

# Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Art and Science Academy (4227-07)

Date Submitted to the State 06/14/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Art and Science Academy (4227-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## Minnesota READ Act Goal

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

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# 1. Read Act Goals

## District or Charter School Literacy Goals

Art and Science Academy (4227-07)'s literacy goal(s) for the 2024-25 school year:

ASA strives to operate as a high function Tier 1 instructional system and demonstrate indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students as meeting grade level benchmarks, each year, for the next five years. FastBridge: Kindergarten, All Children are Ready for School Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "college pathway" or "no risk" reading percentage from fall to spring. This goal is aligned with the World's Best Force. FastBridge: K-2 Reading The percentage of students who are "college pathway" or "no risk" on the Reading Fastbridge will increase from 35% in FY24 to 70% in FY29. MCA Student Achievement: Grades 3-8 Reading The percentage of students who meet or exceed standards will increase from 48% in 2024 to 65% in 2029.

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

- \* K-2 completed a two-part implementation training on UFLI (August & September 2024)
- \* OL/LA Training for Phase 1 educators 2024-25 school year (November-March)
- \* OL/LA Training for SPED reading teachers K-6
- professional development on implementation of new comprehensive ELA curriculum and coaching (August, September, and PLC work with instructional coach)
- \* Launched the STAR Enterprise (Renaissance Learning) Assessment to monitor mastery of standards
- \* Improved the MTSS Process for better student support identification
- \* Developed a more responsive and robust system of support for students who are "on the bubble" in order to move them from partially meets to meets

The following describes how Art and Science Academy (4227-07)'s current student performance differs from the literacy goal detailed in the READ Act:

FastBridge: Kindergarten, All Children are Ready for School Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "college pathway" or "no risk" reading percentage from fall to spring. This goal is aligned with the World's Best Force. FY 2024. Baseline 22% FastBridge: K-2 Reading The percentage of students who are "college pathway" or "no risk" on the Reading Fastbridge will increase from 35% in FY24 to 70% in FY29. MCA Student Achievement: Grades 3-8 Reading The percentage of students who meet or exceed standards will increase from 48% in 2024 to 65% in 2029.

Art and Science Academy (4227-07)'s literacy goal(s) for the 2025-26 school year:

#### Local Literacy Plan for Art and Science Academy (4227-07)

ASA strives to operate as a high function Tier 1 instructional system and demonstrate indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students as meeting grade level benchmarks, each year, for the next five years. FastBridge: Kindergarten, All Children are Ready for School Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "college pathway" or "no risk" reading percentage from fall to spring. This goal is aligned with the World's Best Force.

Art and Science Academy (4227-07)'s Local Literacy Plan is posted on the district website at:

<https://artandscienceacademy.k12.mn.us/school-performance-and-student-achievement/>

## 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.

The table below details the screening tool used by Art and Science Academy (4227-07) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	STAR
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	STA

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Art and Science Academy (4227-07) 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	24	11	25	16	26	14
Grade 1	34	5	34	6	35	8
Grade 2	32	13	32	15	35	18
Grade 3	40	22	41	20	41	24

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

## 4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Art and Science Academy (4227-07) 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.

Art and Science Academy (4227-07) 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 Words subtest

The following criteria was used to determine which students are 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	24	7
Grade 1	34	9
Grade 2	32	12
Grade 3	40	10

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

## 5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Art and Science Academy (4227-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	ReadBasix	Capti	Vendor
Grade 5	ReadBasix	Capti	Vendor
Grade 6	ReadBasix	Capti	Vendor
Grade 7	ReadBasix	Capti	Vendor
Grade 8	ReadBasix	Capti	Vendor
Grade 9			
Grade 10			
Grade 11			
Grade 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 to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Art and Science Academy (4227-07) to determine which students in grades 4-12 are not reading at grade level:

We will use the STAR and FastBridge to determine if students are not reading at grade level, along with classroom assessments. Based on a comparison of these assessments, we will determine who needs to be screened using ReadBasix. At this time, we will likely administer the ReadBasix to all our 4-8 students because our reading proficiency is low and this is the first year using this product. It will help us better understand how to address gaps and give us a richer composite picture of each student.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will administer the STAR and the FAST in early to mid-September, and then the Capti toward the end of September. After that we will test again in January and May.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Art and Science Academy (4227-07) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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. 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 Art and Science Academy (4227-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	No	
Grade 1	Yes	2 times per year
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital\_messaging (email, text, or communication app)
- Parent teacher conferences
- Other - describe (Required)
  - Report Cards

The following content is included in the parent notification:

- 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

## Local Literacy Plan for Art and Science Academy (4227-07)

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

- Family engagement nights
- Parent teacher conferences
- School events

### Continuous Improvement for Parent Notification

Art and Science Academy (4227-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

We are under new administration as of last year, so we are improving quality and frequency of reporting. We have also added new assessment tools, so the reports provided by those instruments will offer a more robust set of information to parents. In addition, we are improving our MTSS system, so the parent communication around interventions, assessments, and services is also improving.

