



Local Literacy Plan Submission Planning Worksheet

Update on 3/25/2026: This planning worksheet was developed based on guidance in 2025, and revised with updates in 2026. Because of technical changes with the submission process, this worksheet might not align exactly with the 2026 template. Therefore, if using this worksheet to begin planning is helpful for you, please proceed, but please keep in mind there may be some misalignment with the final submission.

The purpose of this worksheet is to assist district literacy leads in planning and organizing resources to respond to the Local Literacy Plan Submission survey. On May 1st, submissions can begin by logging into the Local Literacy Plan Report portal through EDIAM. On or before June 15th, districts will need to submit the Local Literacy Plan. *Please note that this worksheet is for planning purposes only, the local literacy plan submission MUST be done within EDIAM for each school district or charter.*

This document should be used in conjunction with the Local Literacy Plan Guidance document, which can be found here: <https://education.mn.gov/MDE/dse/READ/local/>

Section 1: READ Act Goals

The goal of the Minnesota READ Act is “to have every 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)*

Prompt	Response	What other resources do I need to collect for this response?
Restate the district or charter’s school’s literacy goals for 2025-26 school year	Administer DIBELS 8th Edition/ Dyslexia Screening test 3 times in the 2025-2026	

<i>This should be copied from your 2025-26 Local Literacy Plan</i>	school year. Administer Benchmark tests throughout the school year to document improvement in reading.	
Describe what was implemented or changed to make progress towards the goals.	We used progress monitoring assessments from our curricula in between DIBELS administration to gauge if students needed more support. We are making changes to administer DIBELS progress monitoring in addition to the three DIBELS administrations.	
Describe how current student performance differs from the literacy goal detailed in the READ Act.	Not all students are reading at grade level.	
State the district or charter school's literacy goal(s) for 2025-26 school year.	50% or more of students will be reading at grade level in K-12 as measured by the DIBELS of CAPTI assessment by May 2026. The CAPTI 4-12 screening process will occur thrice a year, from September 2025 to May 2026, and the data will be actively used in grades 9-12. Only students who score below grade level will be tested. All READ Act curricula training will be completed by September 2025. K-5 students will have a weekly literacy block embedded in their schedule for over 600 minutes. 6-12 students will study Advanced Word Study (phonics), Language Comprehension Skills (vocabulary, syntax,	

	semantics, figurative language, text structure, etc.), comprehension, and writing.	
If a District Literacy Lead has been designated in the MDE-ORG reference glossary, their information will appear here. If the person completing the survey is not the same as is listed, the contact information can be updated in this question. <i>Note: Updating contact information in this question will NOT update MDE-ORG</i>		
Submit the URL for the location of the Local Literacy Plan to be posted on the district website.		

New in 2026:

Who is your identified district literacy lead? What is their license area? Have they completed approved professional development?	Lita Luke Tier 4 EBD/Learning Disabilities Yes	
--	---	--

Section 2: Screening Tools K-3

Prompt	Response	What other resources do I need to respond to this prompt?
Identify which MDE approved screener is being utilized for each grade level K-3. Options include	DIBELS Data System with DIBELS 8th edition	

• mCLASS with DIBELS 8th edition • DIBELS Data System with DIBELS 8th edition • Fastbridge: early Reading and CBMReading • Grade level not served		
Identify what criteria was used to determine benchmark for screener data, for each grade level. Options will include: • MDE composites • Vender composites using vendor benchmarks • Vendor composites using district set benchmark* • Other: Criteria* • Grade level not served <i>*If these options are selected, an additional question will appear to gather more information</i>	Vendor composites using district set benchmark	
Identify any additional screeners used in grades K-3 <i>Use N/A if additional screeners were not used</i>	N/A	
Districts will be asked if they plan to make changes to K-3 screening tools (this question is a drop down yes/no)	no	
<i>(If selection to 2.4 was yes):</i> Which tool will be used in the 2025-26 school year?		

