/16/2025

*This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Centennial Public School District (0012-01). This plan is a requirement of the Minnesota READ Act, [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

### Centennial Public School District (0012-01)'s literacy goal(s) for the 2024-25 school year:

Centennial Public Schools is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness.

Our mission is to prepare students for life through academic, emotional, and social development. We believe literacy is the cornerstone of this mission. Therefore, the ability to read and use language has a direct impact on student learning, the ability to demonstrate standards' proficiency, and the quality of our students' lives. We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency.

Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students is grounded in:

- Ongoing assessment of each student
- 2020 Minnesota K-12 Academic Standards in English Language Arts
- District/School Improvement Planning
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)

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

Centennial has implemented significant literacy shifts with strong results.

During 2024-25, we fully implemented UFLI Foundations in K-2, training all staff on its components and the Science of Reading. This, alongside ongoing professional learning, significantly boosted early literacy. Kindergarten earlyReading composite rose from 45% (Spring 2021) to 70% (Spring 2025); Grade 1 from 48% to 65%; and Grade 2 CBMR from 59% to 66%.

In 2024-25, STAR Reading became a Grade 9 universal screener. We also expanded K-2 screenings (Spring 2025) per MDE guidance, adding specific subtests like word segmenting/letter names (K) and nonsense words (Grade 2-3 for at-risk). Secondary ELA teachers spent 2024-25 analyzing shifts in MN 2020 ELA standards, including K-6 foundational reading. Curriculum materials are continuously refined to support these.

Centennial staff (K-12) and administrators completed MN READ Act Phase 1 professional development (CORE OL&LA or LETRS Early Childhood). Staff reported these courses deepened their understanding of the Science of Reading, effectively connecting theory to classroom strategies, reducing stress, and enhancing their ability to assess and drive instruction for better student engagement and outcomes.

This spring, we initiated dyslexia learning sessions, including screening measures for elementary reading interventionists and leadership.

**The following describes how Centennial Public School District (0012-01)'s current student performance differs from the literacy goal detailed in the READ Act:**

As measured through our universal screeners in spring 2025, all students are not reading at or above grade level.

Students reading at or above grade level benchmark as measured by FastBridge earlyReading

- Kindergarten: 70%
- Grade 1: 65%

Students reading at at or above grade level benchmark as measured by FastBridge CBMR

- Grade 2: 66%
- Grade 3: 66%

Students reading at at or above grade level benchmark as measured by FastBridge aReading

- Grade 4: 65%
- Grade 5: 73%
- Grade 6: 75%
- Grade 7: 73%
- Grade 8: 74%

Students reading at at or above grade level benchmark as measured by STAR Reading:

- Grade 9: 80%
- MCA data in spring 2024 reflected 63.5% of Centennial High School students were meeting grade level benchmarks.

**Centennial Public School District (0012-01)'s literacy goal(s) for the 2025-26 school year:**

Centennial Public Schools is devoted to ensuring that all students are grade-level proficient in reading.

Our mission is to prepare students for life through academic, emotional, and social development. We believe literacy is the cornerstone of this mission. Therefore, the ability to read and use language has a direct impact on student learning, the ability to demonstrate standards' proficiency, and the quality of our students' lives.

Our MTSS framework is developed to support all students in meeting or exceeding grade-level proficiency benchmarks. We commit to excellence in teaching and learning to ensure reading proficiency for all students through:

- Ongoing assessment of each student
- 2020 Minnesota K-12 Academic Standards in English Language Arts
- District/School Improvement Planning
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)

**Goal 1:** By the end of the 2025-2026 school year:

- All educators new to Centennial, as included in Read Act Phase 1, will successfully complete CORE OL&LA (K-5) or LETRS (Early Childhood).
- All paraprofessionals/instructional support staff will complete training in the Science of Reading.
- All staff 4-12 will understand the dyslexia screening process- including the components of Capti ReadBasix. Staff administering the assessment will be trained in proctoring the assessment.

