

Minnesota READ Act Literacy Plan

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

For

Mankato Public School District (0077-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Mankato Public School District (0077-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\).](#)

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Mankato Public School District (0077-01)'s literacy goal(s) for the 2025-26 school year:

The Mankato Area Public Schools has chosen the following goals for the 2025-26 School year: 1. By spring grades K-5 will increase the percentage of students at or above benchmark as measured by the DIBELS8 Assessment. 2. Successful K-5 Implementation of foundational curriculum in every classroom. 3. Secondary students who demonstrate gaps in foundational reading skill will receive intervention support using evidence based interventions. 4. Reduce differences in reading achievement between students identified by racial groups in 3rd-5th and 6-8th grades on MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing student groups.

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

Elementary Literacy: All schools implemented a foundational curriculum in each K-5 classroom. K-3 classrooms utilized UFLI or Bridge 2 Read depending on their site choice. All fourth and fifth grade classrooms implemented 95% Core Phonics district wide. Implementation was supported through Mentor Coach coaching and support. We continue to fulfill our READ Act Professional development requirements. All grade K-3 teachers have completed LETRS PD and our 4th & 5th grade teachers are in the process of completing LETRS PD currently. A new teacher cohort for LETRS began June 2026. 159 paraprofessionals completed the READ Act. Literacy Training for Paraprofessionals during the 2025-26 school year. A comprehensive process to review Tier 1 Knowledge Building reading curriculum was created and utilized to review curriculum and ultimately select a Knowledge Building curriculum that will be implemented in the fall of 2026 to accompany our foundational curriculums. Secondary Literacy: We implemented the Capti ReadBasix screener for all 6-8th grade students as well as 10th grade students. ELA teachers continued to develop standards aligned curriculum for their courses. 6-12 ELA teachers will begin OL&LA Phase II professional development in August of 2026

The following describes how Mankato Public School District (0077-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We have not yet met the goal of every child reading at or above grade level. Spring 2026 screening data indicates that 76% of K-3 students students are meeting grade level benchmarks as indicated by their Spring Dibels Composite.

Mankato Public School District (0077-01)'s literacy goal(s) for the 2026-27 school year:

It is the goal of Mankato Area Public Schools that every child reads at or above grade level. To do that we have chosen the following specific goals for the 2026-2027 school year: to increase the percentage of all kindergarten through fifth grade students meeting grade level benchmarks in Dibels8 from 72% to 76% To increase the number of students that meat grade level benchmarks in Capti Read Basix 6-8 from 52% to 56%, to administer Capti Read Basix to grade all 6-8 grade students fall, winter and spring and utilize the data to intervene, to implement the K-5 knowledge building ELA Curriculum, Arts & Letters and to evaluate and improve our intervention model at 9-12.

Local Literacy Plan for Mankato Public School District (0077-01)

The Local Literacy Lead, Bobbie Bastian, for Mankato Public School District (0077-01) has an FTE of .24

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
As the District Literacy Lead I am a member of the District Leadership Team.

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

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

Yes

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

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

Mankato Public School District (0077-01) Local Literacy Plan is posted on the district website at

<https://www.isd77.org/academics/curriculum>

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.

Mankato Public School District (0077-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Mankato Public School District (0077-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
DIBELS Data System (DDS) with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Mankato Public School District (0077-01) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

Mankato Public School District (0077-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will move to Dibels mCLASS for K-2 students in the 2026-27 school year. This will allow us to add the Oral Language Screening subtest for our K-2 students. Grade 3 will continue to utilize Dibels DDS 8th edition.

