



Local Literacy Plan Submission Planning Worksheet

Update on 5/12/2026: This planning worksheet was developed based on guidance in 2025, and revised with updates in 2026. Because of technical changes with the submission process, this worksheet might not align exactly with the 2026 template. Therefore, if using this worksheet to begin planning is helpful for you, please proceed, but please keep in mind there may be some misalignment with the final submission.

The purpose of this worksheet is to assist district literacy leads in planning and organizing resources to respond to the Local Literacy Plan Submission survey. On May 1st, submissions can begin by logging into the Local Literacy Plan Report portal through EDIAM. On or before June 15th, districts will need to submit the Local Literacy Plan. *Please note that this worksheet is for planning purposes only, the local literacy plan submission MUST be done within EDIAM for each school district or charter.*

This document should be used in conjunction with the Local Literacy Plan Guidance document, which can be found here: <https://education.mn.gov/MDE/dse/READ/local/>

Section 1: READ Act Goals

The goal of the Minnesota READ Act is “to have every 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)*

Goal	Result	Status
The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage	Results not yet available	TBD

points from the baseline year.		
The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	Results not yet available	TBD
50-60 percent of students below grade level will make their NWEA expected growth target.	61.8%	Exceeded
At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-150 percent of the NWEA target growth. 50-60 percent of students at or above grade level will make the NWEA expected growth target	68.2%	Exceeded

Prompt	Response	What other resources do I need to collect for this response?
Restate the district or charter's school's literacy goals for 2025-26 school year <i>This should be copied from your 2025-26 Local Literacy Plan</i>	See above	
Describe what was implemented or changed to make progress towards the goals.	Several improvements were made to strengthen literacy instruction and intervention systems during the school year. The RTI process was revised so that student data reviews occurred every four	

	weeks instead of every six weeks, allowing teams to respond more quickly to student needs. Progress monitoring was also conducted more consistently to ensure interventions were effective and students were making adequate growth. Grade levels were reorganized during WIN (What I Need) time to better align interventions with student needs. The Reading Corps model was refined to provide more targeted and individualized instruction for struggling readers. In addition, school leaders increased the frequency of informal classroom walkthroughs to monitor implementation and provide ongoing support. The implementation of the Fishtank curriculum expanded, with additional grade levels successfully utilizing the program across grades K–5. To further strengthen literacy instruction, paraprofessionals received training in UFLI and structured literacy practices, increasing the school's capacity to provide evidence-based reading support.	
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Describe how current student performance differs from the literacy goal detailed in the READ Act.	While students demonstrated significant literacy growth this year, there remain opportunities for continued improvement. Current student performance is showing strong progress toward the READ Act goal of all students reading at or above grade level. Overall, more than 50% of K–8 students are meeting grade-level proficiency standards on FastBridge and NWEA, indicating that over half of students are already on track. Pre-K students made especially notable gains, increasing from 34% at grade level in Fall 2025 to 97% at grade level by Spring 2026 on FastBridge early reading measures. Kindergarten students also demonstrated strong outcomes, with 75% reading at grade level by the spring assessment. Urban Academy met its READ Act growth goal for students reading below grade level, with 63% of students in grades 1–8 who were below grade level and 67% of students already at grade level meeting their projected NWEA growth targets. This is particularly	
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	impressive given that 66% of Urban's students are English Language Learners and over 90% qualify for free/reduced-price programming.	
State the district or charter school's literacy goal(s) for 2026-27 school year.	At least 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark. The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. The school's proficiency rate exceeds the resident district average by up to 10 percentage points. 50-60 percent of students below grade level will make their NWEA expected growth target. At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-150 percent of the NWEA target	90% grade level early reading 50% cbm growth for 2-3 50% new growth 4-8

	growth. 50-60 percent of students at or above grade level will make the NWEA expected growth target.	
Describe how the District Literacy Lead is engaging with the District and School Leadership Teams	The District Literacy Lead actively collaborates with both the District Leadership Team and School Leadership Teams to support the implementation of evidence-based literacy practices and improve student outcomes. At the district level, the District Literacy Lead participates in leadership meetings to review literacy data, monitor progress toward literacy goals, evaluate instructional practices, and guide decision-making related to curriculum, assessment, intervention, and professional learning. The Literacy Lead works closely with district administrators to ensure alignment between literacy initiatives, READ Act requirements, and the district's overall strategic plan. At the school level, the District Literacy Lead partners with School Leadership Teams to analyze student achievement data, identify areas of need, and develop action plans to support continuous improvement. The Literacy Lead facilitates discussions around instructional best	

	practices, intervention effectiveness, and implementation fidelity. Additionally, the Literacy Lead provides coaching and professional development to administrators and teachers, supports data-driven problem-solving during MTSS/RTI meetings, and helps ensure that literacy instruction remains explicit, systematic, and evidence-based across all grade levels. Through ongoing collaboration, data analysis, coaching, and professional learning, the District Literacy Lead helps build leadership capacity and ensures a cohesive, districtwide approach to literacy instruction and student achievement.	
Submit the URL for the location of the Local Literacy Plan to be posted on the district website.	https://www.urbanacademyminn.org/academics/literacy-plan	

