

Minnesota READ Act Literacy Plan

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

For

Osseo Public School District (0279-01)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Osseo Public School District (0279-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Osseo Public School District (0279-01)'s literacy goal(s) for the 2025-26 school year:

Osseo Area Schools literacy goal for the 2025-2026 school year is to improve literacy growth scores for all grades as measured by FastBridge screening data.

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

Osseo Area Schools will continue to implement its literacy plan, which includes the following elements:

- Provide professional learning for all teachers who deliver and support literacy instruction and intervention on the SOR research, the principles of structured literacy and the 2020 ELA standards.
- Ensure all students are screened to measure literacy growth and proficiency.
- Evaluate the strength and progress of our current MTSS implementation framework

The following describes how Osseo Public School District (0279-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The primary goal of the Minnesota READ Act is to have every child reading at or above grade level every year. During the Spring of 2026, 60% K-12 students scored low or very low risk (highly likely to meet grade-level reading benchmarks) on the FastBridge screening assessment.

Osseo Public School District (0279-01)'s literacy goal(s) for the 2026-27 school year:

Osseo Area Schools literacy goal for the 2026-27 school year is to improve literacy scores for all grades as measured by FastBridge (K-5) screening data and Capti ReadBasix (6-12) screening data.

The Local Literacy Lead, Jamie Boyle, for Osseo Public School District (0279-01) 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 engages regularly with both district and site leadership teams to support implementation of high quality core instruction with a specific focus on literacy to ensure alignment to the READ Act and Osseo's MTSS framework. The District Literacy Lead co-facilitates meetings across the district to support data review, implementation planning, intervention alignment, and problem-solving related to literacy instruction, intervention and student learning needs. The District Literacy Lead also works closely with members of the Learning and Achievement department on the implementation of literacy initiatives, including curriculum implementation, assessment requirements, intervention processes, professional learning, and communication with staff and families. In addition, the District Literacy Lead communicates relevant guidance and updates from the Minnesota Department of Education, including information shared through District Literacy Lead meetings, to ensure district and school leaders remain

Local Literacy Plan for Osseo Public School District (0279-01)
informed of READ Act expectations and implementation requirements.

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

Osseo Public School District (0279-01) Local Literacy Plan is posted on the district website at

<https://www.osseoschools.org/academics/literacy-plans>

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.

Osseo Public School District (0279-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Osseo Public School District (0279-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	Grades 2-3 additional screening tool: FastBridge aReading
	Grade 1	MDE Composites	Grades 2-3 additional screening tool: FastBridge aReading
	Grade 2	MDE Composites	Grades 2-3 additional screening tool: FastBridge aReading
	Grade 3	MDE Composites	Grades 2-3 additional screening tool: FastBridge aReading

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

Osseo Public School District (0279-01) will be utilizing the following screening tool(s) in 2026-27:

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

Osseo Public School District (0279-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

FastBridge earlyReading: Oral Repetition assessment in grades K-2 in alignment with MDE requirements for the 26-27 school year.

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 Osseo Public School District (0279-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Osseo Public School District (0279-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Osseo Public School District (0279-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

During the 2026-26 school year, the Capti ReadBasix will be the screener administered three times (Fall/Winter/Spring a year) in grades 4-12.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Osseo Public School District (0279-01) 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	1286	594	1300	552	1346	496
1st	1297	511	1302	567	1355	665
2nd	1398	731	1382	786	1441	781
3rd	1456	860	1425	827	1472	807

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 Osseo Public School District (0279-01) 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.

Osseo Public School District (0279-01) 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	1346	219
1st	1355	167
2nd	1441	248
3rd	1472	160

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

Osseo Public School District (0279-01) 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 Osseo Public School District (0279-01) 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	1602	1495	254	0	221	4
5th	1530	1439	234	0	203	2
6th	1531	1414	157	0	140	0
7th	1438	1333	178	0	140	2
8th	1492	1366	199	0	136	2
9th	1702	1522	252	0	113	2
10th	1765	1552	215	0	104	2
11th	1812	1338	229	0	92	7
12th	1952	1165	233	0	75	4

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.

