

Minnesota READ Act Literacy Plan

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

For

Minnesota Transitions Charter Sch (4017-07)

Date Submitted to the State 06/08/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Minnesota Transitions Charter Sch (4017-07). 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

Minnesota Transitions Charter Sch (4017-07)'s literacy goal(s) for the 2025-26 school year:

Our goal is to improve foundational literacy skills for all students by implementing high-quality, evidence-based instruction during the Foundations Block using UFLI (University of Florida Literacy Institute) and CAREi resources, grounded in the principles of the Science of Reading. Instruction will emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension through systematic and explicit teaching. Additionally, we aim to strengthen and solidify our MTSS process to ensure consistent identification of students not reading at grade level. These students will receive timely, data-driven interventions aligned with their specific needs, with progress monitored regularly to inform instruction and support accelerated growth in reading proficiency.

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

To make progress toward this goal, the district implemented a more structured and evidence-based approach to foundational literacy instruction through the use of UFLI (University of Florida Literacy Institute) and CAREi resources during the Foundations Block. Instructional practices were aligned to the principles of the Science of Reading, with an increased emphasis on systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers received professional development and ongoing support to strengthen instructional delivery and ensure consistent implementation across grade levels and school sites. Throughout the year, teachers also engaged in ongoing collaboration to discuss instructional practices that were working well, identify challenges that arose during implementation, and brainstorm solutions to improve student outcomes and strengthen consistency across classrooms. In addition, the district strengthened its MTSS processes to improve the identification and support of students who are not yet reading at grade level. Systems and procedures were refined to ensure student data was reviewed consistently and interventions were matched to individual student needs. Schools implemented more regular progress monitoring practices to evaluate student growth and inform instructional adjustments. Collaboration among teachers, interventionists, and leadership teams increased to ensure interventions were timely, data-driven, and focused on accelerating student reading achievement.

The following describes how Minnesota Transitions Charter Sch (4017-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance indicates that while progress has been made in strengthening foundational literacy instruction, not all students are yet meeting grade-level literacy expectations. Assessment and progress-monitoring data show that many students continue to need additional support in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Implementation of evidence-based instructional practices through UFLI, CAREi, and Science of Reading-aligned instruction has improved consistency across classrooms; however, student achievement data shows that continued refinement of instruction and intervention systems is still needed. Some

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students continue to demonstrate slower growth rates and require more targeted or intensive interventions to close literacy gaps. The district has also strengthened its MTSS processes to better identify and support struggling readers, but continued work is needed to ensure interventions are consistently implemented, progress monitoring occurs regularly, and instructional decisions remain data-driven. Ongoing collaboration, professional development, and alignment across schools will continue to support progress toward the district's literacy goals.

Minnesota Transitions Charter Sch (4017-07)'s literacy goal(s) for the 2026-27 school year:

The district will implement a newly adopted MDE-approved literacy intervention program across grades K-12 to strengthen support for students performing below grade-level expectations in reading. The intervention program will be implemented with fidelity through a structured MTSS framework that ensures timely identification of student needs, targeted literacy instruction, regular progress monitoring, and data-based decision making. Teachers, interventionists, and support staff will receive ongoing professional development and collaborative planning opportunities to ensure consistent implementation of literacy intervention materials, instructional strategies, and progress-monitoring practices across all schools. MTSS teams will regularly review literacy data to evaluate the effectiveness of interventions and adjust supports to meet student needs. Through consistent implementation of the literacy intervention program and strengthened MTSS practices, the district aims to improve reading growth, increase the number of students meeting grade-level literacy benchmarks, and reduce literacy achievement gaps across grade levels.

The Local Literacy Lead, Kelsey Bennett, for Minnesota Transitions Charter Sch (4017-07) has an FTE of .40

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The Local Literacy Lead actively collaborates with both district and school leadership teams through ongoing participation in the Superintendent's Cabinet and the Instructional Cabinet, which includes district principals. During these meetings, the Local Literacy Lead provides updates regarding Read Act requirements, legislative changes, and district implementation efforts related to literacy instruction and assessment practices. The Local Literacy Lead collaborates with district leadership on a monthly basis to review literacy goals, analyze data, discuss implementation progress, and identify next steps to support continuous improvement across the district. In addition, the Local Literacy Lead meets regularly with school leadership teams throughout the district to ensure Read Act requirements are being implemented with fidelity. Support provided includes coaching, guidance, and professional development for administrators and teachers to strengthen literacy instruction and student outcomes.