New in 2026:

Who is your identified district literacy lead? What is their license area? Have they completed approved professional development?	<i>Brooklyn Earle Tier 4 Elem Education K-6 Tier 4 Reading K-12 Yes, is a LETRS facilitator.</i>	
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Section 2: Screening Tools K-3

Prompt	Response	What other resources do I need to respond to this prompt?
Identify which MDE approved screener is being utilized for each grade level K-3. Options include • mCLASS with DIBELS 8th edition • DIBELS Data System with DIBELS 8th edition • Fastbridge: early Reading and CBMReading • Grade level not served	• Fastbridge: early Reading and CBMReading	
Identify what criteria was used to determine benchmark for screener data, for each grade level. Options will include: • MDE composites • Vender composites using vendor benchmarks • Vendor composites using district set benchmark* • Other: Criteria* • Grade level not served <i>*If these options are selected, an additional question will appear to gather more information</i>	• MDE composites For nwf Earlyreading and CBM	
Identify any additional screeners used in grades K-3 <i>Use N/A if additional screeners were not used</i>	LETRS Spelling Screener, PAST, CORE phonics for diagnostic	

Districts will be asked if they plan to make changes to K-3 screening tools (this question is a drop down yes/no)	no	
<i>(If selection to 2.4 was yes):</i> Which tool will be used in the 2025-26 school year? Options will include: • mClass with DIBELS 8th Edition • DIBELS Data System with DIBELS 8th edition • Fastbridge earlyReading and CBMReading		
Describe any other changes to screening tools for criteria in grades K-3 that will be implemented in the 2026-27 school year.	NA	

Section 3: Screening Tools 4-12

Prompt	Response	What other resources do I need to respond to this prompt?
In this section districts will first be asked if they serve students in any grades between 4 and 12. <i>(A yes answer will result in follow-up questions. A no answer will skip all questions regarding grade 4 to 12 screening.)</i>	Yes 4-8	
<i>(If selection is yes),</i> how many tools were used in the district to screen for	1 tool CAPTI	

characteristics of dyslexia in students in grades 4-12 who are not reading at grade level in the 2025-26 school year. (A max of 4 tools can be reported and a 0 can be entered if these grades are served but the district or charter school did not screen for characteristics of dyslexia in the 2025-26 school year)		
For each tool used, districts will need to provide: Name of the screening tool Vendor for screening tool. Criteria/benchmark used to identify students with characteristics of dyslexia. Grade levels in which the screening tool was utilized in the 2025-26 school year. <i>(The "Check All That Apply" options will include grades 4 to 12.)</i>		

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 for students who are not reading at grade level. Districts will be asked:

Prompt	Response	What other resources do I need to respond to this prompt?
Please describe how the district or charter school determined which students in grade 4-12 are not reading at grade level.	Areading	

Please describe 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.	Screened winter and spring	
Will the district or charter make changes to 4-12 screening in the 2026-27 school year? If so, describe those changes.	Yes, NWEA for 4-8 and CAPTI for below	

Section 4 (New in 2026) Student Screening Data Submission

**Updates soon*

Section 5: Screening Summary Student Counts Grades K-3

In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, at or above benchmark in the fall, winter, and spring.

Enter zero (0) in the table if no students are in that category.

Table:

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
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K	34	26	34	26	35	26
1	26	14	26	12	26	17
2	29	9	31	9	31	11
3	41	20	42	11	42	15

Section 6: Dyslexia Screening Summary Student Counts Grades K-3

In this section districts will provide information about dyslexia screening in Grades K-3. The following questions must be answered:

Prompt	Response	What other resources do I need to respond to this prompt?
What process was used to administer the Nonsense Words subtest in Grades 2 and 3? Options will include: Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest 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 Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the	Classroom teachers administered the NWF assessment at the beginning, middle, and end of the year. Assessments were conducted one-on-one in a general education classroom setting. In the fall, all students were screened using the NWF assessment. During the winter and spring benchmark windows, only students performing below grade-level expectations or those scoring below 95% accuracy were reassessed to monitor progress and determine ongoing instructional needs.	

Nonsense Words subtest Grade level not served		
What criteria was used to identify students demonstrating characteristics of dyslexia? Options will include: • MDE composites • Vendor composites using vendor benchmarks • Vendor composites using district set benchmark <i>(If this is chosen, an additional question will appear where the district set benchmark must be identified.)</i> • Other: Explain <i>(If this is chosen, an additional question will appear where an explanation can be written.)</i> • Grade level not served	• MDE composites	

In this section districts will provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia.