Options will include: • mClass with DIBELS 8th Edition • DIBELS Data System with DIBELS 8th edition • Fastbridge earlyReading and CBMReading		
Describe any other changes to screening tools for criteria in grades K-3 that will be implemented in the 2026-27 school year.	We will be adding DIBELS progress monitoring onto our assessment calendar.	

Section 3: Screening Tools 4-12

Prompt	Response	What other resources do I need to respond to this prompt?
In this section districts will first be asked if they serve students in any grades between 4 and 12. <i>(A yes answer will result in follow-up questions. A no answer will skip all questions regarding grade 4 to 12 screening.)</i>	yes	
<i>(If selection is yes),</i> how many tools were used in the district to screen for characteristics of dyslexia in students in grades 4-12 who are not reading at grade level in the 2025-26 school year. (A max of 4 tools can be reported and a 0 can be entered if these grades are	1	

served but the district or charter school did not screen for characteristics of dyslexia in the 2025-26 school year)		
For each tool used, districts will need to provide: Name of the screening tool Vendor for screening tool. Criteria/benchmark used to identify students with characteristics of dyslexia. Grade levels in which the screening tool was utilized in the 2025-26 school year. <i>(The “Check All That Apply” options will include grades 4 to 12.)</i>	CAPTI Students scoring 40% or lower on reading NWEA are tested along with teacher recommendations. Grades 4-12	

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year this tool must be used for students who are not reading at grade level. Districts will be asked:

Prompt	Response	What other resources do I need to respond to this prompt?
Please describe how the district or charter school determined which students in grade 4-12 are not reading at grade level.	We used the NWEA to determine our list. 40% or lower on the reading test were screened for CAPTI.	
Please describe the plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students	Fall Screening: August 25th to October 2nd Progress Monitoring #1: November 16th to November 24th Winter Screening: January	

in grades 4-12 who are not reading at grade level.	11th to January 21st Progress Monitoring #2: March 8th to March 18th Spring Screening: May 3rd to June 3rd DIBELS: K-3 CAPTI: 4-12	
Will the district or charter make changes to 4-12 screening in the 2026-27 school year? If so, describe those changes.	Yes, we would like to add in struggling students above 40% by teacher recommendation	

Section 4 (New in 2026) Student Screening Data Submission

**Updates soon*

Section 5: Screening Summary Student Counts Grades K-3

In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, at or above benchmark in the fall, winter, and spring.

Enter zero (0) in the table if no students are in that category.

Table:

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	37	6	41	20	41	21
1	40	14	40	26	38	27
2	49	31	49	34	48	35
3	43	27	46	32	43	27

Section 6: Dyslexia Screening Summary Student Counts Grades K-3

In this section districts will provide information about dyslexia screening in Grades K-3. The following questions must be answered:

Prompt	Response	What other resources do I need to respond to this prompt?
What process was used to administer the Nonsense Words subtest in Grades 2 and 3? Options will include: Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest 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 Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest Grade level not served	Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest	
What criteria was used to identify students demonstrating characteristics of dyslexia? Options will include:	MDE Composities & Vendor Composities	

• MDE composites • Vendor composites using vendor benchmarks • Vendor composites using district set benchmark <i>(If this is chosen, an additional question will appear where the district set benchmark must be identified.)</i> • Other: Explain <i>(If this is chosen, an additional question will appear where an explanation can be written.)</i> • Grade level not served		
---	--	--

In this section districts will provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia.

Enter zero (0) in the table if no students are in that category.

Table:

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	44	20
1	50	11
2	56	13
3	53	16

Prompt	Response	What other resources do I need to respond to this prompt?
--------	----------	---

Districts will be asked if they plan to make changes to dyslexia screening in grades K-3 in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe changes to dyslexia screening in grades K-3 that will be implemented in the 2025-26 school year.</i>		

Section 7: Dyslexia Screening Summary Student Counts for Grades 4-12

NOTE: Reporting this data to MDE is required for the 2025-26 school year.

