

Minnesota READ Act Literacy Plan for 2024-25

For

Minnesota Transitions Charter School (4017-07)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Minnesota Transitions Charter School (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 School (4017-07)'s literacy goal(s) for the 2024-25 school year:

It is the goal of Minnesota Transition Charter School (MTCS) and its stakeholders that all students are reading at or above grade level every year beginning in Kindergarten. Our primary reading goal is to implement the five components of the science of reading, which include phonemic awareness, phonics, vocabulary, fluency, and comprehension. MTCS consistently implements scientifically and evidence based reading instruction that are data driven, sustainable and incorporates a multi-tiered system of instruction and support so that students will reach the literacy demands of today's education.

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

To make progress toward our goals, the Multi-Tiered System of Supports (MTSS) process was implemented schoolwide, providing a structured framework for identifying and addressing student needs. Using FastBridge data, we screened all students to identify those requiring additional support and placed them into appropriate tiers based on their performance. Targeted interventions were then provided, particularly aligned with the areas of need highlighted by the data. Progress monitoring was conducted regularly using FastBridge tools to track student growth and adjust interventions as needed, ensuring each student received timely and responsive support to promote academic success.

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

Current student performance differs from the literacy goal outlined in the READ Act in that, while teachers successfully completed the required READ Act training, the implementation of the strategies during the training period was not as smooth or consistent as anticipated. As a result, the instructional shifts necessary to fully align with the Science of Reading were not uniformly embedded across classrooms. This inconsistency impacted our ability to deliver systematic and explicit instruction to all students, particularly those not reading at grade level. Consequently, while progress has been made, student performance data indicates that we have not yet fully met the expectations of the READ Act, highlighting the need for continued support, coaching, and fidelity in instructional practices.

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

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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.

Minnesota Transitions Charter School (4017-07)'s 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.

The table below details the screening tool used by Minnesota Transitions Charter School (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:

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	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Minnesota Transitions Charter School (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	124	33	135	25	133	22
Grade 1	142	44	146	66	143	63
Grade 2	157	63	176	56	168	57
Grade 3	176	74	197	68	203	65

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 Minnesota Transitions Charter School (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 School (4017-07) 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	34	0
Grade 1	41	3
Grade 2	42	5
Grade 3	56	4

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

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 Minnesota Transitions Charter School (4017-07) 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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 5	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 6	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 7	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 8	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 9	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 10	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 11	Fast Track	Fastbridge	Fastbridge provided benchmarks
Grade 12	Fast Track	Fastbridge	Fastbridge provided benchmarks

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 Minnesota Transitions Charter School (4017-07) to determine which students in grades 4-12 are not reading at grade level:

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:

To determine which students in grades 4-12 are not reading at grade level, the district will utilize FastBridge as our universal screening tool. Students will be assessed using the FastBridge reading assessments, which provide reliable data on key areas such as fluency, comprehension, and overall reading proficiency. This data will be analyzed to identify students performing below grade-level benchmarks.

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

The following table displays the number of students in Minnesota Transitions Charter School (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. (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	203	88	0	0
5th	240	123	0	0
6th	315	106	1	6
7th	418	140	2	7
8th	588	156	2	21
9th	680	181	2	28
10th	789	191	1	31
11th	1053	65	2	47
12th	1127	60	1	59

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 Minnesota Transitions Charter School (4017-07) 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	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
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	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

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
- Letter sent home with student

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

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

- Family engagement nights
- Parent teacher conferences

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.

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

To ensure that evidence-based instruction and intervention are matched to a student's needs, we begin by reviewing FastBridge scores to identify broad areas of academic concern. These universal screening results help us determine which students may require additional support. Once an area of need is identified, for example, in reading, we follow up with more targeted diagnostic assessments, such as the CORE Phonics Survey, to pinpoint specific skill deficits. This layered approach allows us to align instruction and intervention precisely to each student's learning needs.