Enter zero (0) in the table if no students are in that category.

Table:

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	33	3
1	26	9

2	20	10
3	30	12

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will be asked if they plan to make changes to dyslexia screening in grades K-3 in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe changes to dyslexia screening in grades K-3 that will be implemented in the 2025-26 school year.</i>		

Section 7: Dyslexia Screening Summary Student Counts for Grades 4-12

NOTE: Reporting this data to MDE is required for the 2025-26 school year.

Prompt	Response	What other resources do I need to respond to this prompt?
Total Number of Students in Each Grade Level 4-12:	4: 33/13 5: 25/10 6: 32/10 7: 31/12 8: 24/10 total:145	
Number of Students Administered District Step 1 Tool (if applicable):	Areading 145	
Number of Students Administered Capti ReadBasix:	56 students	

Number of Students Demonstrating Reading Difficulties:		
Number of Students Demonstrating Characteristics of Dyslexia:		
Number of Students Identified as Not Reading at Grade Level who were opted out of screening:	20 ~~WIDA-Exempt~~	

Section 8: Data-Based Decision Making for Action

In this section districts will discuss how READ Act screening data is used for data-based decision making to determine which students need more support in reading. This will include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

The following questions must be answered:

Prompt	Response	What other resources do I need to respond to this prompt?
Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.	The process begins at the Tier 1 level. During weekly PLC meetings, teachers analyze formative assessment data to determine whether students are exceeding, meeting, or developing proficiency toward state standards. Students who are not meeting daily learning targets receive additional small-group instruction. Teachers use a variety of diagnostic assessments to identify specific areas of need and determine appropriate	

	interventions. When the team identifies that a student is struggling due to foundational skill gaps, targeted instruction is planned to address those needs. Many students have benefited from a combination of phonemic awareness activities, such as word chains, followed by repeated reading practice. Teachers intentionally build background knowledge before reading to support comprehension of the selected texts. After reading, students engage in discussions, answer comprehension questions, and write summaries to demonstrate understanding. Teachers and specialists regularly monitor student progress using curriculum-based measures (CBMs) to ensure students are making growth toward grade-level fluency goals.	
Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.	Urban Academy's teacher evaluation system is designed to monitor and support the fidelity of Tier 1 instruction. Academic Directors conduct frequent classroom walkthroughs during instructional time to observe teaching practices and student engagement. Following each observation, directors provide specific feedback that includes a glow (strength), a grow (area for improvement), and a goal for continued professional	

	growth. Teachers are expected to differentiate Tier 1 instruction to meet the diverse needs of all learners. This includes providing scaffolded notes, explicit vocabulary instruction, and comprehension-monitoring strategies. Teachers also use formative assessment data to identify students who need additional support and provide small-group instruction to reteach concepts as needed. Strong Tier 1 instruction in PreK, Kindergarten, and Grade 1 has resulted in most students performing at or above grade level, allowing intervention resources to focus increasingly on enrichment opportunities rather than remediation.	
Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.	This year, students were identified for Tier 2 support based on FastBridge earlyReading (PreK–1), CBM Reading (Grades 2–3), and/or aReading (Grades 2–8) assessment results. Students who did not meet grade-level benchmark expectations were identified for RTI services. Grade-level teams met every four weeks with the literacy lead and reading specialists to review student progress and analyze intervention data. During these meetings, teams determined whether students were responding	

	adequately to Tier 2 interventions. When students were not making sufficient progress, more individualized and intensive instruction was developed and implemented at the Tier 3	
How often is progress monitoring data collected for students in Tier 2 and how often is progress monitoring data collected for students in Tier 3? This question will have the following options: • More than once a week • Once a week • Once every two weeks • Once a month • Other, explain: <i>(If this is chosen, an additional question will appear where an explanation can be written.)</i>	• Once every two weeks	
Provide the K-12 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.	Students who receive tier 2 and 3 interventions are progress monitored biweekly and when groups are changed.	
Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and	The support and coaching provided by the Title I teacher overseeing Reading Corps significantly strengthened the	