In this section districts will indicate the number of students in each grade level, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening for grades 4-12.

Identification of characteristics of dyslexia student count will be entered into a table.
Enter zero (0) in the table if no students are in that category.

Example Table:

Grade	Total in Grade	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4th	42	18	17	0
5th	47	21	21	0
6th	47	12	12	0
7th	39	11	11	0
8th	56	17	15	0
9th	33	11	9	0
10th	45	16	12	0

11th	38	7	6	0
12th	33	5	3	0

Section 8: Data-Based Decision Making for Action

In this section districts will discuss how READ Act screening data is used for data-based decision making to determine which students need more support in reading. This will include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

The following questions must be answered:

Prompt	Response	What other resources do I need to respond to this prompt?
Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.	We review data from the DIBELS and CAPTI administration three times a year in addition to the NWEA. When we complete the data review, the staff do the following: 1-Analyze students' progress and needs on the three reading assessments. 2-Discuss classroom assessments and their function in general education for each student of concern. 3-Make recommendations for intervention based on the assessment data and classroom data.	
Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.	Currently, we monitor the fidelity of instruction and differentiation in the following ways: 1-We have an observation cycle where every staff member is formally evaluated twice a year.	

	2-All Tier 1 instructional staff receive informal check-ups monthly where administration watches for best practices, alignment to the science of reading, and scaffolds for struggling readers to access content. 3-All Tier 1 staff receive monthly support and training on the classroom expectations.	
Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.	Elementary: Any student scoring under 40% on the NWEA reading receives additional Tier 2 support for reading. Any student scoring under 20% on the NWEA reading receives Tier 3 support. Secondary: Any student scoring below 40% on the NWEA reading test receives additional Tier 2 reading support. Any student who scores under 20% on the NWEA reading test receives Tier 3 support.	
How often is progress monitoring data collected for students in Tier 2 and how often is progress monitoring data collected for students in Tier 3? This question will have the following options: • More than once a week • Once a week • Once every two weeks • Once a month • Other, explain: <i>(If this</i>	Progress monitoring data is currently collected once a week for Tier 2 and Tier 3 instruction	

<i>is chosen, an additional question will appear where an explanation can be written.)</i>		
Provide the K-12 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.	In Elementary, teachers enter their weekly phonics and morphology scores, aligned to standards, into their assessment trackers. The trackers are shared with the intervention teams, who then provide Tier 2 and Tier 3 interventions from the tracker information. In Secondary, teachers weekly send referrals for students who need support to the intervention team. The intervention team enters general education classrooms to provide support to students in their ELA classes. Our K-12 progress monitoring window is published in our school calendar. After each screening and progress-monitoring session, a data review determines whether Tier 2 or Tier 3 interventions should be adjusted.	
Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.	Once students reached 40% on their NWEA reading scores, they would exit.	

Does the district or charter school use personal learning plans for literacy. (This question is a drop down with yes/no response.)	No	
(If selection is yes), for which students is the district or charter school utilizing a personal learning plan for literacy? The following “check all that apply” options will include: • All students not reading at grade level • Students receiving supplemental (Tier 2) support • Students receiving intensive (Tier 3) support		
<i>(If selection is yes)</i> Briefly describe what components are included in the personal learning plans.		
Districts will be asked if they plan to make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes)</i> , describe changes to data-based decision making for action that will be implemented in the 2025-26 school year.		