Osseo Public School District (0279-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Osseo Area Schools utilizes a systematic, data-based decision-making process within its MTSS framework to ensure evidence-based instruction and intervention are matched to individual student needs. To ensure high quality core instruction, professional learning opportunities align with the four components (safe, welcoming and inclusive schools, pedagogy of voice, guaranteed and viable curriculum and equitable grading practices). Decisions are made through collaborative teams (PLT, Site Leadership Team, Student Support Team, District Leadership Team) and rely on multiple sources of student data, which include satellite, map and street data. At the classroom/content and grade level, teams use four types of assessment data (screening, progress monitoring, diagnostic and outcome) that evidence-based instruction and intervention is matched to student needs. Screening data is used in the fall to gauge students' baseline reading skills and in the winter and spring to monitor students' progress and compare their performance against grade level expectations. These data identify risk levels and guide initial instructional response. Teams analyze data to inform instruction and differentiation, including extension and intervention, and connect decisions to whole group, small group and/or individual instruction. Teachers use FastBridge (FB) Screening to Intervention to plan targeted Tier 1 (or Tier 1.5) "targeted" instruction. A menu of evidence-based strategies (e.g., from CORE Teaching Reading Sourcebook) supports selection of high-impact practices. Tier 2 or 3 interventions are implemented based on student needs. Diagnostic assessments are administered aiming to identify students' strengths and lagging skills and root causes of students' reading difficulties. Diagnostic data is used to inform targeted instructional strategies and interventions tailored to individual needs. Students receiving a Tier 2 or Tier 3 are progress monitored weekly using FastBridge PM tools. The progress monitoring data is used to provide real time data on how students are responding to the instruction and intervention.

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

Osseo Area Schools monitors fidelity and differentiating Tier 1 through formal and informal classroom observations, Learning Walks, instructional coaching cycles, and student achievement data. Observations are aligned to the Danielson Framework for Teaching rubric.

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

In Osseo Area Schools, the steps in the data-based decision making process for Tier 2 target reading intervention are reviewing the screening data including indicators below 'meets' on standards and 'some risk' or 'high risk' on FastBridge. The team should check attendance records for patterns that may impact intervention fidelity. Intervene as needed. Collaborate with specialists including ML teachers, Title 1 leads, academic coaches, BITs, SMSs, school counselors., etc. to discuss previous/ongoing support. Gather additional data to determine the specific skill areas for focused support (Diagnostic tools can guide this if available) and then analyze strengths and areas for growth based on additional data. Next, identify specific skill areas for instructional focus and monitor intervention implementation (degree of targeted support (engagement), intensity/frequency of delivery (dose, attendance) integrity (delivered as described according to evidence based practices) and progress toward goal).

The steps in the data-based decision making process for Tier 3 targeted reading intervention are to gather additional data as needed to determine the intensive skill area for support and then monitor intervention implementation (degree of targeted support (engagement), intensity/frequency of delivery (dose, attendance), integrity (delivered as described according to evidence based practices.) and progress monitoring is conducted more frequently such as daily or weekly). Teams will determine students not making expected growth over time who may need intensive support. With a team, review data indicators including FastBridge, progress monitoring, notes, etc., Check attendance records for patterns that may impact intervention fidelity. Intervene as needed. Collaborate with educators with different areas of expertise including ML teachers, Title 1 leads, academic coaches, school counselors, etc. to discuss previous/ongoing support (degree, frequency and/or integrity). Plan intervention implementation and progress monitoring: match intervention and progress monitoring tools to the area of focus, set implementation schedule including intervention days, times, and duration, and develop a goal and exit criteria. Tier 3 interventions are typically more frequent and/or provided in a smaller setting than Tier 2. The monitoring tool and/or process is reliable and sensitive to small changes in performance.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

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

Students receiving Tier 2 and Tier 3 literacy interventions are progress monitored weekly using FastBridge PM assessments aligned to targeted literacy skill areas and intervention goals. Progress-monitoring data is reviewed during SST and/or data team meetings to evaluate student growth and determine whether interventions should be maintained, intensified, modified, or discontinued. Based on progress monitoring and screening data, changes may be made to intervention which may include changes to instructional time (frequency and duration), group size, intervention (tool and/or strategy), or level of support (supplemental vs intensive).