specify any difference in processes at the elementary and secondary school levels.	implementation of intervention services throughout the school year. During the 2025–2026 school year, 33 students received Reading Corps interventions, with 10 students successfully meeting the Reading Corps exit criteria. Reading Corps establishes exit benchmarks that exceed FastBridge grade-level benchmarks. This higher standard is used because students often experience some regression after exiting the intervention, which helps maintain grade-level performance. Title I intervention exit decisions are based on a combination of grade-level expectations, FastBridge benchmark data, reading fluency, and reading comprehension measures. ~~Strong Tier 1 instruction in PreK, Kindergarten, and Grade 1 has resulted in most students performing at or above grade level, allowing intervention resources to focus increasingly on enrichment opportunities rather than remediation.~~ Elementary Intervention Exit Criteria Kindergarten • Letter Sounds: 48 or higher on FastBridge • Word Segmenting: 30 or higher	
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	• Blending: 9 or higher • Nonsense Word Reading: 8 or higher Grade 1 • Nonsense Word Reading: 21 or higher by winter benchmark • CBM Reading: 50 words correct per minute Grade 2 • Nonsense Word Reading: 25 or higher • CBM Reading: 100 words correct per minute Grade 3 • CBM Reading: 115 words correct per minute • Read Naturally Grade 3 comprehension assessment: 8/10 or higher (e.g., <i>Kinkajous</i>) • IXL comprehension assessment: 7/10 or higher Secondary Intervention Exit Criteria Grade 4 • CBM Reading: 125 words correct per minute • Read Naturally Grade 4 comprehension assessment: 13/15 or higher (e.g., <i>Spiral Island</i>) • IXL comprehension assessment: 12/15 or	
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	higher Grade 5 • CBM Reading: 125 words correct per minute • Read Naturally Grade 5 comprehension assessment: 13/15 or higher (e.g., <i>Antoni Gaudí</i>) • IXL comprehension assessment: 12/15 or higher Grade 6 • CBM Reading: 125 words correct per minute • Read Naturally Grade 6 comprehension assessment: 16/18 or higher (e.g., <i>Ellis Island Experience</i>) • IXL comprehension assessment: 18/22 or higher Grade 7 • CBM Reading: 125 words correct per minute • Read Naturally Grade 7 comprehension assessment at proficiency level (e.g., <i>Machu Picchu</i>) • IXL comprehension assessment: 18/22 or higher Grade 8 • CBM Reading: 125 words correct per minute • Read Naturally Grade	
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	8 comprehension assessment: 16/18 or higher (e.g., <i>Golda Meir</i>) IXL comprehension assessment: 18/22 or higher Students are considered for exit from Tier 2 or Tier 3 interventions when they consistently demonstrate grade-level proficiency across screening, progress-monitoring, fluency, and comprehension measures. Intervention teams review multiple data points to ensure students can maintain success within core instruction without supplemental support.	
Does the district or charter school use personal learning plans for literacy. (This question is a drop down with yes/no response.)	yes	
(If selection is yes), for which students is the district or charter school utilizing a personal learning plan for literacy? The following “check all that apply” options will include: - All students not reading at grade level - Students receiving supplemental (Tier 2) support - Students receiving intensive (Tier 3) support	- Students receiving supplemental (Tier 2) support - Students receiving intensive (Tier 3)	

<i>(If selection is yes)</i> Briefly describe what components are included in the personal learning plans.	The district develops personalized learning goals based on each student's individual needs and progress. A specific goal is established, and student progress is monitored regularly. If a student is not making adequate progress toward the goal, diagnostic assessments such as the PAST, Core Phonics Survey, and LETRS Spelling Screener may be administered to identify specific skill deficits. Intervention plans are tailored to the student's needs and may include targeted instruction in phonemic awareness, syllable chunking, decoding, fluency practice, and repeated readings at the student's instructional level. Because each student has unique strengths and areas for growth, no two intervention plans are exactly alike. Each personalized learning plan documents the student's goal, the staff member responsible for providing instruction, the frequency and duration of intervention services, and the instructional resources being used, such as UFLI Foundations, Read Naturally, or other evidence-based programs. The date the goal is established is also recorded, and progress is reviewed regularly to determine the effectiveness of the intervention and whether	
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	adjustments are needed.	
Districts will be asked if they plan to make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe changes to data-based decision making for action that will be implemented in the 2025-26 school year.</i>		

Section 9 Parent Notification and Involvement

Prompt	Response	What other resources do I need to respond to this prompt?
Are parents or guardians notified when children are identified as not reading at grade level? (This question is a drop down with yes/no response. If selection is yes, district will respond to 4.2 to 4.6, if selection is no, survey will skip to question 4.7.)	yes	
Identify all grade levels in which parents are notified. (The check all that apply, options will include grades K to 12.)	k-8	

For grades selected in 4.2 what is the frequency of parent notification. Options will include: • 3 times per year, after screening window • 2 times per year • 1 time per year Other: Explain	1 time per year	
If “other” is chosen, for a frequency above, please explain further (<i>this question is optional and can be skipped if other was not chosen</i>)		
What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? The following, check all that apply, options will include: • Digital messaging (email, text, or communication app) • Parent teacher conferences • Mailed letter • Letter sent home with student • Other: Describe (<i>includes a textbox for the description</i>)	Letter home	
What is included in the parent notification? The following, check all that apply, options will include: • Student’s reading proficiency level as	All of the above	