Section 9 Parent Notification and Involvement

Prompt	Response	What other resources do I need to respond to this prompt?
Are parents or guardians notified when children are identified as not reading at grade level? (This question is a drop down with yes/no response. If selection is yes, district will respond to 4.2 to 4.6, if selection is no, survey will skip to question 4.7.)	yes	
Identify all grade levels in which parents are notified. (The check all that apply, options will include grades K to 12.)	K-12	
For grades selected in 4.2 what is the frequency of parent notification. Options will include: • 3 times per year, after screening window • 2 times per year • 1 time per year Other: Explain	3 times per year	
If "other" is chosen, for a frequency above, please explain further (<i>this question is optional and can be skipped if other was not chosen</i>)		

What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? The following, check all that apply, options will include: • Digital messaging (email, text, or communication app) • Parent teacher conferences • Mailed letter • Letter sent home with student • Other: Describe <i>(includes a textbox for the description)</i>	Digital messaging Conferences Mailed letter Letters sent home in backpack	
What is included in the parent notification? The following, check all that apply, options will include: • 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 • Other: Describe <i>(includes a textbox for the description)</i>	Reading proficiency level Reading services notifications Strategies for at-home support	
How are families or the community engaged around literacy? The following, check all that apply, options will include:	Conferences Parent night Read Across America Week Classroom Volunteering	

• Family engagement nights • Parent teacher conferences • School events • Other: Describe <i>(includes a textbox for the description)</i>		
Districts will be asked if they plan to make changes to parent notification in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes), describe the changes to parent notification and involvement that will be implemented in the 2025-26 school year.</i>		

Section 10: Core Curricular Resources Grade K-5

In this section districts will indicate the curricula used for core reading instruction at each grade level K-5. They will also indicate how the curriculum is used and the minutes per day of instructional delivery.

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will first be asked if they serve students in any grades between K and 5. <i>(A yes answer will result in follow-up questions. A no answer will skip all questions regarding grade K-5 Core Curricular Resources.)</i>	yes	

<i>(If selection is yes), please indicate which K-5 grades the districts or charter serves. (The “check all that apply” options will include grades K to 5.)</i>	K,1,2,3,4,5	
--	-------------	--

Districts will then indicate how many different core curricula are used for each grade, level K-5.

Prompt	Response	What other resources do I need to respond to this prompt?
<i>(If Kindergarten is selected)</i> How many core curricula are implemented in Kindergarten. <i>(Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	
<i>(If grade 1 is selected)</i> How many core curricula are implemented in 1st grade. <i>(Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	
<i>(If grade 2 is selected)</i> How many core curricula are implemented in 2nd grade. <i>(Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	
<i>(If grade 3 is selected)</i> How many core curricula are implemented in 3rd grade. <i>(Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	
<i>(If grade 4 is selected)</i> How many core curricula are implemented in 4th grade. <i>(Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	

<i>(If grade 5 is selected) How many core curricula are implemented in 5th grade. (Enter a number between 1 and 8)</i>	2 (Functional Phonics and Wit & Wisdom)	
For each core curricula indicated above districts will need to provide:		

Name of the Core Curricula

The following dropdown will include a list of all MDE/CAREI reviewed core curricula and their level of alignment with structured literacy. This list is presented in alphabetical order. The last option on the list is “other” to be used for any core curricula districts utilize that was not reviewed by MDE and CAREI. Select the “other” option ONLY if the curricula used is not listed.

95 Phonics Core Program (95 PCP), K-3, 2020; 4-5, 2023 (Partially Aligned)
 Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)
 ARC Core, K-5, 2017 Edition, 2022 and 2023 Print Run (Not Aligned)
 Benchmark Advance, K-5, in press (Partially Aligned)
 Bridge to Reading Foundational Skills Kit (Heggerty), K-2, 2023 (Partially Aligned)
 Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)
 Collaborative Literacy, K-2, 2021; 3-5, 2023 (Minimally Aligned)
 EL Education Open Up, K-5, 2017 (Highly Aligned)
 Foundations A-Z (Learning A-Z), K-5, 2023 (Not Aligned)
 Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)
 Foundations, K-3, 2012 (Non-ranked)
 HMH Into Reading, K-5, 2022 (Partially Aligned)
 Imagine Learning EL Education, K-5, 2019 (Partially Aligned)
 Magnetic Reading Foundations, K-2, 2023 (Highly Aligned)
 myViewLiteracy, K-5, in press (Minimally Aligned)
 Open Court Reading, K-5, 2023 (Minimally Aligned)
 Ready4Reading, K-3, 2023 (Minimally Aligned)
 Really Great Reading: Countdown, Kindergarten, 2017; Blast Foundations, Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)
 The Superkids Reading Program, K-2, 2017 (Minimally Aligned)
 UFLI Foundations, K-2, 2022 (Highly Aligned)
 Wit & Wisdom, K-5, 2023 (Highly Aligned)
 Wonders, K-5, 2023 (Partially Aligned)
 Other (If this is chosen, an additional question will appear where the title of the “other” curricula can be written)