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

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

Yes

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

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

Minnesota Transitions Charter Sch (4017-07) Local Literacy Plan is posted on the district website at

<https://mtcs.org/plans-and-reports/>

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.

Minnesota Transitions Charter Sch (4017-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Minnesota Transitions Charter Sch (4017-07) 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:

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	Vendor Composites using vendor benchmarks	none
	Grade 2	Vendor Composites using vendor benchmarks	none
	Grade 3	Vendor Composites using vendor benchmarks	none

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

Yes

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 Minnesota Transitions Charter Sch (4017-07) 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 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark

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

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

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

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

- Sentence Processing
- Reading Comprehension

Minnesota Transitions Charter Sch (4017-07) 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 Minnesota Transitions Charter Sch (4017-07) 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	107	53	133	62	129	60
1st	151	55	164	77	175	74
2nd	172	80	198	81	201	79
3rd	184	82	177	70	192	75

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 Minnesota Transitions Charter Sch (4017-07) 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.

Minnesota Transitions Charter Sch (4017-07) 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	34	5
1st	45	7
2nd	51	27
3rd	53	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

Minnesota Transitions Charter Sch (4017-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Minnesota Transitions Charter Sch (4017-07) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	304	304	57	57	16	0
5th	310	310	43	43	15	0
6th	454	454	52	52	19	0
7th	569	569	39	39	15	0
8th	719	719	49	49	14	0
9th	778	778	58	58	11	0
10th	1047	1047	77	77	6	0
11th	1113	143	25	25	5	0
12th	1062	109	27	27	3	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.

Minnesota Transitions Charter Sch (4017-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district uses a structured MTSS (Multi-Tiered System of Supports) process to ensure that evidence-based instruction and interventions are appropriately matched to student needs. The process begins with universal screening data collected multiple times per year using district-approved literacy assessments to identify students at risk in reading. This data is disaggregated by grade level, classroom, and specific skill areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Following screening, MTSS teams and classroom teachers review multiple data points, including benchmark assessments, classroom formative assessments, and diagnostic literacy assessments. This comprehensive data review helps identify specific skill gaps and determine appropriate instructional groupings and intervention levels. Students identified as needing additional support are placed into targeted interventions. Intervention placement is based on skill-specific deficits rather than a one-size-fits-all approach. Progress monitoring occurs on a regular schedule to measure student growth, evaluate the effectiveness of interventions, and guide instructional adjustments. MTSS teams meet routinely to analyze student progress data, adjust intervention intensity or groupings as needed, and ensure instruction remains aligned to student needs. This ongoing cycle of assessment, instruction, intervention, and review ensures that evidence-based practices are consistently used to support student growth in literacy.

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

The district monitors the fidelity of Tier 1 instruction through a consistent cycle of planning, implementation, observation, and data review. District and site leadership teams utilize classroom walkthroughs, instructional coaching, PLC collaboration, curriculum pacing guides, and common assessment data to ensure instruction aligns with district curriculum, state standards, and evidence-based instructional practices. Teachers receive ongoing feedback and professional development to support consistent implementation of instructional expectations across classrooms and schools. To differentiate Tier 1 instruction, teachers use multiple data sources, including formative assessments, benchmark assessments, classroom performance, and student engagement data, to identify individual learning needs. Instruction is adjusted through flexible grouping, scaffolded supports, enrichment opportunities, language supports, targeted interventions within the classroom, and varied instructional strategies to ensure all students can access grade-level content. Collaborative planning during PLCs and collaboration days allows teachers to analyze student data, share effective strategies, and design differentiated learning experiences for diverse learners, including multilingual learners, students receiving special education services, and students needing enrichment. The district also supports differentiated Tier 1 instruction through MTSS processes, culturally responsive teaching practices, and ongoing professional learning focused on effective core instruction and student engagement.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Students are considered for Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention through the district's MTSS process. MTSS teams at both the elementary and secondary levels meet regularly to review multiple sources of student data, including universal screening assessments, classroom performance, formative assessments, benchmark data, attendance, teacher observations, and progress monitoring results. At the elementary level, grade-level MTSS teams meet routinely to identify students who are performing below grade-level expectations in reading. Students demonstrating consistent academic concerns, limited growth despite strong Tier 1 instruction, or benchmark scores below district-established targets may be recommended for Tier 2 interventions. Students who show significant skill deficits, minimal response to interventions, or performance substantially below grade-level expectations may be considered for Tier 3 intensive support. Progress is monitored regularly, and intervention plans are adjusted based on student response to instruction. At the secondary level, MTSS teams review additional indicators such as course performance, reading assessment data, credits earned, attendance patterns, and teacher recommendations. Due to the structure of secondary scheduling, interventions may include targeted reading support classes, small-group interventions, individualized supports, or credit recovery interventions focused on literacy skills. Students are considered for Tier 2 or Tier 3 support when data indicates ongoing reading deficits that impact access to grade-level coursework. Across all grade levels, the MTSS process emphasizes collaborative problem-solving, data-based decision-making, and ongoing progress monitoring to ensure students receive interventions matched to their individual needs.