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

Exit decisions from Tier 2 and/or Tier 3 are based on progress monitoring data and screening outcomes. Decisions are made collaboratively through SST and/or department meetings. If the progress monitoring indicates expected growth, the team reviews the goal and exit criteria and determines if intervention should end or continue.

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 Osseo Public School District (0279-01) 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	1 time per year	Digital messaging
Grade 1	1 time per year	Digital messaging
Grade 2	1 time per year	Digital messaging
Grade 3	1 time per year	Digital messaging
Grade 4	1 time per year	Digital messaging
Grade 5	1 time per year	Digital messaging
Grade 6	1 time per year	Digital messaging
Grade 7	1 time per year	Digital messaging
Grade 8	1 time 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?

No

The current communication lacks strategies for parents/families to use at home in helping their student succeed.

Families or the community are engaged around literacy through the following:

- More than one of the above

Continuous Improvement for Parent Notification

Osseo Public School District (0279-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

During the 2026-27 school year, a formal parent/caregiver notification plan will be developed and implemented to ensure timely communication is being shared in the parents/caregivers preferred method and language regarding their

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 Osseo Public School District (0279-01), 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	Kindergarten	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60
	Foundational	Grade 3	60
	Foundational	Grade 4	60
	Foundational	Grade 5	60
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Osseo Area Schools utilize a systematic, research-based program improvement process (PIP) to select evidence-based Tier 1 (core) instructional resources. The program improvement process begins with a comprehensive needs assessment that includes analysis of student performance data, current curriculum materials and alignment to Minnesota Academic Standards (ELA), as well as a review of current research and evidence-based literacy practices. A PIP team is convened, consisting of teachers, administrators, staff development assessment specialists, (Learning & Achievement, Equity, EL and Student Services) and instructional leaders. The inclusion of teachers ensures representation across grade levels and buildings, strengthening the depth of knowledge of grade level standards and

pedagogy and evidence-based literacy practices. The PIP team examines options by designing an improvement theory, exploring curriculum resources and developing an evaluation process to collect evidence. Resources are evaluated using state guidance, including tools such as the CAREI rubric and READ Act criteria for evidence-based literacy instruction, the Reading League Curriculum Evaluation Guidelines. Selected resources are piloted across representative classrooms and grade levels. Feedback from educators, piloting the materials, is used to assess usability, alignment, dimensions of equity and impact on student learning. The PIP team, through the consensus model, selects and recommends for adoption the curricular resource(s) that best supports a guaranteed and viable curriculum grounded in evidence-based practices.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Osseo Area Schools follows a structured timeline aligned to its curriculum review cycle, following the program improvement process to guide the selection and implementation of Tier 1 instructional resources. During the initial phase (Year 1), review committees conduct a needs assessment, analyze standards, and evaluate current programming. In the subsequent phase (Year 2-3), teams build knowledge current research and evidence-based practices and MN standards, develop rubric, in alignment to best practices and district's strategic plan, to assess curriculum, and review and pilot potential instructional resources. Following resource selection, implementation begins (Year 4) with professional learning connected to the new resources design (pedagogy) and aligned to the READ Act and evidence-based literacy practices. Training includes initial onboarding, coaching, and professional learning support instructional planning and delivery. During implementation, the District monitors fidelity through learning walks, PLCs, and analysis of student data. Administrators participate in professional learning focused on structured literacy and curriculum to ensure capacity for instructional leadership and implementation success. In the final phase (Year 4+), the district engages in continuous improvement through ongoing data analysis, stakeholder feedback, refinement of curriculum (scope and sequence, pacing, content, etc), professional learning focused on instruction, and resource use to ensure sustained effectiveness and alignment to standards.