**Goal 2:** All K-5 staff will engage in ongoing professional learning, facilitated in partnership between the Teaching and Learning department and building administrators. The learning will be focused on the implementation of the learning gained through the 2024-2025 CORE OL&LA course- strengthening explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Goal 3:** Students in grades 4-12 will be screened according to MN Read Act guidance and parents will be notified of:

- The student's reading proficiency as measured by a screener approved by the Minnesota Department of Education (MDE).
- The reading-related services being provided to the student and the student's progress.
- Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

**Goal 4:** During the 2025-2026 school year, we will increase the number of students K-3 meeting spring benchmark (low concern) as measured by the MN Composite in the following grade levels:

- Kindergarten from 58% (272/470 students) to at least 63%.
- Grade 1 from 42% (219/454) to at least 47%.
- Grade 2 from 60% (276/463) to at least 65%
- Grade 3 from 61% (308/507) to at least 66%

**Centennial Public School District (0012-01)'s Local Literacy Plan is posted on the district website at:**

<https://www.isd12.org/departments/teaching-learning/district-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 Centennial Public School District (0012-01) 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:

<b>Grade Level</b>	<b>Screening Tool Used</b>	<b>Criteria Used to Determine Benchmark</b>	<b>Additional Screeners</b>
<b>Kindergarten</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
<b>Grade 1</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
<b>Grade 2</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
<b>Grade 3</b>	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 Centennial Public School District (0012-01) 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	460	327	461	343	461	321
Grade 1	442	278	444	293	442	287
Grade 2	440	290	446	295	451	300
Grade 3	497	326	499	320	500	331

**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 Centennial Public School District (0012-01) 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.

**Centennial Public School District (0012-01) 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:**

Other: Explain below

Our screening plan in spring 2025 included all the required MDE subtests. We calculated the MN composite scores and followed guidance from the READ Act Screening and Data-Based Decision Making: Turning Data into Action! document from MDE. This includes the recommendation to consider multiple data points across the 24-25 school year, student response to intervention, progress monitoring, etc. We also gave sites the option to screen all students.

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	461	26
Grade 1	442	43
Grade 2	451	48
Grade 3	500	52

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 Centennial Public School District (0012-01) 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
<b>Grade 4</b>	CBMreading	FastBridge	Risk levels
	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
<b>Grade 5</b>	CBMreading	FastBridge	Risk levels
	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
<b>Grade 6</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
<b>Grade 7</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
<b>Grade 8</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
<b>Grade 9</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
	STAR Reading	Renaissance	Students at the 25th percentile or below nationally.
<b>Grade 10</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
	STAR Reading	Renaissance	Students at the 25th percentile or below nationally.
<b>Grade 11</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
	STAR Reading	Renaissance	Students at the 25th percentile or below nationally.

<b>Grade 12</b>	AUTOreading	FastBridge	High risk on AUTOreading subtests: word identification (all) and encoding (Gr. 4) and decoding (Gr. 5+)
	aReading	FastBridge	15th percentile nationally or lower
	STAR Reading	Renaissance	Students at the 25th percentile or below nationally.

**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 Centennial Public School District (0012-01) 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:**

Grade 4: Students who are at high risk on word identification and encoding (AUTOreading) AND/OR below 95% accuracy on CBMR and/or high risk on CBMR.

Grade 5: Students who are at high risk on word identification and decoding (AUTOreading) AND/OR below 95% accuracy on CBMR and/or high risk on CBMR. Grades 6-8 & PINES/CALC (Grades 9-12): Students who are high risk in word identification and decoding (AUTOreading) AND/OR are in the 15th national percentile (high risk nationally) or lower on aREADING.

Grade 9- 12: Students at the 25th national percentile or below in STAR Reading (Intervention or Urgent Intervention groups). We use FastBridge as a screener at our ALC and in the PINES program because it offers more options for progress monitoring and intervention resources for students who need intensive intervention.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12

*(Optional for 2024-25 School Year)*

The following table displays the number of students in Centennial Public School District (0012-01) 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.