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:

The district utilizes a K-12 MTSS progress monitoring protocol to determine whether Tier 2 (supplemental) and Tier 3 (intensive) reading interventions should be intensified, modified, continued, or exited. Students receiving interventions are progress monitored regularly using multiple data sources, including curriculum-based measures, intervention program data, classroom assessments, benchmark assessments, teacher observations, and classroom performance. At the elementary level, progress monitoring data is typically collected every two to four weeks and reviewed during grade-level MTSS team meetings. Teams analyze student growth trends, rate of improvement, intervention attendance, and fidelity of implementation to determine whether students are responding adequately to interventions. If students demonstrate insufficient progress despite consistent intervention implementation, the MTSS team may intensify supports through increased intervention time, smaller group sizes, more explicit instruction, or movement to Tier 3 services. At the secondary level, MTSS teams review progress monitoring data alongside course performance, literacy assessment data, attendance, engagement, and teacher feedback. Due to the structure of secondary programming, intervention adjustments may include additional literacy supports, individualized

interventions, changes in intervention strategies, or enrollment in targeted reading support classes. Across all grade levels, intervention decisions are made collaboratively through the MTSS process using data-based decision-making protocols. Students demonstrating adequate progress may continue interventions, gradually reduce supports, or transition fully back to Tier 1 instruction. Students demonstrating limited or inconsistent growth may receive intensified interventions and additional problem-solving support from the MTSS team.

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

Students exit Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention through the district's MTSS problem-solving process when data indicate they have demonstrated sufficient progress and can be successful with Tier 1 instruction alone. At both elementary and secondary levels, exit decisions are based on multiple data points, including progress monitoring trends, universal screening results, benchmark assessments, classroom performance, teacher observations, and consistency of skill mastery. Students are considered for exit when they meet or exceed grade-level benchmark targets, demonstrate a sustained positive rate of improvement over time, and show they can maintain skills within core instruction without continued supplemental support. Typically, this includes at least several consecutive data points showing performance at or near grade-level expectations and stable classroom performance. At the elementary level, grade-level MTSS teams review progress monitoring data during scheduled meetings and determine whether students can be faded out of intervention supports. Exiting Tier 2 often includes a gradual reduction in intervention time or frequency before full exit, with continued monitoring in Tier 1 instruction to ensure skills are maintained. Students exiting Tier 3 may transition to Tier 2 for a period of step-down support before fully exiting intervention, depending on individual needs. At the secondary level, MTSS teams also review academic performance in addition to reading data, including course grades, credit attainment, reading demands of coursework, and engagement in literacy-based assignments. Because of the increased academic complexity at the secondary level, students may be exited from interventions when they demonstrate the ability to independently access grade-level content across courses. Step-down support may be provided through targeted courses or check-in systems before full exit. Across all grade levels, exit decisions are made collaboratively through MTSS teams using a data-based decision-making process to ensure students maintain progress and continue to be successful in Tier 1 instruction.

Continuous Improvement for Data-Based Decision Making for Action

Minnesota Transitions Charter Sch (4017-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We will be implementing a new MDE approved intervention program in 2026-2027 that includes progress monitoring and data collection along with tier 2 and tier 3 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 Minnesota Transitions Charter Sch (4017-07) 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
	3 times per year	Letter sent home with student
Grade 8	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 9	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 10	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 11	2 times per year	Parent teacher conferences
	3 times per year	Letter sent home with student
Grade 12	2 times per year	Parent teacher conferences

Grade	Frequency of Notification	Method of Notification
Grade 12	3 times per year	Letter sent home with student

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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Minnesota Transitions Charter Sch (4017-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
ARC Core, K-5, 2017 Edition, 2022 and 2023 Print Run (Not Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Pearson created curriculum developed based on science of reading and employs a structured literacy a	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

The district/charter school uses a structured, evidence-based selection process to identify Tier 1 (core) curricular resources aligned with state standards and the Science of Reading. The process begins with the development of selection criteria grounded in research on effective literacy instruction, including explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additional criteria include alignment to grade-level standards, support for diverse learners (including multilingual learners and students with disabilities), cultural relevance, ease of implementation, and availability of assessment and progress monitoring tools. Following the review process, the team uses a scoring rubric to evaluate each program against the established criteria.