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 • Other: Describe <i>(includes a textbox for the description)</i>		
How are families or the community engaged around literacy? The following, check all that apply, options will include: • Family engagement nights • Parent teacher conferences • School events • Other: Describe <i>(includes a textbox for the description)</i>	• Family engagement nights • Parent-teacher conferences • School events • Class newsletters	
Districts will be asked if they plan to make changes to parent notification in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe the changes to parent notification and involvement that will be implemented in the 2025-26 school year.</i>		

Section 10: Core Curricular Resources Grade K-5

In this section districts will indicate the curricula used for core reading instruction at each grade level K-5. They will also indicate how the curriculum is used and the minutes per day of instructional delivery.

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will first be asked if they serve students in any grades between K and 5. <i>(A yes answer will result in follow-up questions. A no answer will skip all questions regarding grade K-5 Core Curricular Resources.)</i>	yes	
<i>(If selection is yes), please indicate which K-5 grades the districts or charter serves. (The “check all that apply” options will include grades K to 5.)</i>	k-5	

Districts will then indicate how many different core curricula are used for each grade, level K-5.

Prompt	Response	What other resources do I need to respond to this prompt?
<i>(If Kindergarten is selected)</i> How many core curricula are implemented in Kindergarten. <i>(Enter a number between 1 and 8)</i>	3	
<i>(If grade 1 is selected)</i> How many core curricula are implemented in 1st grade. <i>(Enter a number between 1</i>	3	

<i>and 8)</i>		
<i>(If grade 2 is selected) How many core curricula are implemented in 2nd grade. (Enter a number between 1 and 8)</i>	2	
<i>(If grade 3 is selected) How many core curricula are implemented in 3rd grade. (Enter a number between 1 and 8)</i>	2	
<i>(If grade 4 is selected) How many core curricula are implemented in 4th grade. (Enter a number between 1 and 8)</i>	2	
<i>(If grade 5 is selected) How many core curricula are implemented in 5th grade. (Enter a number between 1 and 8)</i>	2	
For each core curricula indicated above districts will need to provide:		

Name of the Core Curricula

The following dropdown will include a list of all MDE/CAREI reviewed core curricula and their level of alignment with structured literacy. This list is presented in alphabetical order. The last option on the list is “other” to be used for any core curricula that districts utilize that were not reviewed by MDE and CAREI. Select the “other” option ONLY if the curricula used are not listed.

95 Phonics Core Program (95 PCP), K-3, 2020; 4-5, 2023 (Partially Aligned)
 Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)
 ARC Core, K-5, 2017 Edition, 2022 and 2023 Print Run (Not Aligned)
 Benchmark Advance, K-5, in press (Partially Aligned)
 Bridge to Reading Foundational Skills Kit (Heggerty), K-2, 2023 (Partially Aligned)
 Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)

Collaborative Literacy, K-2, 2021; 3-5, 2023 (Minimally Aligned)
 EL Education Open Up, K-5, 2017 (Highly Aligned)
 Foundations A-Z (Learning A-Z), K-5, 2023 (Not Aligned)
 Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)
 Foundations, K-3, 2012 (Non-ranked)
 HMH Into Reading, K-5, 2022 (Partially Aligned)
 Imagine Learning EL Education, K-5, 2019 (Partially Aligned)
 Magnetic Reading Foundations, K-2, 2023 (Highly Aligned)
 myViewLiteracy, K-5, in press (Minimally Aligned)
 Open Court Reading, K-5, 2023 (Minimally Aligned)
 Ready4Reading, K-3, 2023 (Minimally Aligned)
 Really Great Reading: Countdown, Kindergarten, 2017; Blast Foundations, Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)
 The Superkids Reading Program, K-2, 2017 (Minimally Aligned)
 UFLI Foundations, K-2, 2022 (Highly Aligned)
 Wit & Wisdom, K-5, 2023 (Highly Aligned)
 Wonders, K-5, 2023 (Partially Aligned)
 Other (If this is chosen, an additional question will appear where the title of the “other” curricula can be written)

Curriculum Type

After choosing the name of the core curriculum resource, or entering the name of other curriculum used, districts will choose how this curriculum is being utilized.

Options will include:

Comprehensive

Foundational

Knowledge Building

Supplemental

Other

Instructional Delivery Minutes per Day

Districts will then indicate the minutes per day of instructional delivery for the curriculum chosen.

