

Minnesota READ Act Literacy Plan

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

For

Urban Academy (4088-07)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Urban Academy (4088-07). 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

Urban Academy (4088-07)'s literacy goal(s) for the 2025-26 school year:

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. Results not yet available The school's proficiency rate exceeds the resident district average by up to 10 percentage points. Results not yet available 50-60 percent of students below grade level will make their NWEA expected growth target. 61.8% Exceeded Goal 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

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

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.

The following describes how Urban Academy (4088-07)'s 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 impressive given that 66% of Urban's students are English Language Learners and over 90% qualify for free/reduced-price programming.

Urban Academy (4088-07)'s literacy goal(s) for the 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 growth. 50-60 percent of students at or above grade level will make the NWEA expected growth target.

The Local Literacy Lead, Brooklyn Earle, for Urban Academy (4088-07) has an FTE of 1.00

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

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.

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

Local Literacy Plan for Urban Academy (4088-07)

- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Urban Academy (4088-07) Local Literacy Plan is posted on the district website at

<https://www.urbanacademymn.org/academics/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.

Urban Academy (4088-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Urban Academy (4088-07) 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	areading 2-3
	Grade 1	Vendor Composites using vendor benchmarks	areading 2-3
	Grade 2	Vendor Composites using vendor benchmarks	areading 2-3
	Grade 3	Vendor Composites using vendor benchmarks	areading 2-3

The district or charter school conducted oral language screening in the 2025-26 school year?

No

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 Urban Academy (4088-07) 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 6	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

Urban Academy (4088-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Urban Academy (4088-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The District will use NWEA to determine students needing to take Capti ReadBasix.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Urban Academy (4088-07) 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	34	26	34	26	35	26
1st	26	14	26	12	26	17
2nd	29	9	31	9	31	11
3rd	41	20	42	11	42	15

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Urban Academy (4088-07) 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.

Urban Academy (4088-07) 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	33	3
1st	26	9
2nd	20	10
3rd	30	12

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

Urban Academy (4088-07) 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 Urban Academy (4088-07) 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	33	33	13	0	13	2
5th	25	25	10	0	8	6
6th	32	32	10	0	7	3
7th	31	31	12	0	8	4
8th	24	24	10	0	4	3
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	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.

Urban Academy (4088-07) uses the following process and data to assure that evidence-based instruction and intervention matches 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.

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

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.

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

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 level.

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Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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

Students who receive tier 2 and 3 interventions are progress monitored biweekly and when groups are changed.

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

The support and coaching provided by the Title I teacher overseeing Reading Corps significantly strengthened the 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. Elementary Intervention Exit

Criteria Kindergarten Letter Sounds: 48 or higher on FastBridge Word Segmenting: 30 or higher 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., Kinkajous) 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., Spiral Island) IXL comprehension assessment: 12/15 or higher Grade 5 CBM Reading: 125 words correct per minute Read Naturally Grade 5 comprehension assessment: 13/15 or higher (e.g., Antoni Gaudí) 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., Ellis Island Experience) 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., Machu Picchu) IXL comprehension assessment: 18/22 or higher Grade 8 CBM Reading: 125 words correct per minute Read Naturally Grade 8 comprehension assessment: 16/18 or higher (e.g., Golda Meir) 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.

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 Urban Academy (4088-07) 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	1 time per year	Letter sent home with student
Grade 1	1 time per year	Letter sent home with student
Grade 2	1 time per year	Letter sent home with student
Grade 3	1 time per year	Letter sent home with student
Grade 4	1 time per year	Letter sent home with student
Grade 5	1 time per year	Letter sent home with student
Grade 6	1 time per year	Letter sent home with student
Grade 7	1 time per year	Letter sent home with student
Grade 8	1 time 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) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Urban Academy (4088-07), 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)	Foundational	Kindergarten	90
	Foundational	Grade 1	90
	Foundational	Grade 2	90
	Foundational	Grade 3	90

The district used or will use the following process 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.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: 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.

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 Urban Academy (4088-07) 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	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Urban Academy (4088-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$13,243

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

\$13,243

READ Act Literacy Aid

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

Urban Academy (4088-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$33,516

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

\$33,516

The plan to spend down the remaining funds are as follows:

The remaining funds are allocated towards teacher stipends for Read Act Professional Development.

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds

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.

Urban Academy (4088-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

01/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is provided to 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.

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 that elementary teachers are implementing 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 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 instructional practices are producing the intended student outcomes.

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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:

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.

The following changes in instructional practices have impacted students:

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 for proficient students.

Urban Academy (4088-07) has implemented the following professional development and support for teachers around 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

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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.

Urban Academy (4088-07) 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):

Professional development opportunities include workshops, instructional coaching, and collaborative professional learning communities. Topics have included culturally responsive teaching strategies, supporting multilingual learners, equitable access to grade-level content, and the selection of diverse instructional materials. Teachers are encouraged to incorporate texts that reflect the cultures, languages, experiences, and perspectives of the students they serve. The district's plan for supporting teachers includes: Ongoing professional 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 their academic growth.

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)	5	3	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	14	12	2	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	10	8	2	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	1	1	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	5	4	1	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	1	1	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
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).

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The PSLT was provided by:

District PSLT Trainer

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.

Urban Academy (4088-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Urban Academy (4088-07) has participated in MDE MnMTSS professional learning:

Yes

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.

Urban Academy (4088-07) does not include a DLI Program