Recommendations are made based on evidence of effectiveness, alignment to standards, feasibility of implementation, and capacity to support Tier 1 instruction across all schools. Final approval is made by district leadership, often in collaboration with instructional leadership teams or governing boards. Once adopted, the district provides ongoing professional development, coaching support, and implementation monitoring to ensure fidelity and effectiveness of the selected Tier 1 curriculum. A representative curriculum review team is convened, including district leadership, building administrators, literacy coaches, general education teachers across grade levels, intervention staff, and special education and multilingual learner representatives. This team reviews potential core programs using state-approved lists (when applicable), research summaries, vendor materials, and independent evidence reviews.

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

The district/charter school follows a structured timeline to ensure effective selection and implementation of Tier 1 curriculum resources aligned to standards. The process begins with selection, where a review team evaluates programs using research-based criteria such as alignment to state standards, Science of Reading principles, support for diverse learners, and assessment features. A final recommendation is made using a scoring rubric and approved by district leadership. Next is planning and alignment, where pacing guides, instructional materials, and implementation supports are developed to ensure consistency across schools. The training phase follows, during which all K-12 staff receive professional development on curriculum components, instructional routines, differentiation strategies, and assessment use. Ongoing coaching supports implementation. During initial implementation, the curriculum is launched in classrooms, with instructional coaches and administrators providing walkthroughs, feedback, and PLC support to monitor early use and student response. Finally, the district conducts ongoing fidelity checks and continuous improvement, using walkthrough data, lesson reviews, and student achievement data to ensure standards alignment and strengthen implementation over time.

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 Minnesota Transitions Charter Sch (4017-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Lexia Core 5	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
Lexia PowerUp	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - Fastbridge Interventions	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Fastbridge Interventions	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Morpheme Magic	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Reading Eggs/Eggspres	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Minnesota Transitions Charter Sch (4017-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district will implement Lexia Core 5 and Lexia Powerup district wide K-12 for the 26-27 school year for all tier 2 and tier 3 interventions

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Minnesota Transitions Charter Sch (4017-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$78,409

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

\$28,509

READ Act Literacy Aid

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

Minnesota Transitions Charter Sch (4017-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$197,423

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$197,423

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

The district’s plan is to purchase a K-12 reading intervention curriculum to support Tier 2 and Tier 3 instruction. This evidence-based intervention program will be implemented across all grade levels to ensure consistent, systematic support for students with identified reading needs. The intervention curriculum will be used to strengthen targeted literacy instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and will provide structured materials and progress monitoring tools to support MTSS implementation. This investment will ensure that intervention practices are aligned across schools and that students receive high-quality, research-based support to improve reading outcomes.

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
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid
Stipends for teachers completing literacy professional development	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

Minnesota Transitions Charter Sch (4017-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Minnesota Transitions Charter Sch (4017-07) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

07/12/2027

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 achieve the 80% proficiency level are required to complete two additional observations of their literacy block conducted by their site director or instructional leader. These observations are followed by targeted feedback and coaching focused on strengthening implementation of evidence-based literacy instruction aligned with the Science of Reading. In addition, these teachers are required to attend a designated Science of Reading professional development training to reinforce foundational knowledge and instructional practices. This training provides further support in key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction.

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 includes formal and informal classroom walkthrough observations conducted by administrators and instructional coaches using a common observation tool. These walkthroughs specifically look for evidence of explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as the use of diagnostic assessment data to inform instruction and flexible grouping. Student assessment data, including universal screening, benchmark assessments, and progress monitoring results, is used as indirect fidelity evidence to determine whether instruction is producing expected student growth. Intervention logs and program usage reports are also

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reviewed to ensure appropriate implementation of instructional resources.