## 8. 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.

Art and Science Academy (4227-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

4x a year, we conduct a battery of screenings: a baseline, and Fall, Winter, Spring. These include STAR, FAST, CAPTI, and CMB. Additionally, teachers conduct their own fluency and comprehension assessments. This data is used in identifying students in need of intervention using our MTSS process. Teachers receive support in developing classroom interventions, and we also have a math and reading para who support those efforts. We also offer Reading Corp for students in need of fluency work and data is used to identify them as well.

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

In addition to teachers working with an instructional coach to support classroom learning experiences and high quality differentiation, teachers engage in a rich MTSS process to ensure student needs are being met and data is being gathered if there is a student who is not growing. Teachers submit paperwork with current student information, are then invited to a meeting where a team works with the teacher to decide next steps. Our MTSS director monitors and works with the teacher to ensure it is being done effectively. A subsequent meeting  
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Student Name: Date: Grade: DOB: Referring Teacher: What is the primary concern for this student? •  
Background Information:••••• Student Ethnicity: American Indian/Alaskan Native Black/African  
American/Non-Hispanic White/Non-Hispanic Asian/Pacific Islander Hispanic Other: Primary Language:  
Language(s) spoken at home, by whom: Does the student currently qualify for EL services? Yes No Does the  
student communicate in a way that others understand? Yes No Does the student have fine motor skills  
(handwriting, cutting, etc.) similar to their peers? Yes No Is the student about to participate in regular P.E.  
class? Yes No Does the student show any needs with gross motor skills (skipping, coordination, body strength,  
etc.)? Yes No Does the student have functional skills (eating, toileting, self-care, safety, etc.) similar to that of  
their peers? Yes No Known medical concerns? No Yes, explain: Vision & Hearing Vision Passed Screening  
date: Yes No Hearing Passed Screening date: Yes No Known mental health concerns? No Yes, explain:  
Attendance concerns? No Yes, explain: ••••• Total number of days suspended/ expelled in the  
current year? Total number of days suspended/ expelled last year? Relevant family factors: Other services  
the student has received: ELL Counseling Special Education 504 Plan Outside Speech Remedial Reading Head  
Start Other: Indian Education Specialized Preschool Regular Preschool Outside agencies currently working with  
the student: CPS••••• Mental Health Services Juvenile Justice Other: If working with an outside  
agency, have the parent/guardian sign a Release of Information to share information to and from the school.  
Date ROI Signed: For what agencies: Learner Profile: State- and district-wide assessment results: MCA:

Local Literacy Plan for Art and Science Academy (4227-07)

Fastbridge: Current formative assessment results: Current grades: Learner strengths: Learner challenges:

Documentation of any Parent/Guardian Contact Relating to Student Concern (before or during child find process) Date Form of Contact Person Contacted Notes Phone Email In person Phone Email In person

Phone Email In person Phone Email In person (Add rows as necessary) Classroom Support and

Modifications Attempted: Check supports or modifications the student has received in your classroom:

INSTRUCTIONAL MODIFICATIONS Small group instruction Individualized classroom instruction Use of audio books Modify or shorten assignments Alternate teaching modes Other: Breakdown of tasks into smaller steps

Modified tests Computerized instruction Use of concrete materials Change groupings Other: BUILDING

SUPPORTS Peer tutor Consult with a Specialist Other: Parent volunteer Consult with Administration

PARENT/GUARDIAN SUPPORT Parent/Teacher/Student Conferences Phone conference Other: Notes/Emails

home Folder/Planner sent home Other: BEHAVIOR MANAGEMENT DISCIPLINE Clarify rules Provide a routine schedule Move to a different seat Detention Daily behavior report Reward system Logical consequences Refer

to Behavior Interventionist Seat near teacher Model desired behavior Study Carrel to eliminate distractions

Provide additional choices Take a break/buddy room Praise (specific and clear) Weekly effort report Positive

notes sent home Removal of preferred activities In School Suspension (ISS) Out of School Suspension (OSS)

Other:

Progress monitoring data collection for students in Tier 2 occurs: Once a month

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

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

For TIER 2 and 3= This school year, teachers were to collect data every time they met with their scholar and present their findings at the end of their 6 week intervention. Next school year, best practice is for the MTSS Coordinator to do Fidelity Checks every week (there is a rubric for this on Branching Minds but I will ask Jason if he has on that he recommends) this Rubric is filled out every time the MTSS Coordinator does a weekly Fidelity Check. \*This provides an artifact that we are holding teachers responsible to measure and MTSS Coordinator accountable to check that this is not only being done but for supporting interventionists along the way. It is not an "I gotcha" but to train, support, and provide evidence of accountability.