These sets of questions: Name of the Core Curricula, Curriculum Type and Instructional Delivery Minutes per Day will appear for each grade level and the number of curricula used as indicated in 7.3 to 7.8. Instructional minutes K: 90 1st-60 2nd-50 3rd-40

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will be asked if they plan to make changes to core curricula resources in grades K-5 in the 2025-26	no	

school year. <i>(This question is a drop down with yes/no response.)</i>		
Describe the process the district or charter school used or will use to select an evidence-based Tier 1 (Core) curricular resource.	The district used a structured, data-driven process to select an evidence-based Tier 1 (Core) literacy curriculum aligned with the structured literacy framework. The process began with a review of student achievement data, including universal screening results, state assessment data, and intervention outcomes, to identify areas of strength and need within the current literacy program. A district literacy leadership team, consisting of interventionists and classroom teachers from multiple grade levels, reviewed several evidence-based curricular options. The team utilized established evaluation tools and rubrics to assess each program for alignment to scientifically based reading instruction, including explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Curriculum vendors provided demonstrations and sample materials, and teachers had opportunities to pilot lessons and provide feedback regarding usability, student engagement, cultural responsiveness, and alignment with district needs. The review team also	

	examined research studies, implementation requirements, assessment components, and professional learning supports associated with each program. Following the evaluation process, the district selected the curricular resource that best met evidence-based criteria, aligned with state standards, and provided strong support for diverse learners.	
Describe the selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment).	The district developed an implementation plan that includes professional development, coaching support, fidelity monitoring, and ongoing review of student achievement data to ensure the curriculum is implemented effectively and produces positive outcomes for students. The district will continue to review implementation and student performance data annually to determine whether adjustments or additional supports are needed to maximize the effectiveness of Tier 1 instruction. The Literacy Team selected UFLI Foundations as the district's core K–3 phonics resource. The district is currently in its third year of implementation. To support	

	successful adoption, the district's Local Certified Facilitator provided professional development that connected teachers' prior learning from LETRS to the implementation of UFLI lesson routines. Fishtank ELA was selected as the district's core knowledge-building literacy curriculum because of its diverse and engaging texts, emphasis on building real-world knowledge, and explicit vocabulary instruction routines that align with the science of reading and LETRS training. The curriculum also places a strong focus on student discourse and writing, both of which are critical components of reading comprehension development. The district is currently in its third year of implementing Fishtank ELA. Grade-level teams have reported that students are adapting well to the curriculum and demonstrating increased independence with reading tasks. Teachers have observed students engaging in higher-order thinking, participating in richer discussions, and progressing through instructional units more efficiently.	
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Section 11: Literacy Interventions Grades K-12

In this section districts will indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each K-12 grade level.

Note: Tier 2 and Tier 3 intervention resources do not have to be different.

If a grade is not served, enter "NA".

Reading Interventions UFLI

Table:

(Add additional rows as needed for your setting)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
Kindergarten	UFLI	UFLI
1st Grade	UFLI	UFLI
2nd Grade	UFLI	UFLI
3rd Grade	UFLI	UFLI

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will be asked if they plan to make changes to reading interventions in grades K-12 in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe the changes to reading interventions in grades K-12</i>		

that will be implemented in 2025-26 school year.		
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Section 12: Literacy Aid Funds

In this section districts will respond to the following funding questions regarding annual Literacy Incentive Aid.

Literacy Incentive Aid

Prompt	Response	What other resources do I need to respond to this prompt?
What amount of literacy incentive aid was received in the 2025-26 school year?	\$13,243.15	
What amount of literacy incentive aid was spent in the 2025-26 school year?	\$13,243.15	
<i>Please respond to the following funding questions regarding the one-time READ Act Literacy Aid appropriation in 2024.</i> 12.3 What amount of READ Act Literacy Aid was received in 2024-25 school year?* 12.4 As of the completion of this Local Literacy Plan how much READ Act Literacy Aid remains in the required reserved account?* 12.5 If funds remain, describe the plan for spending remaining funds.	\$33516 (from 24-25 LLP) 33516 remain in reserve	

Check all eligible uses of literacy incentive aid for which funding was applied in the 2025-26 school year. The following “check all that apply” options will include: • Professional development on using evidence-based literacy screening and progress monitoring tools • MDE approved READ Act professional development (CARIEALL, CORE, LETRS) • Contracting or employing a District Literacy Lead • Employing a reading intervention specialist • Approved literacy screeners (this can include materials, training and coaching) • Cost of substitute teachers to allow teachers to complete literacy professional development • Stipends for teachers completing literacy training • Not applicable	• Contracting or employing a District Literacy Lead	
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Section 13: Professional Development Plan

Note: For 2026-27 there will likely be a section added where you will note your plans for Phase 2 training.