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

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

## 7. Parent Notification and Involvement

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

Does Centennial Public School District (0012-01) 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	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
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:

- Digital\_messaging (email, text, or communication app)
- 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
- Other - describe (Required)
  - Author Nights, I Love to Read Month, Summer Reading Programs

**Continuous Improvement for Parent Notification**

**Centennial Public School District (0012-01) will make the following changes to parent notification and involvement for the 2025-26 school year:**

In the 2025-2026 school year we will be including the Minnesota READ Act requirements for parent notification and involvement to expand beyond grades K-5 to include grades 6-12. Parents will receive:

- The student's reading proficiency as measured by a screener approved by the Minnesota Department of Education (MDE).
- The reading-related services being provided to the student and the student's progress.
- Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

## 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.**

**Centennial Public School District (0012-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:**

Universal Screening & Identification:

Elementary (K-5): All students are screened three times yearly (Fall, Winter, Spring) using FastBridge assessments (earlyReading, aReading, CBMreading) to identify at-risk students. Capti ReadBasix will be used for dyslexia screening in 2025-2026.

Secondary (6-12): Middle school/CALC/PINES use FastBridge; 9th graders use STAR Reading for three universal screenings. High school employs a schoolwide Early Warning System (EWS) integrating academic grades, screening data, attendance, and behavior incidents. Teachers/collaborative teams initiate support requests for skill gaps. Our 2025-2026 screening will fully encompass MN READ Act requirements, building on 2024-2025 pilots (multilingual learners, academic support, new 10-12 students). Capti ReadBasix also used for secondary dyslexia screening in 2025-2026.

Diagnostic Assessment & Pinpointing Specific Needs:

Elementary: When universal screening flags a student as at-risk, grade-level or MTSS teams analyze the data. To pinpoint skill deficits, students undergo targeted diagnostic assessments (e.g., PRESS, CORE assessment tools). This granular data clarifies if needs are in phonemic awareness, phonics, fluency, vocabulary, or comprehension.

Secondary: Diagnostic processes are less formalized. Middle school leaders/MTSS team aid collaborative teams identifying resources for lagging skills (screener insights, teacher observations). High school, EWS indicators guide intervention planning, with additional diagnostics (PRESS/IXL) used as needed for intervention planning.

Intervention Matching & Implementation:

Elementary: Staff use our district's intervention selection guide, aligning specific evidence-based programs/strategies to identified skill deficits. Examples include PRESS for foundational phonics or Really Great Reading and Benchmark Steps to Advance for comprehension, delivered in flexible groups. All identified students receive instruction in their targeted growth areas by licensed teachers or trained staff, sometimes with additional reading minutes.

Secondary: Secondary intervention pathways are developing. Middle school students may receive reading intervention via PRESS, etc., with ongoing work for more consistent support matching across tiers. High school interventions occur in academic support classes or small groups, utilizing IXL/PRESS resources, selected based on EWS data/diagnostics as needed.

Progress Monitoring & Adjustment

Elementary: Once a tiered intervention is in place, we implement regular, frequent progress monitoring, typically collecting bi-weekly data via curriculum-based measures (e.g., CBMreading probes) or other tools. This data is collaboratively reviewed by a grade-level or MTSS team at a frequency matching student need. If a student isn't

progressing, the team uses this data for informed adjustments (e.g., increasing intensity, reducing group size, changing strategy, re-diagnosing) to ensure ongoing alignment.

Secondary: Progress monitoring primarily involves ongoing assessment and regular checks of academic grades and EWS indicators. Our secondary progress monitoring processes are being developed.

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

Centennial has Tier 1/Core literacy instructional expectations across Early Childhood through Grade 12. Instructional expectations include the core components of instructional environments- including classroom climate and culture.