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 Osseo Public School District (0279-01) 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
PALS	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
Sonday	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - 95 Comprehension	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - 95 Phonics Lesson Library - Advanced	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
Other Resources - 95 Phonics Lesson Library - Basic	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
Other Resources - 95 Phonics Lesson Library - Multisyllable	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - 95 Phonics Lesson Library - Multisyllable	Tier 2 & 3	Grade 5	30
Other Resources - Bridge2Read	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
Other Resources - FastBridge Interventions	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
Other Resources - PAIR Phonemic Awareness Intervention Resource	Tier 2 & 3	Kindergarten	10
	Tier 2 & 3	Grade 1	10
Other Resources - Rewards	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
Other Resources - What Works Clearinghouse Strategies	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

Osseo Public School District (0279-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Osseo Area Schools will continually evaluate the effectiveness of the reading intervention resources and intervention models being implemented.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Osseo Public School District (0279-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$981,150

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

\$981,150

READ Act Literacy Aid

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

Osseo Public School District (0279-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$987,627

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

\$25,492

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

Remaining funds will be spend on stipends for READ Act literacy PD completion and literacy curriculum

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
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
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.

Osseo Public School District (0279-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/05/2026

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 do not successfully complete the course will work closely with the literacy coordinator to build and deepen their knowledge and understanding of the Science of Reading research and structured literacy.

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:

Osseo Area Schools monitors fidelity of structured literacy (systematic, sequential, explicit, and diagnostic) instruction through a comprehensive MTSS framework. Fidelity data are collected through PLT structures, instructional coaching, formal and informational observational data, and learning walks. At the K-5 level, implementation of new core ELA resources is supported by administrators, staff development assessment specialists, and instructional leaders through training to ensure strong instructional leadership and consistent monitoring of Tier 1 practices. Building leaders can review PLT form, can utilize fidelity rubrics, and review student outcome data (Synergy, FastBridge, RtI: Stored, etc) to determine whether core instruction is meeting student needs. Data are analyzed to assess alignment to evidence-based practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and to ensure instruction is explicit, sequential, and responsive. In grades 6-12, fidelity is monitored through formal and informal classroom observations and PLT data reflections, ensuring students regularly engage in reading, writing, and discussion across content areas. The fidelity data collection is aligned to the district's literacy framework (HQCI, curriculum, pedagogy, instructional minutes) and MN ELA standards. During PLTs, teachers analyze student work, formative assessment results and intervention plans.

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:

Osseo Area Schools utilizes multiple sources of fidelity and implementation data to guide coaching supports and strengthen literacy instruction across grades K-12. Instructional coaches, literacy specialists, school leaders, and district

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curriculum staff support with formal and informal coaching cycles and feedback, capturing learning walk evidence, collaborating with teams to analyze screening and diagnostic assessment results, and design and deliver professional learning opportunities based on learning walk data and educator feedback.

Coaching is focused around the district's literacy framework and focus on ensuring that teachers consistently implement systematic, sequential, explicit, and diagnostic instruction. Fidelity data informs individualized coaching plans that include goal setting, classroom modeling, co-planning, co-teaching, observation, and reflective feedback conversations. Coaches provide timely, actionable feedback aligned to evidence-based instructional routines and support teachers in refining instructional delivery to meet the needs of all learners. District and building leadership teams review fidelity data on an ongoing basis to identify trends across grade levels, schools, and instructional components. These findings drive differentiated professional learning opportunities, targeted coaching supports, and resource allocation.

The following changes in instructional practices have impacted students:

Osseo Area Schools has implemented systematic, sequential, explicit, and diagnostic evidence-based literacy instruction across K-12, resulting in increased instructional consistency and early indicators of improved student outcomes. While the district continues to monitor long-term achievement trends, multiple sources of evidence demonstrate positive impacts on both instructional practices and student learning. Universal screening data (FastBridge) indicates that some schools have experienced reductions in the number of students identified as at risk for literacy difficulties, suggesting that stronger Tier 1 instruction and targeted intervention practices are positively influencing student performance. Although the degree of improvement varies across buildings and grade levels, the overall trend reflects increased effectiveness of core literacy instruction and earlier identification and support for students needing more targeted support. Classroom observations and learning walks provide additional evidence of impact, showing increased implementation of evidence-based instructional practices, including explicit instruction, systematic and sequential structured literacy routines. Teachers, in partnership with literacy interventionists, are increasingly using diagnostic data to differentiate instruction, tailor interventions, and make timely instructional adjustments that address individual student needs.

