This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Minneota Public School District (0414-01). 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.

2026-2027 Literacy Plan

Minneota Public Schools

ISD #414

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

Minneota Public School District (0414-01)'s literacy goal(s) for the 2025-26 school year:
By June 30, 2026, 100% of phase one educators in our school district will be certified in an approved Minnesota Department of Education reading training [LETRS], as evidenced by completion certificates or documentation, ensuring that all educators are equipped with the necessary skills to effectively teach reading to students.

The following was implemented or changed to make progress towards the goal(s):
We implemented meetings and check-in dates to progress-monitor who was on track and to determine if anyone needed support.

The following describes how Minneota Public School District (0414-01)'s current student performance differs from the literacy goal detailed in the READ Act:
Current student literacy performance shows both growth and persistent gaps relative to the literacy goals outlined in Minnesota's READ Act. While many students are making progress in foundational reading skills and overall proficiency rates are improving, not all students are yet meeting grade-level literacy benchmarks or demonstrating consistent proficiency in reading achievement. District screening data indicate that a significant percentage of students are meeting benchmark expectations; however, gaps remain among student groups, particularly students receiving special education services and students identified as at risk in reading. Although the district has seen improvement in proficiency rates and reductions in achievement gaps, some students continue to require targeted intervention in foundational reading skills, fluency, vocabulary, language comprehension, and reading comprehension.

Minneota Public School District (0414-01)'s literacy goal(s) for the 2026-27 school year:
By the spring of 2027, the percentage of Grade 3 students meeting or exceeding benchmark on the FastBridge aReading assessment will increase through consistent implementation of evidence-based literacy instruction aligned to the Minnesota READ Act. Specifically, the percentage of Grade 3 students meeting benchmark on the FastBridge aReading assessment will increase from 77.8% in Spring 2026 to at least 80% by the Spring 2027 screening window. Additionally, the percentage of Grade 3 students identified as high risk on the FastBridge aReading assessment will decrease by at least 5 percentage points from the Fall 2026 to Spring 2027 screening windows. Grade 3 was selected as the district literacy focus because proficiency by the end of third grade is a critical milestone in students' transition from learning to read to reading to learn.

The Local Literacy Lead, Nicolle Johnston, for Minneota Public School District (0414-01) has an FTE of 1.00.

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
As District Literacy Lead, I work closely with both the Admin Leadership Team and School Leadership Teams to ensure literacy remains a shared, system-wide priority aligned to the READ Act, Minnesota academic standards, and district improvement goals. Collaboration occurs through ongoing data review, professional learning, curriculum planning, and implementation support across grade levels and departments. At the district level, I partner with administration, intervention staff, special education staff, and teacher leaders to analyze

screening and progress-monitoring data, identify trends, and determine instructional priorities. This includes reviewing FastBridge, Capti, MCA, and other literacy data to guide decisions related to intervention systems, professional development, curriculum alignment, and resource allocation. I also support district-wide planning connected to evidence-based literacy practices, dyslexia identification, MTSS systems, and implementation of the READ Act requirements. At the school leadership level, I facilitate and participate in PLCs, data meetings, and instructional leadership discussions focused on strengthening Tier 1 literacy instruction and intervention supports. I work alongside grade-level teams to examine student performance, identify instructional needs, and align practices vertically across PreK-6. Current work includes strengthening foundational reading instruction, vocabulary development, background knowledge building, morphology instruction, and comprehension practices connected to SOR. I also support leadership teams through professional development planning and staff learning opportunities, including LETRS, Functional Morphology.

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

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

- 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

Minneota Public School District (0414-01) Local Literacy Plan is posted on the district website at **https://www.minneotaschools.org/our-district/district-overview/district-literacy-plan**

2. SCREENING TOOLS K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Minneota Public School District (0414-01) has administered an MDE approved K-3 READ Act screening tool
Yes

The table below details the screening tool used by Minneota Public School District (0414-01) 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	Vendor Composites using vendor benchmarks	None
	Grade 1		
	Grade 2		
	Grade 3		

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

Minneota Public School District (0414-01) will be utilizing the following screening tool(s) in 2026-27:
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Minneota Public School District (0414-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:
Our district will add the oral language and screen all K-1 students 3x a year (Fall, Winter, Spring). All students in Grade 2 will be administered the Oral Repetition subtest in the Fall and continue to be screened until they meet the End Of Year Grade 1 benchmark.