Our primary methods for ensuring fidelity involve:

- Confirming classroom teachers are consistently utilizing the district-provided, evidence-based curriculum components.
- Principals engage in informal and formal classroom observations, providing feedback and support to ensure instructional practices align with expectations.
- We interpret classroom-level data, including information from assessments, to identify patterns and areas where specific classroom-wide interventions or adjustments in Tier 1 instruction might be needed to support student growth. Students are also progress monitored every two weeks between benchmarking periods, and this data is reviewed by reading interventionists, collaborative teams, and MTSS teams to ensure continuous alignment of support.

We recognize the importance of consistent, high-quality core instruction and are committed to growing our capacity across all staff to provide strategic Tier 1 instruction with fidelity, ensuring all students receive the best possible foundational learning experiences.

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

Centennial's literacy development framework utilizes a tiered model of instruction and support to ensure interventions are matched to student needs, with processes varying between elementary and secondary levels.

Elementary: At the elementary level, students are considered for supplemental (Tier 2) reading intervention based on universal screening data and collaborative team review. Students identified as "high risk," "some risk," or consistently below grade-level on FastBridge, and showing continued need despite Tier 1, are flagged. Data teams (grade-level/MTSS) analyze screening and classroom formative assessments to determine the student's highest priority skill gap. ADSIS/Title criteria or diagnostically confirmed parent concerns can also trigger Tier 2 consideration. Teams then place students into targeted reading interventions.

For intensive (Tier 3) support, consideration occurs when a student demonstrates inadequate progress in Tier 2 interventions. Students actively participating in Tier 2 but not making expected growth or showing stagnant progress (via frequent progress monitoring) become Tier 3 candidates. The MTSS team collaboratively decides to intensify support and move to Tier 3 during data reviews.

Secondary: Across grades 6-12, our tiered intervention processes are actively developing to support student literacy. Systematic intervention matching to skill deficits is not yet as formalized as elementary. Teachers and collaborative teams can initiate support requests via an MTSS form for potential skill gaps.

At our middle school, students are universally screened three times yearly; teams review this data. Leaders and the schoolwide MTSS team support collaborative teams (grades 6-8) to identify resources for lagging skills- at times utilizing diagnostic insights from screeners and teacher observations. Currently, some students receive reading intervention with programs like PRESS. We are actively expanding formalized intervention pathways for more consistent, precise tiered support matching.

At our high school, the schoolwide MTSS team uses an Early Warning System (EWS) integrating academic grades, universal screening data, attendance, and behavior incidents. This comprehensive data informs collaborative intervention plans. Students with lagging reading skills receive interventions in academic support classes or individual small groups utilizing resources like IXL and PRESS, with selection based on identified skill deficits from EWS data and additional diagnostics as needed.

**Progress monitoring data collection for students in Tier 2 occurs:** Once every two weeks

**Progress monitoring data collection for students in Tier 3 occurs:** Other: Explain Below

On average, every 1-2 weeks.

**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:**

Elementary Progress Monitoring (K-5):

For students in supplemental (Tier 2) or intensive (Tier 3) reading interventions, we implement regular, frequent progress monitoring. This typically involves collecting bi-weekly data using curriculum-based measures (e.g., CBMreading probes) or tools designed to track growth in their specific need area. Some students may be monitored weekly depending on intervention intensity and tier level. Grade-level or MTSS teams collaboratively review this data with a frequency determined by the student's need. If a student isn't making adequate progress, the team uses this data to make informed adjustments.

Secondary Progress Monitoring (6-12):

Our secondary schools are actively working to establish formalized, consistent progress monitoring protocols. Currently, progress monitoring at this level focuses more on ongoing assessment embedded within the intervention programs themselves, complemented by regular checks of academic grades and, at our high school, Early Warning System indicators. This available data is collaboratively reviewed by teams to make necessary adjustments to interventions. We will begin actively developing these comprehensive protocols in the upcoming year to ensure more consistent and precise matching of support.

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

Students are exited from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention when progress monitoring data and universal screening results confirm they have consistently met or exceeded grade-level benchmarks. This decision, made collaboratively, also considers a student's sustained progress and their ability to maintain adequate growth within core (Tier 1) instruction, indicating they will likely no longer require additional tiered support.

