

Minnesota READ Act Literacy Plan

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

For

Minnesota State Academies (0160-70)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Minnesota State Academies (0160-70). 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

Minnesota State Academies (0160-70)'s literacy goal(s) for the 2025-26 school year:

All students entering Kindergarten are assessed using both the GOLD Assessment and summative classroom assessments in September 2025. All students continue to make progress toward their independent reading level. All students will be assessed, using accessible and normed assessments as appropriate to their learning needs, for their present level of performance in reading, writing, and communication during the 25-26 school year to monitor progress for future goals.

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

We had no students entering kindergarten this school year so there was not a need to assess students using the GOLD at that grade level. Since all of our students are have IEPs, we implemented all of the reading supports and services outlined in each students' IEP in order to close the achievement gap. Also, our early literacy teachers at the Academy for the Blind took the OL&LA training through the READ Act.

The following describes how Minnesota State Academies (0160-70)'s current student performance differs from the literacy goal detailed in the READ Act:

We continue to work toward our goal while waiting for MDE to determine the next steps on READ Act 2.0. MDE has not identified a screening tool that is accessible or normed for deaf, hard-of-hearing, deaf blind, blind, or visually impaired students. As soon as this tool has been identified and/or developed, MSA will initiate steps to train staff and implement screening assessments.

Minnesota State Academies (0160-70)'s literacy goal(s) for the 2026-27 school year:

For the 2026-2027 school year, all students' reading skills will be assessed as deemed appropriate by their IEP team. All students will make adequate progress on their reading skills as measured by the data collection tool outlined in their IEP reading goal.

The Local Literacy Lead, Mr. Justin Cyboron, for Minnesota State Academies (0160-70) 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 facilitates the School Accountability Committee meetings, in which the team reviews the information. He also serves on the Instructional Leadership Team and the Department Heads, in which he engages with the district and school leadership teams.

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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

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

An appropriate training has yet to be developed for our student population by the MDE DHH READ Act Workgroup.

Minnesota State Academies (0160-70) Local Literacy Plan is posted on the district website at

<https://www.msa.state.mn.us/fs/resource-manager/view/db23d797-5585-48d7-9870-b76a50cd404f>

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

Minnesota State Academies (0160-70) has administered an MDE approved K-3 READ Act screening tool

No

There are no screeners accessible or appropriate for Deaf, Deafblind, and/or Blind students. We are waiting on guidance from M

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.

No

There are no screeners accessible or appropriate for students who are Deaf, Deafblind, and/or Blind.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Minnesota State Academies (0160-70) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	0	CTSTR	0	CTSTR	0	CTSTR
1st	3	CTSTR	3	CTSTR	3	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	7	CTSTR	7	CTSTR	7	CTSTR

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Minnesota State Academies (0160-70) 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.

Minnesota State Academies (0160-70) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - There is not valid criteria to identify Deaf, Deafblind, and/or Blind students demonstrating characteristics of dyslexia.

Dyslexia Screening Summary Student Counts K-3

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

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

Minnesota State Academies (0160-70) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Minnesota State Academies (0160-70) 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	1	0	0	CTSTR	CTSTR	0
5th	3	0	0	CTSTR	CTSTR	0
6th	6	0	0	CTSTR	CTSTR	0
7th	5	0	0	CTSTR	CTSTR	0
8th	10	0	0	CTSTR	CTSTR	0
9th	6	0	0	CTSTR	CTSTR	0
10th	6	0	0	CTSTR	CTSTR	0
11th	2	0	0	CTSTR	CTSTR	0
12th	5	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.

Minnesota State Academies (0160-70) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All students are receiving specially-designed instruction to meet their individual needs based on each students' IEP. The Minnesota Department of Education (MDE) has not identified evidence-based instruction and intervention for Deaf, Deafblind, and Blind students.

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

Teacher observations by administration and IEP progress monitoring notes.

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

The criteria is determined by each students' evaluation and IEP. The IEP teams also utilize objective data from IEP progress reporting.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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

This process is determined by the case manager and teacher.

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

This criteria is dependent on the IEP team determination.

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 Minnesota State Academies (0160-70) 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	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 1	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 2	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 3	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 4	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 5	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 6	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 7	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 8	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 9	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 10	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 11	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the student.
Grade 12	1 time per year	Other - During the IEP meeting if a reading goal is being proposed for the 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?

No

Strategies for parents/families to use at home are not typically included.

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 Minnesota State Academies (0160-70), 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
Other Curriculum - Bilingual Grammar Curriculum	Supplemental	Kindergarten	20
	Supplemental	Grade 1	20
	Supplemental	Grade 2	20
Other Curriculum - Fingerspelling Our Way to Reading	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Gather resources from our DLL regional rep and teachers, vet the materials through our faculty of DHH and BVI teachers, ensure that the materials are accessible and usable for our students, and make sure that they are aligned with the Minnesota academic standards.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Fall 26 - go through the gathering and vetting process Winter 26 - select a new curriculum Summer 27 - purchase the curriculum and align it to the standards (scope and sequence work) Fall 27 - teachers receive training, implementation,

fidelity checks

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Minnesota State Academies (0160-70) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

MSA will be purchasing new Tier 1 curricula.

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 Minnesota State Academies (0160-70) 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
Other Resources - Learning A-Z	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30

Continuous Improvement for Literacy Intervention Resources

Minnesota State Academies (0160-70) will make the following changes to literacy intervention resources for the 2026-27 school year:

MSA will be purchasing a new Tier 2 & 3 intervention program.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Minnesota State Academies (0160-70) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$0

READ Act Literacy Aid

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

Minnesota State Academies (0160-70) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$0

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

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
No funds received	Both

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Minnesota State Academies (0160-70) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

07/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Minnesota State Academies (0160-70) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

07/30/2027

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:

Individual professional development opportunities

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:

Classroom observations

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:

Performance reviews, observations by principals, identifying professional development, Director of Curriculum support

The following changes in instructional practices have impacted students:

Our instructors from the Academy for the Blind are still in training. We have not seen an impact as of yet.

Minnesota State Academies (0160-70) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district provided training through Zoom from the South Central Service Cooperative. They also received training from NATIF.

Minnesota State Academies (0160-70) engaged with the Regional Literacy Network through the following:

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

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Approved on an individual basis as staff requested.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	4	0	0	4
K-3 Classroom teachers	3	0	1	2
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	0	0	1
K-12 Special Education educators responsible for foundational reading instruction	0	0	0	0
Pre-K through grade five Curriculum Directors	1	0	0	1

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	3	0	1	2
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

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

0

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Minnesota State Academies (0160-70) is implementing a multi-tiered system of support framework:

No

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

Minnesota State Academies (0160-70) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

The district will be implementing MTSS this school year and will be following the MnMTSS Framework along with receiving guidance from COMPASS.

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.

Minnesota State Academies (0160-70) does not include a DLI Program