Curriculum Type

After choosing the name of the core curriculum resource, or entering the name of other curriculum used, districts will choose how this curriculum is being utilized.

Options will include:

Comprehensive

Foundational

Knowledge Building

Supplemental

Other

Instructional Delivery Minutes per Day

Districts will then indicate the minutes per day of instructional delivery for the curriculum chosen.

These sets of questions: Name of the Core Curricula, Curriculum Type and Instructional Delivery Minutes per Day will appear for each grade level and the number of curricula used as indicated in 7.3 to 7.8.

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will be asked if they plan to make changes to core curricula resources in grades K-5 in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes,)</i> describe the changes to core curricular resources in grades K-5 that will be implemented in the 2025-26 school year.		

Section 11: Literacy Interventions Grades K-12

In this section districts will indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each K-12 grade level.

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

If a grade is not served, enter "NA".

Reading Interventions

Table:

(Add additional rows as needed for your setting)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
Kindergarten	Functional Phonics Small Group	Same as Tier 2
1st Grade	Functional Phonics Small Group	Same as Tier 2
2nd Grade	Functional Phonics Small Group	Same as Tier 2
3rd Grade	Functional Morphology Small Group	Same as Tier 2

Prompt	Response	What other resources do I need to respond to this prompt?
Districts will be asked if they plan to make changes to reading interventions in grades K-12 in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes),</i> describe the changes to reading interventions in grades K-12 that will be implemented in 2025-26 school year.		

Section 12: Literacy Aid Funds

In this section districts will respond to the following funding questions regarding annual Literacy Incentive Aid.

Literacy Incentive Aid

Prompt	Response	What other resources do I need to respond to this prompt?
What amount of literacy incentive aid was received in the 2025-26 school year?		
What amount of literacy incentive aid was spent in the 2025-26 school year?		
Check all eligible uses of literacy incentive aid for which funding was applied in the 2025-26 school year. The following “check all that apply” options will include: • Professional development on using evidence-based literacy screening and progress monitoring tools • MDE approved READ Act professional development (CARIEALL, CORE, LETRS) • Contracting or employing a District Literacy Lead • Employing a reading intervention specialist • Approved literacy screeners (this can include materials, training and coaching) • Cost of substitute teachers to allow teachers to complete literacy professional development • Stipends for teachers completing literacy training • Not applicable		

--	--	--

Section 13: Professional Development Plan

Note: For 2026-27 there will likely be a section added where you will note your plans for Phase 2 training.

Prompt	Response	What other resources do I need to respond to this prompt?
Name of the approved professional development program selected for Phase 1 educators. The following, "check all that apply" options will include: - CORE OL&LA - LETRS - CAREIALL	OL & LA	
Date of completion (or expected completion) for Phase 1 Professional Development: (MM/DD/YYYY format)	06/30/2026	
How were your synchronous sessions facilitated? The following, "check all that apply" options will include: - Vendor Provided Facilitator - Local Certified Facilitator	Vendor provided facilitator	
(If selection is Local Certified Facilitator), did the LCF participate in the Community of Practice for Local Certified Facilitators? (This question is a drop down		

<i>with yes/no response.)</i>		
Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.	Teachers will receive support to retake the course if needed.	
Describe the fidelity data that is being 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.	We track the data through our observation process. Formal Observations: Our formal observations collect data twice a year to find evidence of explicit instruction using our highly aligned curricula. The five areas are observed at different levels depending on the grade and the day of the lesson. Informal Observations: Administrators also visit classrooms monthly on a rotating basis to ensure fidelity of the curriculum and pedagogies from OL & LA.	
Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	When teachers require more support, the administration provides modeling, mentor teacher support, and professional development resources to develop skills.	