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 Mankato Public School District (0077-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
DIBELS	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
Other - No data entered	Grade 9	1 time per year	District set benchmarks - Utilized data from NWEA, MCA and past Dibels benchmark to identify students 9,11 & 12 for capti
	Grade 11	1 time per year	District set benchmarks - Utilized data from NWEA, MCA and past Dibels benchmark to identify students 9,11 & 12 for capti
	Grade 12	1 time per year	District set benchmarks - Utilized data from NWEA, MCA and past Dibels benchmark to identify students 9,11 & 12 for capti

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

Local Literacy Plan for Mankato Public School District (0077-01)

- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Mankato Public School District (0077-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Reading intervention staff in the middle school utilized Capti ReadBasix to progress monitor a limited number of students to monitor intervention progress.

Continuous Improvement for Screening Tools Used in Grades 4-12

Mankato Public School District (0077-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will utilize district assessment data to identify students that we will screen using Capti at grades 4-5 and 9-12. We will continue to utilize Capti Readbasix for to benchmark all students 6-8 for the 26-27 school year.

We will no longer benchmark 10th grade students.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Mankato Public School District (0077-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	510	170	498	365	502	422
1st	508	267	502	328	501	395
2nd	537	349	531	375	552	398
3rd	562	367	559	365	552	384

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 Mankato Public School District (0077-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Mankato Public School District (0077-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	510	2
1st	508	8
2nd	537	13
3rd	562	10

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

Mankato Public School District (0077-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Mankato Public School District (0077-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	623	604	107	16	4	0
5th	600	588	147	21	3	0
6th	600	551	551	159	66	0
7th	589	541	541	133	61	1
8th	613	561	561	100	68	0
9th	569	0	33	33	16	0
10th	640	565	565	56	56	0
11th	629	0	63	63	16	1
12th	733	0	63	63	13	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.

Mankato Public School District (0077-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Across K-5, DIBELS 8 data is used for Universal Screening, dyslexia identification, and progress monitoring. Students with composite scores that fall in the strategic or intensive range on DIBELS 8 are given additional diagnostic assessments to determine more specific areas of instructional needs. Multi-tiered levels of support are provided through class-wide, tier 2, and tier 3 interventions, adjusting time, group size, and instructional intensity, as data indicates need. Progress monitoring data is used across all intervention services, from Title 1 to ADSIS, to Reading Corp to make programming and instructional decisions. Professional Learning Communities (PLCs) support ongoing data analysis, instructional response, and progress monitoring. For Grades 6-8, all students take the 6 subtests in Capti Read Basix. Data from that alongside NWEA Measures of Academic Progress and MCA-III reading assessment results are used to identify students at risk for reading difficulties. Multi-tiered levels of support are provided through intentional class placements, from traditional or enriched ELA classes to ADSIS reading intervention groups or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity in response to student needs. PLCs monitor progress and evaluate attendance data. Teachers in Grades K-8 utilize DIBELS 8, Capti ReadBasix and/or PRESS decision making models to identify the appropriate subtests for progress monitoring. Progress monitoring follows, at minimum, DIBELS 8 and Capti ReadBasix frequency recommendations. Students who are not keeping pace with expected growth rates are brought back to the MTSS team to evaluate progress and determine needed adjustments to intervention. K-8 interventions are discontinued if a student reaches the end of year benchmark goal on their grade-level subtest. General guidance is to discontinue with 3 data points at grade level. Additional factors may influence the decision to exit a student from intervention, such as transfer of skills; each student is considered individually and exit determinations may vary. As students enter high school in grade nine, student support teams at each building review end of year 8th grade reading assessment results to evaluate student need entering high school. Multi-tiered levels of support are provided through intentional class placements, varying from co-taught, traditional, or enriched ELA classes to Academic Reading classes or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity to meet student needs. All buildings have an MTSS team to support the MTSS process and problem solving through data-based decision making to address individual student reading need

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

With 99% of our K-3 teachers are trained in evidence base instructional practices, we employ an instructional coaching model that allows us to work closely with classroom teachers to ensure fidelity and differentiation with Tier 1 instruction.

