

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Meeker And Wright Special Education (0938-52)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Meeker And Wright Special Education (0938-52). 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

Meeker And Wright Special Education (0938-52)'s literacy goal(s) for the 2025-26 school year:

Ensure any new certified staff members participate in the required READ Act training (CORE's OL&LA). Provide the required READ Act training to all paraprofessionals who may support reading instruction. Implement evidence-based reading interventions for grades K-12. Continue using UFLI. Finalize plans for evidence-based comprehensive curricula to be implemented K-12. Screen all students in grades K-3 using FastBridge three times year. Screen all students in grades 4-12 using Capti ReadBasix.

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

MAWSECO continues to advance literacy outcomes through evidence-based practices and targeted staff training. Recently, new certified staff members completed Online Language and Literacy Academy (OL&LA) training. At the elementary level, instruction focused primarily on implementing Orton-Gillingham-based reading interventions to deliver structured, explicit literacy support, while utilizing the University of Florida Literacy Initiative (UFLI) Foundations framework to guide and reinforce these practices. At the secondary level, evidence-based reading interventions were utilized across various programs to meet the specialized and diverse needs of older students. Looking ahead to the 2026-27 school year, the cooperative will implement further enhancements to our literacy programming. MAWSECO will ensure that all new and returning paraprofessionals whose responsibilities include reading support are trained in the Science of Reading by the start of the school year. Additionally, an evidence-based reading intervention will be implemented across secondary special education programs. The cooperative will also continue its exploration of reading curricula and interventions to best serve students within our secondary care and treatment programs.

The following describes how Meeker And Wright Special Education (0938-52)'s current student performance differs from the literacy goal detailed in the READ Act:

MAWSECO evaluates student literacy performance relative to the READ Act goals through individualized monitoring. The students served across our Federal Setting IV, and care and treatment programs often present with complex learning challenges, requiring intensive instruction due to significant academic, behavioral, or mental health needs. While the READ Act sets ambitious goals for all students to read at grade level, many of our students work toward foundational literacy skills on a modified timeline consistent with their IEPs. Progress is being made through evidence-based interventions. For students reading below grade level, evidence-based interventions and individualized instruction are designed to focus on appropriate foundational skills. MAWSECO remains committed to closing gaps by aligning goals with general education expectations while honoring each student's unique learning path.

Meeker And Wright Special Education (0938-52)'s literacy goal(s) for the 2026-27 school year:

To support continuous improvement by June 2027, our program level literacy teams-which consist of the Director of Educational Programs, the Curriculum, Instruction and Assessment Specialist (CIAS), and each program's reading teacher and administrator-will complete an evaluation. Each program's reading teacher will administer screening and progress monitoring assessments, while the CIAS will conduct at least one observational walkthrough per reading teacher to assess the implementation of structured literacy strategies and identify necessary instructional supports. Following these assessments and observations, each program specific literacy team will convene to review data and determine the overall effectiveness of the current curriculum and interventions. This will allow teams to identify specific program supports needed to foster student growth and determine actionable next steps.

The Local Literacy Lead, Cheryl Ulik, for Meeker And Wright Special Education (0938-52) has an FTE of .20

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

District Literacy Lead met weekly with District Leadership (the Director of Educational Programs). The Director of Educational Programs met weekly with each program's administrator ensuring that literacy topics were addressed as needed. Our literacy goal for next year will ensure additional engagement between Program Leaders, Program Staff, District Leaders and the District Literacy Lead.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Meeker And Wright Special Education (0938-52) Local Literacy Plan is posted on the district website at

<https://www.mawseco.k12.mn.us/programs/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.

Meeker And Wright Special Education (0938-52) has administered an MDE approved K-3 READ Act screening tool
Yes

The table below details the screening tool used by Meeker And Wright Special Education (0938-52) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	NA
	Grade 2	MDE Composites	NA
	Grade 3	MDE Composites	NA

The district or charter school conducted oral language screening in the 2025-26 school year?
No

Continuous Improvement for Screening Tools Used in Grades K-3

Meeker And Wright Special Education (0938-52) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Meeker And Wright Special Education (0938-52) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The FastBridge earlyReading: Oral Repetition subtest will be added according to the requirements of the READ Act.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Meeker And Wright Special Education (0938-52) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark
Star	Grade 8	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Meeker And Wright Special Education (0938-52) administers the following Capti ReadBasix subtests for the 2025-26 school year:

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Other - 4 required subtests only. The program that used an integrated approach administered all 6 subtests.