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

The criteria is set by the baseline and intervention goal which is individualized. The goal is set by what is reasonable. For example the Harsbrouk and Tindal 2017 reading fluency chart is referenced and then the gen ed teacher, MTSS Coordinator meet to develop an intervention plan with an SRBI or an EB intervention. We look at where the student is currently, where we need them to be and then determine the intervention goal, which is adjusted depending on growth or stagnation. Any adjustments made are recorded with an adjustment date and a reason for adjustment. \*For example the interventions are to supplement not supplant. There may be some students who show growth that can only be maintained with the extra layer of an intervention and we as a school must consider the capacity to continue interventions all year in some circumstances,

evaluate, etc.

Does Art and Science Academy (4227-07) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support

The following components are included in the personal learning plans, if used:

Child Team Meeting Date: Grade: DOB: Student Name: Referring Teacher: Team Members Present, must include referring teacher Student Information To be completed by referring teacher and brought to Child Find Team meeting

Is there any additional information about the area of concern? (not indicated above) What is the gap between the present level of performance and the expected level of performance?

Student Goal: Remember only 1 intervention can be implemented at a time, therefore, focus on the main area of concern and write a SMART goal. By \_\_\_\_\_, \_\_\_\_\_ will increase / decrease

\_\_\_\_\_ Date Name Circle One

Observable Skill from \_\_\_\_\_ to \_\_\_\_\_ as measured by

Current Level Expected Level

\_\_\_\_\_. Tool Intervention #1 Start Date: End Date (if applicable): Person

Responsible (Name/Title): Describe the intervention: How will the intervention be measured? When will the

intervention occur (minutes and times per week)? Where will the interventions occur? Who do I go to for

support? Review Date of Intervention #1: \_\_\_\_\_ INTERVENTION #1 REVIEW Meeting Date:

Attendees: 1. Did the student meet their goal? Yes No Explain: What are contributing factors (attendance, fidelity of implementation, etc.): \*\*Progress monitoring data must be linked here.

2. Were adjustments made to the intervention? Yes No If Yes, when: Explain: 3.

Are adjustments needed? Yes No Explain: Agreed upon adjustments:

4. Child Find Team Decision: Goal Met ' Stop intervention. Continue to monitor progress.

Making progress ' Continue intervention. Intervention not successful ' Determine a second intervention.

## 9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Art and Science Academy (4227-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Art and Science Academy (4227-07) has participated in MDE MnMTSS professional learning:

Yes

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Art and Science Academy (4227-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 4	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 5	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	52



## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Art and Science Academy (4227-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI	BLAST
Grade 1	Reading Corp, UFLI	BLAST
Grade 2	Reading Corp, UFLI, Read Naturally	BLAST
Grade 3	Reading Corp, UFLI, Read Naturally	BLAST
Grade 4	Reading Corp, UFLI, Read Naturally	BLAST
Grade 5	Classroom differentiation	Classroom differentiation
Grade 6	Classroom differentiation	Classroom differentiation
Grade 7	Classroom differentiation	Classroom differentiation
Grade 8	Classroom differentiation	Classroom differentiation
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

### Continuous Improvement for Reading Interventions

Art and Science Academy (4227-07) will make the following changes to reading interventions for the 2025-26 school year:

We are working to implement a specific curriculum in 5-8 Tier 3. Also improving Tier 2 options for 5-8

## 12. Section 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.

Art and Science Academy (4227-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/29/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

There was only one who was incomplete. Shw will need to retake it.

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:

Observations, Fluency data, STAR & FastBridge data, CBM

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:

Teachers will meet regularly with an instructional coach to debrief implementation, review assessment data, and develop instructional plans based on science of reading best practices.

The following changes in instructional practices have impacted students :

Many of our Phase 1 teachers only finished training this Spring, so the evidence is not robust. We did see an impressive gain, however, with our Kindergartener who went fro 42% no risk in reading in the fall to 64%.

Art and Science Academy (4227-07) has implemented the following professional development and support for teachers around culturally responsive practices:

We implemented EL Open Up literacy this fall, which has an excellent culturally responsive curricular thread.

The texts were rich and diverse, including multiple viewpoints and perspectives, and students were invited to write and connect it to their own lives. In addition to continuing to develop the practices around Science of Reading, we will have PD all next year around the following themes: Setting and Communicating High Expectations for Developing and Using Reading Skills Using Culturally Responsive Texts for Reading Instruction Explicit Instruction for Reading Comprehension Strategies Encouraging Classroom Participation and Leading Discussion About Text

Art and Science Academy (4227-07) engaged with the Regional Literacy Network through the following:

Local Literacy Plan for Art and Science Academy (4227-07)

- Attended District Literacy Lead 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):

2024-25 was a year for developing better foundational practices. 2025-26 will continue that work as well as include focused PD and coaching around comprehension, fluency, stamina, and building a community of readers. We are curating classroom libraries for easier access to student texts as well as creating more literacy rich environments.

### 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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	8	7	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	2	0	1
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	4	1	0	3
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	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
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Grades 4-12 Classroom Educators responsible for reading instruction	4	4	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	2	1	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Art and Science Academy (4227-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$23,493.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$23,493.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Art and Science Academy (4227-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$26,104.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

No funds remaining