Minnesota READ Act Literacy Plan

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

For

Springfield Public School District (0085-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Springfield Public School District (0085-01). 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

Springfield Public School District (0085-01)'s literacy goal(s) for the 2025-26 school year:

1-Students in grades K-12 will improve their reading proficiency performance as measured by our screening assessments (FastBridge, Capti, STAR, and MCA's). Results will be measured from spring to spring and our goal is to see enhanced performance in each measure. 2-The district will successfully orient and integrate a new literacy lead and Title interventionist as part of our efforts to further enhance the guidance and services that we provide students, staff, and families.

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

1-The Amplify CKLA curriculum was purchased and implemented in grades K-6 to establish a new and improved knowledge base resource. 2-The Capti ReadBasix assessments were administered to students in grades K-12 that fell below performance targets on our screening assessments (FastBridge). 3-The district interviewed and hired a new literacy lead and Title interventionist to fully oversee the implementation of READ Act requirements and support the continued growth of students, staff, and families.

The following describes how Springfield Public School District (0085-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The goal of the READ act is to "have every MN child reading at or above grade level every year (beginning in K), and to support multilingual learners and students receiving special education services in achieving their individualized reading goals." Currently, we have 81% of our students in grades K-12 showing grade-level proficiency on their respective literacy spring screening assessments (FastBridge early literacy and aReading). While we don't currently have any multilingual learners, we are providing high-quality services to students in special education as they seek to achieve their IEP reading goals.

Springfield Public School District (0085-01)'s literacy goal(s) for the 2026-27 school year:

Our primary reading goal is to mesh with the expectations of the READ act and support the acquisition of reading skills for all students to be able to read at grade level. The success that we had this past year identifies the fact that we are on a positive path forward towards that goal.

The Local Literacy Lead, Marilyn Toms, for Springfield Public School District (0085-01) has an FTE of 1.00

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

Marilyn was recently hired (May) and will be beginning her contract year in August. Despite the gap between her hire date and her official start, Marilyn and the building administrators have worked to establish rapport and lay out clear expectations for her role going forward. This team of leaders has also worked to review student performance data and staff development experiences that have taken place prior to her hire. We've discussed curriculum, assessment, and intervention tools and have begun the process of exploring potential additions to our toolkit. Marilyn has begun the process of engaging with our regional literacy network and has begun building connections with our SWWC coop leadership group. We've been extremely pleased with the transition that's taken place thus far and look forward to seeing Marilyn thrive in this new role.

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

No

The District Literacy Lead does not have an active allowable license for the following reason(s):

Marilyn is coming from out of state (Louisiana) and has submitted a licensure application to PELSB. We anticipate her request being approved in the coming weeks at which time, she will meet this requirement.

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

Marilyn is coming to us from out of state (Louisiana). She is in the process of securing her licensure with PELSB and has requested a waiver for the above approved PD programs given her prior experiences as a structured literacy trainer with Brainspring, teacher of dyslexic students, and prior certifications. Her experiences within this field are extensive and we are confident that her waiver will be granted. In the event that it is not, she will complete an approved program.

Springfield Public School District (0085-01) Local Literacy Plan is posted on the district website at

https://www.springfield.mntm.org/domain/192

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.

Springfield Public School District (0085-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Springfield Public School District (0085-01) 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:

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

Springfield Public School District (0085-01) will be utilizing the following screening tool(s) in 2026-27:

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

Springfield Public School District (0085-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will be adding the oral repetition subtest within FastBridge to meet the oral language screening requirement.

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 Springfield Public School District (0085-01) 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	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 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

Springfield Public School District (0085-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Springfield Public School District (0085-01) 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	43	31	43	40	43	38
1st	33	25	33	26	33	26
2nd	33	25	33	26	33	28
3rd	35	23	35	28	35	25

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 Springfield Public School District (0085-01) 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.

Springfield Public School District (0085-01) uses the following criteria to identify students 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	43	5
1st	33	7
2nd	33	10
3rd	35	10

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

Springfield Public School District (0085-01) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Springfield Public School District (0085-01) 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 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	45	45	12	12	12	0
5th	45	45	11	10	10	1
6th	50	50	10	10	10	0
7th	66	66	15	15	15	0
8th	56	56	17	17	12	0
9th	57	57	13	13	8	0
10th	59	59	16	16	10	0
11th	47	47	10	10	5	0
12th	52	52	12	12	6	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.

Springfield Public School District (0085-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All staff are expected to plan and deliver Tier I literacy instruction that is structured in nature. Staff are expected to utilize curriculum and assessments that align with structured literacy practices (UFLI, Amplify CKLA, FastBridge, STAR, etc.). Within those boundaries, staff are expected to analyze student performance, plan interventions, and implement efforts to help them get the additional time and support needed to get them to grade level. These Tier 2 efforts will demand weekly progress monitoring and may include the MN Reading Corp, FastBridge interventions, Lexia interventions, Title support, and other supplemental strategies. Students receiving interventions will have their data/performance reviewed on a regular basis and if necessary, will be prioritized for Tier 3 interventions.