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

Across K-5, DIBELS 8 data is used for Universal Screening, dyslexia identification, and progress monitoring. Students with composite scores that fall in the strategic or intensive range on DIBELS 8 are given additional diagnostic assessments to determine more specific areas of instructional needs. Multi-tiered levels of support are provided through class-wide, tier 2, and tier 3 interventions, adjusting time, group size, and instructional intensity, as data indicates need. Progress monitoring data is used across all intervention services, from Title 1 to ADSIS, to Reading Corp to make programming and instructional decisions. For Grades 6-8, all students take the six subtests in Capti ReadBasix. This data alongside NWEA Measures of Academic Progress and MCA-III reading assessment results are used to identify students at risk for reading difficulties. Multi-tiered levels of support are provided through intentional class placements, from traditional or enriched ELA classes to ADSIS reading intervention groups or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity in response to student needs. PLCs monitor progress and evaluate attendance data.

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:

Progress monitoring follows, at minimum, DIBELS 8 & Capti ReadBasix frequency recommendations. Students who are not keeping pace with expected growth rates are brought back to the MTSS team to evaluate progress and determine needed adjustments to intervention.

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

K-8 interventions are discontinued if a student reaches the end of year benchmark goal on their Dibels8 or Capti ReadBasix grade-level subtests. General guidance is to discontinue with 3 data points at grade level. Additional factors may influence the decision to exit a student from intervention, such as transfer of skills; each student is considered individually and exit determinations may vary. As students enter high school in grade nine, student support teams at each building review end of year 8th grade reading assessment results to evaluate student need entering high school. Multi-tiered levels of support are provided through intentional class placements, varying from co-taught, traditional, or enriched ELA classes to Academic Reading classes or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity to meet student needs. All buildings have an MTSS team to support the MTSS process and problem solving through data-based decision making to address individual student reading needs

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Mankato Public School District (0077-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
Grade 7	2 times per year	Digital messaging
Grade 8	2 times per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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

Continuous Improvement for Parent Notification

Mankato Public School District (0077-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

At the 6-8 level we plan to screen three times per year so we will communicate with families each time we screen with the READ Act. required information.

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 Mankato Public School District (0077-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
95 Phonics Core Program (95 PCP), K-3, 2020; 4-5, 2023 (Partially Aligned)	Foundational	Grade 4	30
	Foundational	Grade 5	30
Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
Other Curriculum - Benchmark Literacy	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: This past school year the Mankato Area Public Schools began an in-depth process to review knowledge building curriculums that would compliment our foundational curriculums. The process began in the summer of 2025. We acquired samples from 4 knowledge building curriculums. A team made up of teachers, administrators and instructional support professionals outlined district curriculum priorities. The team then utilized a rubric to rate each curriculum for

Local Literacy Plan for Mankato Public School District (0077-01)

its alignment to knowledge building strategies. The search concluded in March with a final decision based on the rubric scoring and alignment to district priorities.

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

We have chosen the Arts & Letters knowledge building curriculum. We received school board approval April 6, 2026.

We purchased teacher and student materials immediately after. We began our implementation training beginning with school leaders on May 5. We began our teacher implementation PD May 28 and are offering opportunities August 11 and Sept. 1. All K-5 teachers will have completed implementation PD by the start of the 26-27 school year so that we can successfully implement the new curriculum. We will continue to support implementation with ongoing coaching and Professional Development opportunities throughout the 26-27 school year. Fidelity will be fostered utilizing a guided observation protocol implemented by Great Minds success coach alongside building principals and mentor coaches. This will allow implementation support to be personalized to teacher need.

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

Mankato Public School District (0077-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

K-5 will be implementing the knowledge building curriculum Arts & Letters, 2025 Edition from Great Minds in the 2026-27 school year.