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Meeker And Wright Special Education (0938-52) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The district will administer all 6 subtests as required by the READ Act.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Meeker And Wright Special Education (0938-52) 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	0	CTSTR	0	CTSTR	1	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	3	CTSTR
3rd	3	CTSTR	2	CTSTR	2	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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Meeker And Wright Special Education (0938-52) 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.

Meeker And Wright Special Education (0938-52) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	1	CTSTR
1st	0	CTSTR
2nd	3	CTSTR
3rd	3	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

Meeker And Wright Special Education (0938-52) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Meeker And Wright Special Education (0938-52) 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 Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	2	2	2	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	1	1	1	CTSTR	CTSTR	0
7th	5	5	3	CTSTR	CTSTR	0
8th	13	13	6	CTSTR	CTSTR	0
9th	10	10	7	CTSTR	CTSTR	0
10th	22	22	12	7	4	0
11th	23	23	13	7	3	0
12th	8	8	3	CTSTR	CTSTR	0

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. 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.

Meeker And Wright Special Education (0938-52) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

To ensure evidence-based instruction and intervention are matched to individual student needs, our programs combine systematic screening schedules with comprehensive data collection. Students in Federal Setting IV programs are screened three times a year to track progress, while those in care and treatment programs are assessed upon entry and exit to capture growth during their placement. In addition to these benchmarks, staff administer ongoing progress monitoring to evaluate the real-time effectiveness of specific interventions. To build a complete picture of each student's unique academic and behavioral profile, educators integrate these screening metrics with daily classroom assessments, direct behavioral observations, historical school records, and existing IEP or 504 plans. Combining these real-time and historical data points allows teams to customize instructional strategies and target interventions where they will have the greatest impact.

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

As a special education cooperative managing both Federal Setting IV and care and treatment programs, we ensure high-quality Tier 1 instruction through differentiation and fidelity monitoring. To differentiate core instruction and meet diverse learner needs, teachers synthesize data from READ Act-aligned screening tools, classroom assessments, previous school records, and existing IEP or 504 plans. This multi-layered data approach allows educators to proactively tailor Tier 1 pacing, materials, and instructional strategies to the unique profiles of their students. When data indicates that a student requires more intensive reading support beyond these differentiated core strategies, they are matched with targeted Tier 2 or Tier 3 interventions. To guarantee these instructional adjustments and interventions are delivered as intended, our program administrators monitor processes through routine classroom observations, to ensure that every student receives individualized evidence-based instruction across all of our programs.

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

The elementary program used data from the students' home district as well data from screening assessments administered in MAWSECO. Students scoring below grade level were placed in Tier 2 and those scoring substantially below grade level were placed in Tier 3 interventions. While each secondary program adjusts the criteria to fit the needs of its students, generally, students scoring below grade level on Star assessments and classroom assessments receive Tier 2 instruction and students scoring below the 5th grade level receive Tier 3 instruction. Additionally, some students have specialized needs in the area of literacy in their IEPs, requiring Tier 2 or Tier 3 intervention. Each program has a focused reading class to accommodate the needs of their Tier 3 students.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

Our K-12 progress monitoring practices are designed to meet the unique needs of each program and ensure that reading interventions are adjusted to match student growth and the changing needs of students. Within our Federal Setting IV programs, all students receive specialized literacy instruction. Because these students have formalized goals, their primary baseline protocol is determined by individual IEP teams. To make real-time decisions regarding instructional intensifications or modifications, classroom teachers continuously review progress monitoring data, allowing them to determine the appropriate frequency, group size, or format of Tier 2 and Tier 3 instruction. In our care and treatment programs, the progress monitoring protocol is highly adaptive to accommodate student needs. Teachers focus on individualized student needs by conducting regular reviews of data. This analysis enables instructors to adjust instructional pacing, introduce supplemental materials, or modify intervention strategies to maximize growth during a student's placement.

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

The criteria for exiting targeted reading interventions are based on a student's demonstrated ability to meet specific performance benchmarks consistently across multiple data points. Students receiving intensive Tier 3 interventions transition out of this tier when their progress monitoring and classroom reading assessments show they are performing "below grade level" rather than "substantially below grade level." This positive growth shifts them from intensive support into Tier 2 supplemental intervention. To completely exit Tier 2 intervention and return to standard core instruction, students must consistently score at or above grade level on these same progress monitoring tracking tools and daily classroom assessments. While the foundational data criteria remain identical across all grade bands, the primary difference between the levels lies in the pacing and nature of the transition; the elementary program focuses heavily on foundational literacy milestones to close early gaps, whereas secondary programs align these exit benchmarks with the functional reading demands required to succeed in a classroom setting.