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

To monitor the fidelity of Tier 1 instruction, we use a combination of classroom observations, and walkthrough tools aligned to our instructional framework. These are conducted regularly by instructional leaders and coaches to ensure that core instructional practices are being implemented as intended. Feedback is provided to teachers to support continuous improvement. Differentiation within Tier 1 instruction is guided by ongoing formative assessment data, including exit tickets, student work, and progress monitoring tools. Teachers use this data to group students, adjust instructional pacing, and provide targeted supports such as scaffolds, enrichment, or reteaching. Professional learning communities (PLCs) also play a role in analyzing data and planning differentiated strategies to meet the diverse needs of all learners.

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

Entrance into supplemental (Tier 2) and intensive (Tier 3) targeted reading intervention is determined through analysis of FastBridge data, with particular attention to FastTrack results. At both the elementary and secondary levels, students identified as "high risk" based on benchmark screening are considered for Tier 2 interventions. These students receive additional, evidence-based small group instruction targeting specific skill gaps. If a student does not demonstrate adequate progress in Tier 2 despite receiving intervention with fidelity over time, they are considered for Tier 3 intervention. Tier 3 provides more intensive, individualized support, often with increased frequency and smaller group size. While the overall decision-making process is similar at both levels, elementary schools tend to focus more on foundational skills such as phonics and phonemic awareness, while secondary schools emphasize comprehension, fluency, and vocabulary within the context of grade-level content.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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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:

Our K-12 progress monitoring protocol is designed to ensure timely, data-driven decisions about the effectiveness of supplemental (Tier 2) and intensive (Tier 3) targeted reading instruction. Students receiving Tier 2 support are progress monitored biweekly using FastBridge probes that align with their identified area of need. For students in Tier 3, monitoring occurs weekly to ensure close tracking of growth and responsiveness to the more intensive intervention. Data from these assessments are reviewed during MTSS meetings, typically every 4-6 weeks. If a student is not making adequate progress, defined as a flat or declining trend line relative to their aim line, we consider intensifying support. This may involve increasing instructional time, reducing group size, adjusting the intervention program, or moving the student to the next tier. Fidelity of implementation is also reviewed as part of the decision-making process to ensure interventions are being delivered as designed.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Exit from Tier 2 and Tier 3 targeted reading intervention is based on evidence demonstrating that the student is meeting grade-level expectations and can maintain progress without additional support. For Tier 2, students are considered for exit when progress monitoring data shows consistent improvement over 6-8 data points, in their progress monitoring indicate a move out of the high-risk range, and classroom performance supports this growth. For Tier 3, exit decisions require more intensive evidence, including weekly progress monitoring that shows accelerated growth, improved diagnostic scores, and a team review to ensure the student can succeed with reduced support. At the elementary level, exit decisions often center around mastery of foundational skills such as phonics and fluency, while at the secondary level, they focus more on comprehension, vocabulary, and the ability to apply reading strategies in content-area texts. All decisions are made collaboratively by the MTSS team, with input from teachers and communication with families.

Does Minnesota Transitions Charter School (4017-07) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Minnesota Transitions Charter School (4017-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Beginning in the 2025-26 school year, our data-based decision making process will be strengthened to ensure that all students identified as high risk on FastBridge assessments automatically receive targeted reading interventions. These students will be placed into Tier 2 or Tier 3 supports based on the severity of need and will

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be progress monitored consistently using aligned assessment tools. This shift ensures a more proactive, systematic response to student data, reducing delays in support and increasing the likelihood of academic success through timely, targeted 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.

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

Yes

The MnMTSS framework is being utilized:

Yes

Minnesota Transitions Charter School (4017-07) has participated in MDE MnMTSS professional learning:

No

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 Minnesota Transitions Charter School (4017-07), 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	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90
Grade 1	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90
Grade 2	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90
Grade 3	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 4	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90
Grade 5	· ARC Core, K-5, 2017 Edition, 2022 and 2023 Print R	Knowledge Building	90
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Pearson's Online English Language Arts Curriculum	Comprehensive	90

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 Minnesota Transitions Charter School (4017-07) 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	Fastbridge	Fastbridge
Grade 1	Fastbridge	Fastbridge
Grade 2	Fastbridge	Fastbridge
Grade 3	Fastbridge	Fastbridge
Grade 4	Fastbridge	Fastbridge
Grade 5	Fastbridge	Fastbridge
Grade 6	Fastbridge	Fastbridge
Grade 7	Fastbridge	Fastbridge
Grade 8	Fastbridge	Fastbridge
Grade 9	Fastbridge	Fastbridge
Grade 10	Fastbridge	Fastbridge
Grade 11	Fastbridge	Fastbridge
Grade 12	Fastbridge	Fastbridge

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.