**Does Centennial Public School District (0012-01) use personal learning plans for literacy:** No

**The following students are provided a personal learning plan for literacy:** N/A

**The following components are included in the personal learning plans, if used: N/A**

**Continuous Improvement for Data-Based Decision Making for Action**

**Centennial Public School District (0012-01) 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 support data-based decision making through our district eduCLIMBER platform by leveraging the use of the thresholds to support a) secondary early warning systems and b) identify students meeting the criteria for moderate or significant concern as identified by the MN READ Act. While we have robust systems and processes for data based decision making in our elementary schools, we need to support consistent system wide screening and data analysis leading to specific student support and interventions in our secondary schools.

## 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.

**Centennial Public School District (0012-01) is implementing a multi-tiered system of support framework:**

Yes

**The MnMTSS framework is being utilized:**

No

**Centennial Public School District (0012-01) has participated in MDE MnMTSS professional learning:**

No data entered

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

**Centennial Public School District (0012-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:**

In the 2025-2026 school year, Centennial will implement targeted enhancements to our MTSS framework, informed by reflections with school leadership representatives using the AIR Center on MTSS Fidelity of Implementation Rubric. A primary focus will be on expanding the social-emotional and behavioral components of our tiered intervention guidance and tools. Additionally, we will roll out professional learning and resources to support data dialogue and protocols for collaborative teams within our professional learning communities, alongside developing processes for monitoring fidelity in Tier 1 instruction.

## 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 Centennial Public School District (0012-01), 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 2018	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Benchmark Advance 2018	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Benchmark Advance 2018	Comprehensive	100
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	20
Grade 3	· Benchmark Advance 2018	Comprehensive	120
	· Benchmark Advance 2018	Comprehensive	120
Grade 4	· Benchmark Advance 2018	Comprehensive	120
	· Benchmark Advance 2018	Comprehensive	120
Grade 5	· Benchmark Advance 2018	Comprehensive	120
	· Benchmark Advance 2018	Comprehensive	120

# 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 Centennial Public School District (0012-01) 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)
<b>Kindergarten</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 1</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 2</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 3</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 4</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 5</b>	Really Great Reading, PRESS, Read Naturally	Really Great Reading, PRESS, Read Naturally
<b>Grade 6</b>	PRESS, IXL	NA
<b>Grade 7</b>	PRESS, IXL	NA
<b>Grade 8</b>	PRESS, IXL	NA
<b>Grade 9</b>	PRESS, IXL	NA
<b>Grade 10</b>	PRESS, IXL	NA
<b>Grade 11</b>	PRESS, IXL	NA
<b>Grade 12</b>	PRESS, IXL	NA

## 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.

Centennial Public School District (0012-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 08/01/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

All of our phase 1 staff have met the requirement. Teachers completing the training have been supported by our local certified trained facilitators who work within our district. Our facilitators have partnered with all staff to ensure teachers who may be struggling with the coursework have received extended time and resources to be successful.

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:

Centennial collects fidelity data to ensure elementary teachers implement explicit, systematic, evidence-based instruction in the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) through a multi-faceted approach centered on data analysis and collaborative review.

This process begins with interpreting universal screening data at the classroom level to identify where instructional adjustments may be needed. Beyond screening, teachers continuously collect formative assessment data within their classrooms, which they bring to collaborative team meetings to monitor student progress in specific Tier 1 instructional areas. During these meetings, teams discuss students not yet proficient in a specific skill and determine appropriate Tier 1 interventions. This Tier 1 data is then shared and discussed at data meetings, highlighting student strengths and concerns.

Further insights into implementation fidelity come from student progress monitoring data collected between benchmarking periods. This data is regularly reviewed by reading interventionists, collaborative teams, and the MTSS team to ensure students are receiving effective interventions that promote growth. Additionally, principals contribute to fidelity monitoring through informal and formal classroom observations, ensuring teachers are utilizing the district-provided curriculum components that embody these evidence-based practices.

While these mechanisms provide valuable insights, we recognize the ongoing need to continue growing our capacity to ensure all staff consistently provide strategic Tier 1 instruction with high fidelity.