Prompt	Response	What other resources do I need to respond to this prompt?
Name of the approved professional development program selected for Phase 1 educators. The following, “check all that apply” options will include: • CORE OL&LA • LETRS • CAREIALL	• LETRS	
Date of completion (or expected completion) for Phase 1 Professional Development: (MM/DD/YYYY format)	01/30/2026	
How were your synchronous sessions facilitated? The following, “check all that apply” options will include: • Vendor Provided Facilitator	• Local Certified Facilitator	
(If selection is Local Certified Facilitator), did the LCF participate in the Community of Practice for Local Certified Facilitators? <i>(This question is a drop down with yes/no response.)</i>	yes	
Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.	Teachers who did not complete LETRS with at least 80% proficiency receive frequent observations and feedback with support as needed.	
Describe the fidelity data that is being collected to ensure that elementary teachers are	To ensure that elementary teachers are implementing	

able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.	explicit, systematic, and evidence-based literacy instruction, the district collects multiple sources of fidelity data throughout the school year. Classroom observations are conducted by instructional leaders using literacy walkthrough tools aligned to the science of reading and structured literacy practices. During these observations, administrators look for evidence that instruction addresses the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Examples of fidelity data collected include: Phonemic Awareness: Observation data documenting the use of explicit phoneme manipulation activities, oral blending, segmenting, and phoneme deletion tasks. Student progress monitoring data and intervention records are also reviewed. Phonics: Fidelity checks of curriculum implementation, lesson plan reviews, and observation of explicit phonics instruction, including sound-symbol correspondence, decoding, and encoding activities. Diagnostic assessment data such	
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	as the Core Phonics Survey may also be examined. ● Fluency: Review of fluency progress monitoring data, repeated reading practices, oral reading fluency assessments, and implementation of evidence-based programs such as Read Naturally. ● Vocabulary: Observation of direct vocabulary instruction, use of student-friendly definitions, morphology instruction, and opportunities for students to apply newly learned vocabulary in speaking and writing. ● Comprehension: Observation of teacher modeling, think-alouds, questioning strategies, and explicit instruction in comprehension skills and strategies using grade-level texts. Additional fidelity measures include coaching cycles, teacher self-reflections, lesson plan reviews, professional development participation records, and intervention fidelity checks. Student assessment data from screening, diagnostic, and progress monitoring tools such as FastBridge are reviewed alongside classroom implementation data to determine whether	
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	instructional practices are producing the intended student outcomes.	
Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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.	When areas of concern are identified, instructional coaching, modeling, and additional professional learning opportunities are provided to support teachers in strengthening implementation fidelity. The district has a well-developed coaching and feedback system to ensure all elementary teachers can deliver explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each teacher participates in bi-weekly coaching cycles that include classroom observations, reflection, feedback, modeling, and collaborative lesson planning and data review. Coaching is adjusted based on student results and observed needs, so support stays targeted and practical. Weekly PLC time is dedicated to literacy data in these five areas. A facilitator leads teams to review current data, identify where and why students are struggling, and create short-term plans. Teachers bring updated data the following week to show	

	progress and decide whether students are meeting standards or need further support, which builds accountability for both instruction and results. Academic directors and the principal regularly review observations, evaluations, and implementation evidence to monitor fidelity to the literacy plan. When patterns show gaps in teacher practice, additional coaching and training are provided to build capacity and strengthen classroom instruction.	
Describe how the changes in instructional practices have impacted students and provide evidence of this impact.	Urban Academy's FY26 reading data show that the school's instructional strategies are working, because students are both growing and reaching benchmark on two different assessments. - On NWEA, 65.5% of students (156 of 238) met their reading growth targets in FY26, showing that about two-thirds made at least the progress NWEA expected from fall to spring. - Students who met their NWEA reading growth targets made 184.3% of expected growth, meaning they grew at nearly twice the typical annual	

	rate. • Among students who started below benchmark on NWEA, 61.8% met their reading growth targets and those students made 173.1% of expected growth, showing that struggling readers are catching up. • Among students who started at or above benchmark on NWEA, 68.2% met their reading growth targets and made 210.0% of expected growth, so on-track readers are also accelerating. • NWEA reading benchmark attainment increased from 44.6% in fall to 55.5% in spring, so more than half of students ended the year at or above benchmark. • On FastBridge, schoolwide reading benchmark attainment rose from 45.0% in fall to 52.8% in spring, confirming on a second measure that more students are now reading at or above benchmark. • Among students who started at or above benchmark on FastBridge, 89.2% remained at or above benchmark in spring, so core instruction is successfully maintaining strong reading performance	
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	for proficient students.	
How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers in implementing culturally responsive literacy practices.	Every other year, we provide culturally responsive literacy practice to all staff. UA staff participate in Cultural Competency in Education Training through Teacherly LLC. This course focuses on systemic racism and implicit bias, helping teachers to gain a deeper understanding of cultural diversity, addressing topics such as language, gender, religion, race, systemic bias, and special needs. Staff also receive training from Mother Tree Learning, where they learn to recognize students who may be impacted by trauma, and they build their capacity to understand how to assist someone who may be experiencing or has experienced trauma. In addition, Urban Academy has implemented ongoing professional development to support culturally responsive instructional practices across all grade levels. Teachers participate in training focused on building inclusive learning	