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 Minneota Public School District (0414-01) 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 9		
	Grade 10		
	Grade 11		
	Grade 12		
	Grade 7		
FastBridge aReading	Grade 4	3 times per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5		
	Grade 6		

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*

Minneota Public School District (0414-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:
Both required and recommended

Capti ReadBasix was used for progress monitoring:
No

4. SCREENING SUMMARY STUDENT COUNTS GRADE K-3

Universal screening for foundational reading skills for Minneota Public School District (0414-01) 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	38	27	40	21	36	28
1st	31	13	31	16	32	17
2nd	45	33	45	36	45	35
3rd	33	22	34	26	32	27

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 Minneota Public School District (0414-01) 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.

Minneota Public School District (0414-01) 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	36	10
1st	32	8
2nd	42	7
3rd	33	7

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

Minneota Public School District (0414-01) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Minneota Public School District (0414-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.
Grades K-1 will be screened in oral language 3x a year and students in grade 2 will be screened in the fall until they meet the end of year grade 1 target.

6. DYSLEXIA SCREENING SUMMARY STUDENT COUNTS GRADES 4-12

The following table displays the number of students in Minneota Public School District (0414-01) 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 is used, 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	40	40	10	10	10	0
5th	33	33	9	CTSTR	CTSTR	0
6th	33	33	4	CTSTR	CTSTR	0
7th	48	48	10	10	10	0
8th	53	53	6	CTSTR	CTSTR	0
9th	50	49	4	CTSTR	CTSTR	1
10th	50	50	6	CTSTR	CTSTR	0
11th	51	50	4	CTSTR	CTSTR	1
12th	42	42	4	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.

Minneota Public School District (0414-01) uses the following process and data to assure that evidence-based instruction and intervention matches a student's needs:
The district utilizes a multi-tiered system of support (MTSS) framework to ensure evidence-based literacy instruction and intervention are matched to individual student needs. Multiple sources of data are reviewed throughout the school year to identify students needing additional support, monitor progress, and adjust instruction and interventions accordingly. Universal literacy screening is conducted three times per year using FastBridge assessments in grades K-6. Additionally, students in grades 4-12 who are identified as at-risk readers are screened 1x a year (Winter) with Capti. Screening measures include phonological awareness, phonics, decoding, fluency, and reading comprehension assessments appropriate to each grade level. Additional diagnostic information, classroom performance data, teacher observations, intervention data, and state assessment results are also reviewed to provide a

comprehensive understanding of student literacy needs. Students identified as at risk through screening data are reviewed collaboratively through PLC meetings, intervention team discussions, and student support meetings. Teams analyze student strengths and areas of need to determine appropriate instructional supports and interventions aligned to evidence-based literacy practices and the science of reading. Instruction and intervention decisions are based on specific student skill deficits.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:
The district utilizes ongoing collaboration, data analysis, walkthroughs, and professional learning to monitor the fidelity of Tier 1 literacy instruction. Tier 1 instruction is grounded in evidence-based literacy practices aligned to the science of reading and Minnesota READ Act expectations. Universal screening data from FastBridge is reviewed three times per year to evaluate the effectiveness of core literacy instruction across grade levels. Additional data sources, including classroom assessments, intervention progress-monitoring data, MCA results, student work samples, and teacher observations, are analyzed collaboratively during PLC meetings and data-review discussions. Teams use this information to identify trends, determine areas of instructional strength and need, and adjust Tier 1 instruction to improve student outcomes. The district monitors fidelity of Tier 1 instruction through: Classroom walkthroughs and instructional observations conducted by administration and instructional leaders PLC discussions focused on instructional practices, pacing, student engagement, and standards alignment Review of lesson planning, instructional routines, and intervention implementation Vertical alignment PLC conversations and collaboration Professional learning opportunities, including LETRS and collaborative PLC work, support staff understanding and implementation of structured literacy practices. Staff learning focuses on phonological awareness, phonics, fluency, vocabulary, morphology, oral language, background knowledge, and reading comprehension instruction. Vertical collaboration opportunities also help ensure consistency and alignment of instructional practices across grade levels. Differentiation practices may include: Small-group instruction targeting specific literacy skills Additional practice opportunities and scaffolded supports Explicit vocabulary and background knowledge instruction Decodable text practice aligned to student skill development Extension and enrichment opportunities for advanced learners Strategic use of modeling, guided practice, and gradual release Adjustments to pacing, instructional materials, and instructional delivery based on student need Students identified as needing additional support are discussed during intervention team meetings to determine whether instructional adjustments within Tier 1 are sufficient or if additional intervention support is needed. Progress-monitoring data is used to evaluate student response to instruction and guide instructional decision-making. The district recognizes that strong Tier 1 instruction is the foundation of student literacy success and continues to prioritize consistent implementation of evidence-based instructional practices, data-informed decision-making, and collaborative professional learning to improve outcomes for all students.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Multiple data sources are reviewed to ensure interventions are matched to individual student skill deficits and instructional needs. Decisions are made collaboratively through intervention team meetings and student support discussions. At the elementary level (PreK-6), entrance into Tier 2 and Tier 3 interventions is primarily determined through universal screening data collected three times per year using FastBridge assessments, including measures related to phonological awareness, phonics, decoding, fluency, vocabulary, and reading comprehension. Additional data sources may include classroom performance, curriculum-based assessments,