The district has also strengthened collaborative instructional practices Multi-Tiered System of Supports (MTSS) structures using the RtI: Stored! platform. These collaborative processes have improved educators' ability to analyze student data, identify learning needs, and develop targeted intervention plans, resulting in more consistent and responsive instructional decision-making across schools. At this time, the district is continuing to evaluate the long-term impact of these instructional changes on statewide achievement measures.

Osseo Public School District (0279-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Osseo Area Schools is committed to implementing culturally responsive literacy practices that ensure all students feel seen, valued and heard and reflected in learning experiences through equitable access to high-quality literacy instruction. Culturally responsive literacy practices are embedded within the district's instructional framework, professional learning opportunities, learning walk forms, and teacher evaluation process. The teacher evaluation

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process is based on Danielson's Framework for Teaching with modified language to center the student experience and include Osseo's equity tools and reflect our strategic plan. The changes are grounded in culturally responsive instructional practices and emphasize equitable access to learning, student engagement, academic discourse, inclusive classroom environments, and instructional responsiveness to student strengths and needs. Two frameworks are used to support culturally responsive practices: High Operational Practices (Pedagogy of Confidence) at elementary and AVID strategies at secondary. The HOPs are a set of teaching and learning approaches that aim to promote student engagement, confidence, and high intellectual performance. These practices are designed to help students develop a strong sense of belonging and agency, ultimately fostering their ability to achieve their full potential. The district provides ongoing professional development that integrates AVID reading strategies, rigorous and relevant instruction for all, and equitable grading practices. In literacy specifically, we are supporting teachers to implement culturally responsive practices by aligning instructional materials, teaching strategies, and assessments with the diverse identities and experiences of our students. Teachers are provided with the opportunity to select texts that reflect cultural backgrounds, student voices and lived experiences, as well as professional development on how to design learning experiences that foster student agency and dialogue. The implementation plan includes collaborative planning time, educator reflection, and district-wide professional learning sessions that directly connect with the four areas of the district's High-Quality Core Instruction framework. The components of this framework are: Safe, Welcoming, and Inclusive Learning Environments, Equitable Grading Practices, Pedagogy of Voice, and Guaranteed and Viable Curriculum.

Osseo Public School District (0279-01) 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):

Osseo Area Schools will provide literacy-focused professional learning aligned to the Minnesota ELA Standards. District and site MTSS leaderships teams (K-12) will continue to support literacy through strengthening and monitoring PLTs, Tier 1 instruction, and student engagement.

Continuous Improvement for Professional Development Plan

Osseo Public School District (0279-01) will make the following changes to the professional development plan for the 2026-27 school year:

Osseo Area Schools will continue to be responsive in offering professional learning opportunities that continue to build and deepen educators knowledge and application of the SOR research, research and evidence-based literacy practices in alignment with the four components of high quality core instruction. Professional learning opportunities will be focused on building collective teacher efficacy to ensure positive student learning outcomes.

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)	117	110	1	6
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	306	166	79	87
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	43	39	4	0
K-3 Classroom teachers	254	242	0	12
K-12 Teachers holding English as a second language licenses	85	83	0	2
K-12 Reading Intervention Teachers	55	52	0	3
K-12 Special Education educators responsible for foundational reading instruction	157	143	10	4
Pre-K through grade five Curriculum Directors	1	0	1	0

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Employees who select literacy instructional materials for grades pre-K through grade five	5	5	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	88	7	0	81
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	4	0	0	4
Employees who select literacy instructional materials for grades 6-12	2	1	0	1
Grades 6-12 Curriculum Directors	1	0	1	0
Grades 6-12 instructional support staff who provide reading support	191	85	45	65

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).

228

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.

Osseo Public School District (0279-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Osseo Public School District (0279-01) has participated in MDE MnMTSS professional learning:

Yes

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

Osseo Public School District (0279-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Changes to MTSS that will be implemented in the 2026-27 school year will be based on the self-evaluation of MTSS implementation for district leadership teams (SEMI-DLT). Sites will set new and/or updated goals based on the results of the indicators.

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.

Osseo Public School District (0279-01) does not include a DLI Program