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

Fidelity will be monitored through a variety of methods. First, weekly walkthroughs (with a LETRS literacy rubric) by administration will be used to identify the degree to which the above processes are being followed by core instructional staff. Second, formal evaluations are completed annually for each staff member. Reading and/or complementary instruction will be analyzed and discussed as part of this process. Third, results from monthly common formative assessments will be submitted and discussed a t staff meetings. Fourth, grade-level and department PLC's will be asked to discuss literacy instruction/interventions and document their discussions for administrative review. Finally, our staff are ultimately accountable to our community school board and families. Student performance is regularly discussed, reported, and analyzed by the broader stakeholder groups. Continuous dialogue will take place between administration and teaching staff to ensure that all efforts are being made to implement systems that are consistent with the best practices of structured literacy.

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

FastBridge Reading CBM and earlyReading/aReading Screeners--Students that score below the 30th percentile may be eligible for intervention (Tier 2). Students that score below the 20th percentile may be eligible for intervention (Tier 3). This assessment will be given to all students in grades K-12 in the fall, winter, and spring. STAR Reading Assessment--Students that score below their grade-level equivalency (ex. 3.4 or lower for a 3rd grade student in the 5th month of the school year) may be eligible for intervention services (Tier 2). Students that score a full grade level lower than their grade-level equivalency (ex. 2.5 or lower for a 3rd grade student in the 5th month) may be eligible for intervention services (Tier 3). This assessment will be given to all K-8 students in the fall, winter, and spring. MCA Reading Assessment--Students that do not receive a "meets" or "exceeds" proficiency score (partially meets) may be eligible for intervention services (Tier 2). Students that receive a "does not meet" proficiency score may be eligible for intervention services (Tier 3). This assessment will be given to all 3-8 and 10 students in the spring of each school year. Common Formative Assessments--Students that do not meet proficiency targets (varies by grade and assessment) on these teacher-team designed assessments may be eligible for intervention services. These assessments will be given on

a monthly basis (only in months without one of the above assessments) by each grade-level and tier qualifications will be based upon teacher evaluation of observed evidence. NOTEâ€"students that score ABOVE these targets are considered Tier 1 readers and will continue receiving core curriculum, instruction, and enrichment. Students that score BELOW the mastery targets ON 2 OR MORE of the assessments noted above will receive intervention services. A single score below targets will not trigger an intervention response, but it will be noted with both the student and family. In an effort to ensure accuracy in our decision-making, a "triangulation" of data will be used to determine which students are truly in need of intervention vs. those that may have had an off day. Students that are identified as needing intervention will be progress monitored on a weekly basis using FastBridge. Students that are Tier 2 will receive intervention through Minnesota Reading Corp, Title services, and/or RIP period. Students that are Tier 3 will receive intervention through Title services, Lexia, UFLI, and/or RIP period. When students in either Tier 2 or 3 receive 6 consecutive scores above progress monitoring targets they will "graduate" from intervention services (students in Tier 3 would move up to 2 and students in Tier 2 would move up to 1). For students that are not making progress with Tier 2 interventions, they will transition to Tier 3 level supports. Likewise, for students that are not making progress in Tier 3, their performance will be reviewed by the school's problem-solving team and if deemed necessary, may be evaluated for special education services.

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:

As noted prior, students scoring below benchmark targets in grades K-6 will be progress monitored on a weekly basis. Students in grades 7-12 will not be progress monitored at this time as we are still awaiting further guidance. Capti assessments will be used however for students in grades 4-12 that fall below screening benchmarks and exhibit characteristics of dyslexia.

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

When students score above progress monitoring targets for 6 consecutive weeks they will "graduate" to the lower tiers of intervention. If a student graduates from Tier 2 intervention services, he/she will return solely to core differentiated instruction at the Tier 1 level.

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 Springfield Public School District (0085-01) 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	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student
Grade 7	3 times per year	Letter sent home with student
Grade 8	3 times per year	Letter sent home with student
Grade 9	3 times per year	Letter sent home with student
Grade 10	3 times per year	Letter sent home with student
Grade 11	3 times per year	Letter sent home with student
Grade 12	3 times per year	Letter sent home with 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:

- More than one of the above

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 Springfield Public School District (0085-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	90
	Knowledge Building	Grade 1	90
	Knowledge Building	Grade 2	90
	Knowledge Building	Grade 3	90
	Knowledge Building	Grade 4	90
	Knowledge Building	Grade 5	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district went through an extensive evaluation process throughout the 2024-2025 school year to review and evaluate the best series of curriculum tools to implement as both foundational and knowledge-building tools in our school system. Guidance was sought through vendors, MDE Read Act resources, SWWC literacy leadership, and other districts throughout the state to determine what tools were most impactful and compliant with the guidelines provided by the department of education. Ultimately, we determined that UFLI and Amplify CKLA were the resources best suited to the students, families, and staff in our community.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Again, this was a process that took the bulk of the past year to research, select, and order. Throughout the first year of implementation (2025-2026), our staff engaged in weekly discussions and review of these resources. Time was set aside at each staff development day to review upcoming units, align resources, plan for assessments, review

assessment data, and plan interventions. The administration and department colleagues provided ongoing feedback regarding the fidelity of implementation and continued staff development was provided by Amplify to ensure that resources were being applied in the most efficient manner. Recently, our reading department met to further review and align the tools that had been used during the first year of implementation. We anticipate our familiarity, confidence, and effectiveness to grow even further in the years ahead.

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 Springfield Public School District (0085-01) 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
Lexia Core 5	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Reading Mastery	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
UFLI	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Springfield Public School District (0085-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$33,763

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

$6,099

READ Act Literacy Aid

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

Springfield Public School District (0085-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$23,924

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
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid

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.

Springfield Public School District (0085-01) 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:

06/02/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

This was not an issue as all staff were trained and successful in their completion of these tasks. In the instance that a staff member were to not complete the approved training, the district would provide direction and assistance to work with the vendor in determining an alternate method for achieving this certification.

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:

As noted prior, there are a layers of accountability in place to ensure that instruction, assessment, and intervention are implemented with fidelity. From walkthroughs to formal evaluations to the submission of monthly data and PLC discussions to a variety of other transparent approaches to data analysis, we ensure that our structured literacy efforts are being supported and verified at every turn.

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:

Again, we have multiple methods in place to guarantee that sound instruction is happening in our school. Coaching and feedback will occur through the walkthrough, formal evaluation, and PLC processes noted above. While much of this work has been conducted by building administrators (one of which shared the role of literacy lead), we're now excited to employ a new district literacy lead to guide that process. Her insights into best instructional practices, curriculum development, and assessment will ensure that the work we do is done in the most effective and efficient manner possible.

The following changes in instructional practices have impacted students:

We could not be more pleased with the impact that our new model has helped to bring about in terms of student achievement. We're seeing students gain a much higher degree of confidence and skill with their reading (especially in

the primary grades) and this has translated to improved performance. Some of our broader measures (aReading and STAR assessments) point to the fact that roughly 80% of our students are performing at grade-level. Our aim is to take that even higher in the years ahead and it's exciting to see the impact that our foundational work (UFLI and CKLA) is having on our youngest students. This high level of core instruction at Tier 1 along with early intervention is setting our students on a course for even higher performance in the future. Students, staff, families and even the broader community are impressed with what they're seeing and that motivates everyone to continue the work going forward.

Springfield Public School District (0085-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our district believes strongly in the dignity of every child regardless of culture, color, or creed. While we have engaged in trainings that enhance our understanding of diverse cultures, we also embrace a mindset that celebrates our shared values (personal and collective strength through hard work, determination, personal discipline, high character, wise decision-making, etc.) over individual differences. We emphasize character over culture and yet recognize the unique experiences of children that com e from different backgrounds. We look for opportunities to integrate content that celebrates their heritage and often invite community leaders to share their stories in appropriate settings. Our curriculum is reflective of our students and stories from a wide range of cultures are represented in text form

Springfield Public School District (0085-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Last year, our staff participated in a number of trainings with Amplify to ensure a smooth transition to the new CKLA curriculum. In addition, we also took time to meet with Capti consultants to review performance data and analyze the impact of our practices. As noted earlier, our district also set aside time during weekly PLC meetings, staff meetings, and on staff development days to give teams the time needed to discuss and align new curriculum with standards across all grade-levels. In the years ahead, we anticipate our district literacy lead taking more ownership of this process to provide staff development that is more specific to their own instruction and application of curriculum. We're excited about the direction we're headed and look forward to taking these next steps.

Continuous Improvement for Professional Development Plan

Springfield Public School District (0085-01) will make the following changes to the professional development plan for the 2026-27 school year:

As noted above, our district literacy lead will take the lead on planning experiences that are more responsive to the observations that are taking place as well as introducing intervention strategies that are high impact and easily applied. We also hope to integrate our paraprofessional staff to a greater degree in the year ahead to ensure that all staff have the tools necessary to best support literacy acquisition.

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)	6	6	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	4	4	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	3	3	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	0	0	0	1
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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
Teachers who provide foundational reading instruction to students in grades 4-12	6	6	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	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	4	4	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.

Springfield Public School District (0085-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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

Springfield Public School District (0085-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

With the addition of our new district literacy lead, our hope is to transition to a more complete model of the MN MTSS framework. This will be a process that we will analyze and consider during the 2026-2027 school year.

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.

Springfield Public School District (0085-01) does not include a DLI Program