Continuous Improvement for Data-Based Decision Making for Action

Meeker And Wright Special Education (0938-52) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

During the 2026-27 school year, we will engage in a systematic, program-by-program review to evaluate and refine our data-based decision-making frameworks. Rather than implementing immediate, top-down changes, our cooperative will utilize literacy team meetings within each unique program to explicitly audit current entering and exiting criteria for Tier 2 and Tier 3 interventions. Through this collaborative process, each program's localized literacy team will analyze student outcome data to identify any specific adjustments needed to improve instructional efficacy and responsiveness. Once potential areas for growth are identified, the teams will collaboratively determine actionable next steps and

implement targeted updates to ensure our intervention processes continue to align with evolving student needs.

8. 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 Meeker And Wright Special Education (0938-52) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	Other - Varies by program and student	Other - Varies by program and student
Grade 1	Other - Varies by program and student	Other - Varies by program and student
Grade 2	Other - Varies by program and student	Other - Varies by program and student
Grade 3	Other - Varies by program and student	Other - Varies by program and student
Grade 4	Other - Varies by program and student	Other - Varies by program and student
Grade 5	Other - Varies by program and student	Other - Varies by program and student
Grade 6	Other - Varies by program and student	Other - Varies by program and student
Grade 7	Other - Varies by program and student	Other - Varies by program and student
Grade 8	Other - Varies by program and student	Other - Varies by program and student
Grade 9	Other - Varies by program and student	Other - Varies by program and student
Grade 10	Other - Varies by program and student	Other - Varies by program and student
Grade 11	Other - Varies by program and student	Other - Varies by program and student
Grade 12	Other - Varies by program and student	Other - Varies by program and student

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- Other

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Meeker And Wright Special Education (0938-52), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
UFLI Foundations, K-2, 2022 (Highly Aligned)	Comprehensive	Kindergarten	25
	Comprehensive	Grade 1	25
	Comprehensive	Grade 2	25
	Comprehensive	Grade 3	25
	Comprehensive	Grade 4	25
	Comprehensive	Grade 5	25

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: To select an evidence-based Tier 1 (Core) curricular resource, our district literacy leaders initiated a collaborative, program-specific evaluation process. Leaders met directly with the literacy team from each individual program to analyze current teaching practices and audit the effectiveness of existing curricula. Through these targeted discussions, each program’s literacy team explicitly identified their unique instructional gaps and determined the specific supports required to improve student outcomes. These findings identified next steps that helped guide the team's selection process, ensuring that any newly adopted curricular resource aligns with evidence-based structured literacy practices and directly addresses the diverse needs of our student population.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: At the Meeker and Wright Special Education Cooperative (MAWSECO), we provide specialized educational settings designed to meet the unique needs of our students. Because our programming is highly individualized, our curriculum selection and implementation timeline is never a "one-size-fits-all" approach. Instead, our process is responsive and evolves organically based on the specific students enrolled each year. Through collaboration and communication between leadership and instructional staff, we ensure that every educational tool adopted supports the needs of the students enrolled. This collaborative process begins with the careful selection of evidence-based curricula that

directly support our students' diverse learning goals. Once a curriculum is chosen, our educators receive training and professional development to master the instructional strategies. By keeping our implementation timeline fluid and adaptive, we can quickly pivot whenever student needs change, ensuring every learner at MAWSECO receives the support, resources, and instruction they need to succeed.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Meeker And Wright Special Education (0938-52) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
Other Resources - IXL	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - REWARDS	Tier 2 & 3	Grade 6	45
	Tier 2 & 3	Grade 7	45
	Tier 2 & 3	Grade 8	45
	Tier 2 & 3	Grade 9	45
	Tier 2 & 3	Grade 10	45
	Tier 2 & 3	Grade 11	45
	Tier 2 & 3	Grade 12	45

Continuous Improvement for Literacy Intervention Resources

Meeker And Wright Special Education (0938-52) will make the following changes to literacy intervention resources for the 2026-27 school year:

For the 2026-27 school year, our district is launching strategic enhancements to our K-12 literacy intervention

framework to ensure every student receives targeted, high-impact reading support. To address foundational skill deficits, we are integrating two evidence-based, systematic curricular resources. Our Federal Setting IV middle school teacher will utilize the Sonday System, an Orton-Gillingham-based program that provides highly structured, multisensory instruction in phonological awareness, phonics, and fluency. Among our secondary care and treatment programs we are implementing the REWARDS program for students who struggle with advanced reading demands. This program focuses on multisyllabic word decoding, academic vocabulary development, and comprehension strategies, equipping older students with the tools necessary to confidently navigate complex, grade-level texts.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Meeker And Wright Special Education (0938-52) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$7,549

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$7,549

READ Act Literacy Aid

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

Meeker And Wright Special Education (0938-52) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$6,515

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Both

12: 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.

Meeker And Wright Special Education (0938-52) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/01/2026

Synchronous professional development sessions were facilitated by:

Both

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

Not applicable.

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 K-12 teachers are fully equipped to implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction, our cooperative collects data through a structured teacher development and evaluation process. Following foundational training in structured literacy during the 2024-25 school year, teachers focused on integrating these evidence-based routines into their daily classroom instruction throughout the 2025-26 school year. Fidelity data during this integration phase was gathered descriptively through Literacy Team meetings at each program site, where educators and administrators documented specific classroom applications, instructional adjustments, and implementation successes. Additionally, teachers are more equipped to determine the needs of students as they were trained on a new reading assessment tool and learned how to leverage its diagnostic results to drive daily instructional decisions. While formalized data review protocols are not currently in place across the cooperative, our localized literacy teams will utilize this descriptive implementation data to design data review protocols. These upcoming protocols will be tailored to ensure high-fidelity, evidence-based reading instruction that aligns seamlessly with the unique needs of our specialized educational settings.

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:

To ensure that K-12 teachers are able to effectively implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction, our district literacy leadership will collaborate with program level team members to determine a fidelity data collection process that fits the specific needs of their program. During the 2025-26 school year,

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fidelity monitoring focused on informal, supportive data collection led by the administrator at each program. Data collected through informal classroom walkthroughs was used to deliver immediate feedback and coaching as needed. Moving forward, program literacy teams will collaborate to determine the feedback and coaching that will best meet the needs of program staff as they strive to continuously improve literacy instruction.

The following changes in instructional practices have impacted students:

The transition to structured literacy has shifted instructional behaviors leading to positive, observable impacts on K-12 student outcomes and engagement. Teachers report that the structured literacy training provided a new outlook on instructional practices and they applied their new learning in a variety of ways. Specifically, teachers monitored students more closely to ensure mastery of a concept before moving to the next skill. Teachers now explicitly teach phonemic awareness and morphological awareness skills within their classroom routines. Evidence of this impact is seen in daily classroom routines, where foundational elements have strengthened students' decoding and word-recognition abilities. Furthermore, the impact of these instructional changes extends beyond the reading block. For example, teachers are successfully applying vocabulary-in-context strategies within social studies and other core subject areas, leading to enhanced comprehension across the curriculum. To maximize the impact of these evidence-based practices, programs have structurally adapted, with one site adjusting teacher schedules to allow for team teaching and highly individualized, targeted instruction. Even for educators who were already utilizing elements of structured literacy, this cooperative-wide shift allowed them to refine their strategies to better serve students within alternative educational settings.

Meeker And Wright Special Education (0938-52) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

District Leaders are participating in training around culturally responsive practices through a book study to be completed during the summer of 2026.

Meeker And Wright Special Education (0938-52) engaged with the Regional Literacy Network through the following:

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

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):

Teachers who are new to the structured literacy intervention that is being piloted will receive training on how to properly implement the intervention. The training will include a review of the core components of Science of Reading, practice with direct instruction and error correction procedures. Training for one of the interventions will also include an introduction to multisensory methodology. New teachers that will be responsible for foundational reading instruction will participate in READ Act Structured Literacy training in cooperation with one of our member districts. Additionally, structured literacy training will be provided for paraprofessionals before school begins in the fall.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	1	1	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	9	9	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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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
Teachers who provide foundational reading instruction to students in grades 4-12	0	0	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

14. 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 \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Meeker And Wright Special Education (0938-52) is implementing a multi-tiered system of support framework:

No

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

Meeker And Wright Special Education (0938-52) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Will be implementing PBIS.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Meeker And Wright Special Education (0938-52) does not include a DLI Program