teacher observations, intervention progress-monitoring data, MCA results, and diagnostic assessments. Criteria for Tier 2 (supplemental) intervention may include: Students scoring in the some-risk range on FastBridge literacy screeners Students demonstrating skill deficits in foundational literacy areas such as phonological awareness, decoding, fluency, vocabulary, or comprehension Students performing below grade-level expectations in classroom literacy tasks Students demonstrating insufficient progress within Tier 1 instruction Teacher or intervention team concerns supported by student performance data Tier 2 interventions are provided in addition to core instruction and typically occur in small groups with targeted, evidence-based instructional support aligned to identified skill deficits. Student progress is monitored regularly to evaluate response to intervention and determine next instructional steps. Criteria for Tier 3 (intensive) intervention may include: Students scoring in the high-risk range on FastBridge literacy screeners Students demonstrating significant and persistent reading difficulties despite Tier 1 and Tier 2 supports Limited responsiveness to previous interventions as evidenced through progress-monitoring data Significant deficits in foundational literacy skills impacting overall reading performance Team-based review of multiple data sources indicating the need for intensive intervention Tier 3 interventions are more intensive, individualized, and may involve increased instructional time, smaller group size, more frequent progress monitoring, and specialized instructional approaches aligned to student needs. At the secondary level (grades 7-12), the district utilizes screening and performance data to identify students needing additional literacy support, particularly students not meeting benchmark expectations on state assessments, classroom assessments, or coursework. Classroom performance, grades, teacher recommendations, and reading assessment data are reviewed to determine intervention needs.

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 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:
At the elementary level (PreK-6), students receiving Tier 2 literacy intervention are typically progress monitored at least biweekly using FastBridge progress-monitoring tools and curriculum-based measures aligned to the targeted literacy skill deficit. Students receiving Tier 3 intervention are typically progress monitored weekly due to the increased intensity of support. Progress-monitoring measures may assess phonological awareness, decoding, fluency, word reading, vocabulary, and reading comprehension depending on student need. Progress-monitoring data is reviewed collaboratively by classroom teachers, interventionists, and administration during MTSS discussions, and intervention team meetings. Teams analyze student growth trends, rate of improvement, goal attainment, and instructional responsiveness to determine whether current interventions are effective. At the secondary level (grades 7-12), progress monitoring protocols continue through review of reading assessment data, coursework performance, classroom assessments, teacher observations, and progress toward individualized literacy goals.

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

Exit decisions are not based on a single assessment score. Teams review multiple data sources including FastBridge screening results, progress-monitoring data, classroom performance, intervention data, curriculum-based assessments, teacher observations, and overall student growth trends. Students exiting interventions continue to be monitored through universal screening and classroom performance data to ensure continued success within Tier 1 instruction.

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 Minneota Public School District (0414-01) 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
	3 times per year	Letter sent home with student
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 6	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- *Student's reading proficiency level as measured by the MDE approved screener*
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?
Yes

Families or the community are engaged around literacy through the following:
- *More than one of the above*

9. TIER 1 (CORE) CURRICULAR RESOURCES

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Minneota Public School District (0414-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implemented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
		Grade 4	
		Grade 5	
Other Curriculum - Guided Phonics and Beyond	Foundational	Kindergarten	20
	Knowledge Building	Kindergarten	30
	Foundational	Grade 1	20
	Knowledge Building	Grade 1	30
	Foundational	Grade 2	20
	Knowledge Building	Grade 2	30
Other Curriculum - Heggerty	Foundational	Kindergarten	15
	Foundational	Grade 1	
	Foundational	Grade 2	
Other Curriculum - Teacher curated based on state standards	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	

	Knowledge Building	Grade 5	
UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	Grade 1	15

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district utilizes a literacy curriculum review rubric aligned to evidence-based literacy practices and READ Act expectations to evaluate potential instructional resources. Review criteria may include: Alignment to the science of reading and structured literacy practices Explicit and systematic instruction in phonological awareness, phonics, decoding, fluency, vocabulary, morphology, and comprehension Alignment to Minnesota academic standards and READ Act requirements Support for differentiated instruction and intervention Availability of assessment and progress-monitoring tools Opportunities for knowledge-building, oral language development, and writing integration Accessibility for diverse learners, including multilingual learners and students receiving special education services Vertical alignment across grade levels Teacher usability, instructional consistency, and implementation support The district recognizes that selection of an evidence-based Tier 1 curriculum is an ongoing process that includes regular review of instructional effectiveness, student achievement data, and evolving literacy research to ensure continuous improvement in literacy outcomes for all students.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Resources under consideration will be reviewed for alignment to: Minnesota K-12 English Language Arts standards Minnesota READ Act requirements Evidence-based literacy instruction and the science of reading Explicit instruction in phonological awareness, phonics, decoding, fluency, vocabulary, morphology, oral language, and comprehension Knowledge-building and writing integration across content area.