Minnesota Transitions Charter School (4017-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 04/18/2025

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:

The district supports teachers who do not meet the vendor-recommended 80% proficiency level on the approved training by ensuring they receive targeted, ongoing support. These teachers will meet regularly with the site's literacy coach to review content, clarify misunderstandings, and deepen their understanding of instructional practices aligned to the Science of Reading. In addition to these meetings, the literacy coach will provide in-class coaching and modeling to support implementation, with the goal of building teacher confidence and skill in delivering evidence-based literacy 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:

To ensure that elementary teachers are implementing explicit, systematic, evidence-based instruction in the five key areas of reading fidelity data is being collected through regular classroom walkthroughs. A dedicated literacy coach has been hired to support this process and works in collaboration with principals to conduct these walkthroughs using a structured observation tool aligned with the science of reading. In addition to observational data, specific data around the instructional timing and pacing of lessons is collected to ensure adequate time is being devoted to each reading component. Student performance data from FastBridge and common assessments is also reviewed to monitor the effectiveness of instruction and guide ongoing support. Together, these data points provide a comprehensive view of instructional fidelity and student outcomes, helping to ensure consistent and high-quality implementation across classrooms.

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:

The district is implementing targeted coaching support to ensure that all elementary teachers are able to

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deliver explicit, systematic, evidence-based instruction in the five essential areas of reading. To lead this work, a literacy coach with a strong background in the science of reading has been hired. This coach is also specifically trained in the foundational programs UFLI (University of Florida Literacy Institute) and Morphology, ensuring alignment with the district's adopted instructional materials and frameworks. The coach uses data gathered from classroom walkthroughs, instructional timing, FastBridge, and common assessments to provide individualized, actionable feedback to teachers. This ongoing support includes modeling lessons, co-teaching, planning with teachers, and facilitating professional development around good literacy practices. Through this structured coaching model, the district is ensuring consistent implementation of high-quality reading instruction across all classrooms.

The following changes in instructional practices have impacted students :

Changes in instructional practices have led to less downtime and more focused learning in classrooms. With a clear academic improvement plan and consistent instruction, we've seen strong student growth—especially in kindergarten and first grade. FastBridge data shows significant gains in early literacy and math, reflecting the impact of more intentional, data-driven teaching.

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

Our district has been really intentional about supporting teachers with culturally responsive practices. Over the past couple of years, we've offered ongoing professional development focused on building more inclusive, equitable classrooms. This has included training sessions, time for collaboration, and access to coaching support. When it comes to literacy, we've made sure teachers have the tools they need to bring culturally responsive practices into their daily instruction. They've worked with coaches to choose diverse texts, plan lessons that reflect students' backgrounds, and create space for student voice. We've also built in time for modeling and reflection so these practices aren't just one-time ideas, but become part of how we teach every day.

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

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

In our district, we've made it a priority to offer literacy-focused professional development that's practical and teacher-led. We've created small group sessions led by teachers who have experience with the science of reading, which makes the learning feel really relevant and grounded in what actually works in the classroom. On top of that, all of our staff completed the state-approved OL&LA training, which gave everyone a strong foundation in the key components of literacy instruction. These efforts are directly tied to the ELA standards, especially reading and writing, and also support students in building the skills they need to share and exchange ideas effectively.

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)	12	4	0	8
K-3 Classroom Educators	45	41	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	4	0	3
K-12 Reading Interventionists	14	10	0	4
K-12 Special Education Educators responsible for reading instruction	50	45	0	5
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	5	4	0	1

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	23	0	0	23
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	4	0	0	4
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.

Minnesota Transitions Charter School (4017-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$71,493.43

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Minnesota Transitions Charter School (4017-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$118,454.05

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

- Not applicable

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

\$118454

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

It will be used to purchase intervention materials once suggested lists from MDE are published.