Describe how the changes in instructional practices have impacted students and provide evidence of this impact.	MCA Evidence: As a school-wide system, our reading proficiency rate on the MDE report card went from 28.6% in 2024 to 39.1% in 2025. NWEA Evidence: As a K-5 system, our reading growth average in Winter 2025 was 54.6%. In Winter 2026, our reading growth average was 73.3%. All of our K-5 teachers saw 60-85% of their students meet their reading growth targets in Winter 2026.	
How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.	Yes, we do. We have created an in-house professional development program in reading that includes members of Somali culture. Our in-house cultural experts work with our teaching staff to ensure we teach reading through culturally relevant stories.	
How did the district engage with the Regional Literacy Network? The following “check all that apply” options will include: • Attended District Literacy Lead Community of Practice • Attended Local Certified Facilitator Community of Practice • Requested district support with implementation of evidence-based structured literacy	We attended the district literacy lead community as much as possible. Due to low staffing, some sessions were missed. We actively engaged with our school’s coach in monthly meetings. She actively planned with us regarding our school’s literacy systems, curricula implementation, and professional development. She is next training our staff on ELA standards implementation.	

practices Other, explain: (includes a textbox for the description)		
Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas) if applicable.	Functional Phonics and Morphology training will be implemented during our Workshop week for all staff to learn ways to support readers in the classroom. Wit & Wisdom training will be hosted in workshop week to teach staff how to build comprehension and writing skills. SSC will be presenting to our staff regarding 2020 ELA standards implementation and mapping during Workshop Week.	
Districts will be asked if they plan to make changes to the professional development plan in the 2025-26 school year. <i>(This question is a drop down with yes/no response.)</i>	no	
<i>(If selection is yes),</i> describe changes to the professional development plan that will be implemented in the 2025-26 school year.		

Section 14: Professional Development Educator Count

In this section districts will provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Enter zero (0) if no educators are in that category.

For the Grades 4-5 (or 6) Classroom Educators count, please include educators that the district deemed in need of training during Phase I. All other grade 4-6 educators should be reported in the Phase II educator count.

Table:

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	8	6	0	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	4	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0

PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Phase 2 Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	3	3	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional Support Staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional	1	1	0	0

materials for Grades 6-12				
------------------------------	--	--	--	--

Section 15: Multi-tiered System of Supports (MTSS)

In this section districts will answer questions about MTSS.

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

Prompt	Response	What other resources do I need to respond to this prompt?
Is the district implementing a multi-tiered system of support framework? <i>(This question is a drop down with yes/no response. If selection is no, survey will skip to question 6.4)</i>	yes	
<i>(If selection is yes,)</i> Is the district or charter school using the MnMTSS framework? <i>(This question is a drop down with yes/no response.)</i>	yes	
<i>(If selection is yes,)</i> has the district participated in the MDE MnMTSS professional learning? <i>(This question is a drop down with yes/no response.)</i>	no	
Districts will be asked if they plan to make changes to MTSS in the 2025-26 school year. <i>(This question is a drop down with yes/no</i>	yes	

<i>response.)</i>		
<i>(If selection is yes)</i> , describe changes to MTSS that will be implemented in the 2025-26 school year.	With the addition of the Literacy block, we will be providing Tier 2 and Tier 3 interventions daily within our school schedule.	

Section 16: Dual Language Immersion Programs (New for 2026)

*Updates soon (3/25)

REMEMBER: Completion of this planning worksheet does NOT satisfy requirements to submit the Local Literacy Plan Submission. You MUST complete the survey at the unique link that was sent to the district contact or superintendent by June 15th in order to be in compliance.

With questions, please reach out to your Regional Literacy Lead.