	environments, recognizing and valuing students' cultural and linguistic backgrounds, and using instructional practices that affirm student identities while maintaining high academic expectations.	
How did the district engage with the Regional Literacy Network? The following “check all that apply” options will include: • Attended District Literacy Lead Community of Practice • Attended Local Certified Facilitator Community of Practice • Requested district support with implementation of evidence-based structured literacy practices • Other, explain: (includes a textbox for the description)	• Attended District Literacy Lead Community of Practice • Attended Local Certified Facilitator Community of Practice	
Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas) if applicable.	~~The district has implemented ongoing professional development to support culturally responsive instructional practices across all grade levels. Teachers participate in training focused on building inclusive learning environments, recognizing and valuing students' cultural and linguistic backgrounds, and using instructional~~	

	~~practices that affirm student identities while maintaining high academic expectations.~~ Professional development opportunities include workshops, staff learning sessions, instructional coaching, and collaborative professional learning communities. Topics have included culturally responsive teaching strategies, supporting multilingual learners, family engagement, equitable access to grade-level content, and the selection of diverse and representative instructional materials. Staff are encouraged to reflect on their instructional practices and examine student data to identify and address opportunity gaps. To support the implementation of culturally responsive literacy practices, the district provides ongoing coaching and classroom support. Teachers are encouraged to incorporate texts that reflect the cultures, languages, experiences, and perspectives of the students they serve. Literacy instruction includes opportunities for students to make connections between texts and their own experiences, engage in meaningful discussions, and apply literacy skills through culturally relevant content. The district's plan for supporting teachers includes: ● Ongoing professional	
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	development in culturally responsive literacy instruction and evidence-based reading practices. • Instructional coaching, classroom observations, and feedback focused on culturally responsive teaching strategies. • Collaborative planning time for teachers to review curriculum materials and identify opportunities to incorporate diverse perspectives and experiences. • Access to culturally relevant texts and instructional resources that represent the backgrounds of district students and families. • Review of student achievement, engagement, and participation data to ensure equitable outcomes for all learners. • Family and community partnerships that help inform instructional practices and strengthen connections between home, school, and literacy learning. Through these efforts, the district seeks to ensure that literacy instruction is both evidence-based and culturally responsive, creating learning environments where all students feel represented, engaged, and supported in	
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	their academic growth.	
Districts will be asked if they plan to make changes to the professional development plan in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe changes to the professional development plan that will be implemented in the 2025-26 school year.</i>		

Section 14: Professional Development Educator Count

In this section districts will provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Enter zero (0) if no educators are in that category.

For the Grades 4-5 (or 6) Classroom Educators count, please include educators that the district deemed in need of training during Phase I. All other grade 4-6 educators should be reported in the Phase II educator count.

Table:

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy	1	1		

instruction				
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	1	1		
K-3 Classroom Educators	10	8	2	
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	4		
K-12 Reading Interventionists	1	1		
K-12 Special Education Educators responsible for reading instruction	1	1		
PreK through grade 5 Curriculum Directors	1	1		
PreK through grade 5 Instructional Support Staff who provide reading support	12	10	2	

Phase 2 Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
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Grades 4-12 Classroom Educators responsible for reading instruction	5			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0			
Grades 6-12 Instructional Support Staff who provide reading support	4	4		
Grades 6-12 Curriculum Directors	1	1		
Employees who select literacy instructional materials for Grades 6-12	1	1		

Section 15: Multi-tiered System of Supports (MTSS)

In this section districts will answer questions about MTSS.

MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) framework and encourages districts to adopt this framework when implementing MTSS.

Prompt	Response	What other resources do I need to respond to this prompt?
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Is the district implementing a multi-tiered system of support framework? <i>(This question is a drop down with yes/no response. If selection is no, survey will skip to question 6.4)</i>	yes	
<i>(If selection is yes,)</i> Is the district or charter school using the MnMTSS framework? <i>(This question is a drop down with yes/no response.)</i>	yes	
<i>(If selection is yes,)</i> has the district participated in the MDE MnMTSS professional learning? <i>(This question is a drop down with yes/no response.)</i>	yes	
Districts will be asked if they plan to make changes to MTSS in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes),</i> describe changes to MTSS that will be implemented in the 2025-26 school year.		

Section 16: Dual Language Immersion Programs (New for 2026)

*Updates soon (3/25)

REMEMBER: Completion of this planning worksheet does NOT satisfy requirements to submit the Local Literacy Plan Submission. You MUST complete the survey at the unique link that was sent to the district contact or superintendent by June 15th in order to be in compliance.

With questions, please reach out to your Regional Literacy Lead.