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 Minneota Public School District (0414-01) in all grades K-12.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Reading Corps	Tier 2	Kindergarten	30
		Grade 1	
		Grade 2	
		Grade 3	
UFLI	Tier 2	Kindergarten	20
		Grade 1	
		Grade 2	
Other Resources: REWARDS	Tier 2	Grade 4	20
		Grade 5	
		Grade 6	

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

11. LITERACY AID FUNDS

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Minneota Public School District (0414-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:
$26,182

Amount of Literacy Aid Funds spent in the 2025-26 school year:
$26,182

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.
Minneota Public School District (0414-01) received the following amount of READ Act Literacy Aid in the 2024 school year:
$22,000

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of
$22,000

The plan to spend down the remaining funds are as follows:
The district has spent down the funds - so now there is only $4,400 left.

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 screenings and progress monitoring tools.	READ Act Literacy Aid
Stipends for teachers completing literacy professional development.	READ Act Literacy Aid

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.

Minneota Public School District (0414-01) is using the following approved Phase 1 professional development program(s):
· *LETRS*

Date of expected completion for Phase 1 Professional Development:
06/30/2026

Synchronous professional development sessions were facilitated by:
Vendor Provided Facilitator

Minneota Public School District (0414-01) is using the following approved Phase 2 professional development program(s):
· *STRIVE Science of Reading*

Date of expected completion of Phase 2 Professional Development:
07/01/2027

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:
Teachers who do not meet the required proficiency level will receive additional support through a collaborative improvement process that may include: Opportunities to revisit and review training modules and instructional content Additional time to complete assessments or proficiency requirements when appropriate Access to coaching conversations and instructional support from district literacy leaders, administration, instructional coaches, or trained staff members Collaborative PLC discussions focused on literacy practices and implementation Peer collaboration and mentoring 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:
Fidelity data is collected through: Classroom walkthroughs and formal/informal instructional observations conducted by administration and instructional leaders PLC discussions Teacher

reflection and instructional planning discussions Review of lesson plans, instructional routines, pacing guides, and curricular implementation Student literacy screening and progress-monitoring data Intervention implementation data

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:
At the elementary level, coaching support often emphasizes foundational literacy instruction, structured literacy practices, intervention alignment, and progress-monitoring processes. At the secondary level, coaching may additionally focus on disciplinary literacy, vocabulary development, comprehension strategies, writing integration, and literacy support within content-area instruction. The district also utilizes collaborative PLC structures and vertical alignment discussions to support shared instructional practices, collective problem-solving, and consistency of implementation across classrooms and grade levels. Staff members are encouraged to reflect on instructional practices, analyze student data, and utilize coaching feedback to continuously strengthen literacy instruction.

The following changes in instructional practices have impacted students:
At the elementary level, the district has seen improvements in foundational literacy skills, including phonological awareness, decoding, word recognition, fluency, and reading proficiency. Universal screening and progress-monitoring data indicate growth in the percentage of students meeting benchmark expectations on FastBridge literacy assessments across multiple grade levels. The district has also observed reductions in the number of students identified as high risk in reading following implementation of more explicit and systematic literacy instruction and intervention supports.

Minneota Public School District (0414-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
At the elementary level, teachers are supported in creating literacy environments that foster strong relationships, language development, and student engagement through inclusive read-alouds, vocabulary instruction, and knowledge-building opportunities. At the secondary level, support includes integration of diverse perspectives within content-area literacy, discussion-based learning, academic vocabulary instruction, and opportunities for critical thinking and analysis of varied texts.

Minneota Public School District (0414-01) 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):
None identified at this time, but this is the works to be aligned in our PLCs for the 2026-2027 school year. We will continue to invest in literacy lead meetings, curriculum meetings, and data meetings with staff to look at gaps and how to close them.

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)	1	0	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	11	11	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	3	3	0	0
K-3 Classroom teachers	8	7	1	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	6	6	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0

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	2	2	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	8	8	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).
19

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

Minneota Public School District (0414-01) is implementing a multi-tiered system of support framework:
Yes

The MnMTSS framework is being utilized:
Yes

Minneota Public School District (0414-01) 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.

Minneota Public School District (0414-01) does not include a DLI Program.