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 Mankato Public School District (0077-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Lexia PowerUp	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Path to Reading Excellence in School Sites (PRESS)	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
Other Resources - Bridge 2 Read	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30

Local Literacy Plan for Mankato Public School District (0077-01)

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Bridge 2 Read	Tier 2 & 3	Grade 3	30
Other Resources - Rewards	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Mankato Public School District (0077-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$401,631

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

\$401,631

READ Act Literacy Aid

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

Mankato Public School District (0077-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$330,543

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$100,981

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

Remaining funds will be spent on professional development needed to implement the new Arts & Letters Curriculum that we will be implmenting in the 2026-27 school year.

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	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.

Mankato Public School District (0077-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

08/14/2025

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Mankato Public School District (0077-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

05/31/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Phase I staff not meeting the vendor proficiency level of 80% were provided individualized professional development to reteach content from topics in Vol I or Vol II that were identified as difficult according to their assessment data. Ongoing literacy coaching is provided by our Mentor Coaches in each elementary. A plan to support Phase II staff not completing training at the vendor proficiency level of 80% is being developed in cooperation with the vendor.

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:

Mentor Coach and administrators utilize guided observations and coaching conversations to collect pacing data and implementation fidelity for the evidence-based curriculums that are being implemented.

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:

The plan for coaching support and feedback continues to grow and developed as we continue to implement foundational curriculum across the k-5 and prepare to implement a new knowledge building curriculum in the fall of 2026. Guided observations for fidelity and pacing checks will be apart of our plan moving forward.

The following changes in instructional practices have impacted students:

Local Literacy Plan for Mankato Public School District (0077-01)

At K-5 the changes in instructional practices specifically around the consistent utilization of foundational curriculum has led to an increase in students making grade level benchmark goals in most grades. At the 6-6 level the use of CaptiRead Basix as given teachers important information to support student learning. The impact was observable in classroom activities, but will be more understood when we have assessment data.

Mankato Public School District (0077-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our district remains committed to culturally responsive practice. Our districts commitment to the Equity-Oriented Strategic Planning (EOSP) at every building leading to increased achievement for all students continues. As we implement new standards across many academic areas we are including WIDA ELD Standards and UDL framework in our work at all levels to ensure we are meeting the needs of all students.

Mankato Public School District (0077-01) engaged with the Regional Literacy Network through the following:

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

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

Literacy focused professional development will focused on the implementation of the new ELA Curriculum, Arts & Letters. Educators will receive training on implementation of this knowledge building curriculum before and during the 26-27 school year. We will continue to support through coaching the implementation of the Foundation Curriculums; UFIL, Bridge2Read and 95% Core Phonics. Professional Learning Communities will continue to support the implementation of the 2020 ELA Academic Standards. Phase 2 identified staff will receive OL&LA structured literacy PD facilitated by the vendor beginning in Aug. of 2026 and will continue this work throughout the school year.

Continuous Improvement for Professional Development Plan

Mankato Public School District (0077-01) will make the following changes to the professional development plan for the 2026-27 school year:

We will include professional develop and coaching for the new K-5 Reading Curriculum Arts & Letters during the summer of 2026 and throughout the 26-27 school year. Phase II professional development for Phase II staff will begin the summer of 2026 and continue into the 26-27 school year

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)	42	0	42	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	181	1	0	21
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	24	24	0	0
K-3 Classroom teachers	96	90	3	3
K-12 Teachers holding English as a second language licenses	15	14	1	0
K-12 Reading Intervention Teachers	18	18	0	0
K-12 Special Education educators responsible for foundational reading instruction	39	25	12	2
Pre-K through grade five Curriculum Directors	1	0	0	1

Local Literacy Plan for Mankato Public School District (0077-01)

Employees who select literacy instructional materials for grades pre-K through grade five	24	19	5	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	79	0	49	30
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	1	0	0	1
Employees who select literacy instructional materials for grades 6-12	9	1	1	7
Grades 6-12 Curriculum Directors	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	2	2	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).

159

The PSLT was provided by:

Regional Literacy Network

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.

Mankato Public School District (0077-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Mankato Public School District (0077-01) 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.

Mankato Public School District (0077-01) does not include a DLI Program