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:

Administrators review fidelity data from classroom walkthroughs, lesson plan checks, PLC discussions, and student achievement results to identify trends in instructional strengths and areas for growth. Based on this data, coaching priorities are developed at both the school and individual teacher level. Teachers receive job-embedded coaching through cycles that include pre-conferences, classroom observations, and post-conferences with targeted feedback aligned to explicit instructional practices in literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Coaching support is differentiated based on teacher need, with additional modeling, co-teaching, and guided practice provided when necessary. At the team level, PLCs are used to analyze student data and adjust instructional planning, with leads facilitating discussions on lesson design, pacing, and use of diagnostic data to group students and differentiate instruction. School leaders also conduct follow-up walkthroughs to monitor implementation of feedback and ensure progress over time.

The following changes in instructional practices have impacted students:

The district has strengthened K-12 literacy outcomes by shifting instructional practices toward systematic, sequential, explicit, and diagnostic evidence-based instruction aligned with the Science of Reading. These changes have resulted in improved student performance across multiple measures of reading achievement. Implementation of a structured literacy approach has led to increased student growth in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers now use diagnostic assessment data more consistently to group students, differentiate instruction, and provide targeted support, which has improved responsiveness to individual student needs and accelerated skill development. Evidence of impact is demonstrated through universal screening and benchmark assessment data, which show increased percentages of students meeting or exceeding grade-level reading benchmarks over time. Progress monitoring data from Tier 2 and Tier 3 interventions also indicates higher rates of student growth and a greater number of students successfully exiting intervention supports. Classroom assessment data reflects improved mastery of grade-level standards and increased consistency in student performance across classrooms. In addition, instructional walkthrough data shows increased fidelity in the implementation of explicit and systematic literacy instruction across K-12 classrooms. Teachers are more consistently using structured routines, diagnostic data, and aligned instructional materials, contributing to stronger alignment between Tier 1 instruction and student needs.

Minnesota Transitions Charter Sch (4017-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district's approach includes selecting curriculum materials that reflect diverse perspectives and providing teachers with guidance on integrating culturally relevant texts, examples, and discussion opportunities into literacy instruction. Teachers are supported in using student background knowledge as an asset for comprehension, vocabulary development, and oral language growth. To support implementation, the district provides ongoing professional development focused on culturally responsive teaching practices in literacy, including building culturally inclusive

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classroom environments, selecting diverse texts, and facilitating student discourse that values multiple perspectives. Teachers also engage in PLC collaboration to review student engagement and achievement data disaggregated by student groups, allowing teams to identify and address opportunity gaps. This data-driven approach helps ensure instruction is responsive to the needs of all learners. Additionally, walkthrough tools and fidelity checks include indicators for culturally responsive practices, ensuring that these strategies are consistently implemented across classrooms.

Minnesota Transitions Charter Sch (4017-07) engaged with the Regional Literacy Network through the following:

- 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):

The district provides multiple ongoing literacy-focused professional development opportunities designed to strengthen instruction aligned to the ELA strands of reading, writing, and exchanging ideas. A key component is scheduled collaboration days where grade-level and subject-area teams meet to review curriculum scope and sequence, analyze student data, and examine common assessments. During these sessions, teachers use data to identify trends in reading comprehension, writing performance, and academic discourse, and to adjust instructional planning to better support student growth across all ELA strands. These collaborative sessions also support vertical alignment to ensure consistency of instruction K-12. The district also provides a mentor/mentee program for new teachers, pairing them with experienced educators who provide guidance on literacy instruction, classroom management, and implementation of evidence-based practices. Mentors support mentees in planning reading and writing instruction, using assessment data, and facilitating student discussions that build speaking and listening skills. In addition, teachers have access to asynchronous professional development through the district's designated learning platform. These modules focus on explicit literacy instruction, culturally responsive practices, and effective integration of reading, writing, and oral language development. This allows staff to engage in flexible, self-paced learning aligned to their individual instructional needs. Site-based professional development is also provided to address specific building-level needs identified through walkthrough data, assessment results, and MTSS team discussions.

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)	11	11	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	29	22	0	7
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	0	0	0	0
K-3 Classroom teachers	45	45	0	0
K-12 Teachers holding English as a second language licenses	10	10	0	0
K-12 Reading Intervention Teachers	7	7	0	0
K-12 Special Education educators responsible for foundational reading instruction	58	58	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	3	3	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	82	21	0	61
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	6	5	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	7	7	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).

22

The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Minnesota Transitions Charter Sch (4017-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Minnesota Transitions Charter Sch (4017-07) 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.

Minnesota Transitions Charter Sch (4017-07) does not include a DLI Program