**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:**

While we are continually growing our capacity in formal fidelity monitoring at Tier 1, several key mechanisms are in place:

Our process begins with Data-Driven Conversations in Collaborative Teams. Universal screening data is analyzed at the classroom level to pinpoint areas needing instructional adjustments. Teachers regularly bring Tier 1 formative assessment data to collaborative team meetings, discussing student progress and instructional effectiveness across the five literacy areas. This fosters a peer-to-peer feedback loop, enabling collaborative problem-solving and refinement of instructional strategies.

We provide Targeted Support from Reading Interventionists and MTSS Teams. Student progress monitoring data, reviewed by interventionists, collaborative teams, and MTSS teams. Feedback is then provided to classroom teachers based on student response to intervention, guiding them in refining explicit methods and systematic approaches for specific skills to ensure continued growth.

Principal Instructional Coaching and Observation also plays a direct role. Principals conduct informal and formal classroom observations, assessing the implementation of district-provided curriculum components that embed evidence-based practices in literacy. Feedback derived from these observations supports teachers in enhancing their instructional delivery and fidelity to curriculum design.

Finally, Ongoing Professional Learning acts as systemic coaching. Initiatives like CORE OL&LA and UFLI training, rooted in the science of reading, provide explicit models and strategies for teaching all five literacy components. These courses offer practical tools and boost educator confidence, impacting engagement and efficiency in lessons.

Centennial is committed to continually strengthening our capacity for systematically monitoring and providing direct coaching based on fidelity data for Tier 1 instruction.

**The following changes in instructional practices have impacted students :**

The recent professional learning, deeply rooted in the science of reading and supporting our UFLI curriculum shift, has significantly transformed instructional practices with a direct positive impact on students. Our universal screening data has

Teachers report an increase in their own clarity and confidence, particularly in explicitly and systematically teaching foundational literacy skills like phonics and phonemic awareness. This is evidenced by observed changes in classrooms, such as the adoption of more consistent signal words and hand signals, which teachers note have "greatly improved the engagement, flow, and efficiency of my phonics lessons." We've also seen a heightened ability among teachers to differentiate and assess all students, especially multilingual learners, ensuring instruction is more accessible regardless of background. Ultimately, teachers are reporting that the new strategies, particularly with UFLI, have "made such a difference with my students," leading to more memorable and fun word work, increased student engagement, and a stronger grasp of crucial early reading skills.

**Centennial Public School District (0012-01) has implemented the following professional development and support for teachers around culturally responsive practices:**

We are working on staff development and curriculum updates around culturally responsive practices and implementation for the future.

**Centennial Public School District (0012-01) 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):**

All K-5 staff will engage in ongoing professional learning, facilitated in partnership between the Teaching and Learning department and building administrators. The learning will be focused on the implementation of the learning gained through the 2024-2025 CORE OL&LA course- strengthening explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

*In the fall of 2025, we will continue professional learning for all staff focused on dyslexia-including screening measures.*

## 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	17	17	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	9	8	1	0
K-3 Classroom Educators	84	81	3	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	34	34	0	0
K-12 Reading Interventionists	10	10	0	0
K-12 Special Education Educators responsible for reading instruction	51	47	4	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	10	10	0	0

### 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	20	20	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	4	0	0	4
Grades 6-12 Instructional support staff who provide reading support	66	0	0	66

<b>Grades 6-12 Curriculum Directors</b>	0	0	0	0
<b>Employees who select literacy instructional materials for Grades 6-12</b>	0	0	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Centennial Public School District (0012-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$362,852.36

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

\$362,852.36

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

- MDE approved READ Act professional development (CAREIALL, CORE, LETRS)
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Centennial Public School District (0012-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$270,473.68

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

- MDE approved READ Act professional development (CAREIALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

\$179,701.00

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

Remaining funds will be used to fund MDE approved READ Act professional development for new teachers, stipends for teachers completing literacy training and curriculum.