

Minnesota READ Act Literacy Plan

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

For

Swan River Montessori Charter School (4137-07)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Swan River Montessori Charter School (4137-07). 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

Swan River Montessori Charter School (4137-07)'s literacy goal(s) for the 2024-25 school year:

Swan River Montessori Charter School's literacy goals for the 2024-25 school year include: 1. Identify students not performing at grade level expectations. SRMCS uses fastbridge scores, observations, summative assessment and formative assessments to assess grade level achievement to the state standards 2. SRMCS Montessori Reading Curriculum is aligned with the science of reading. 3. Teaching staff will participate and complete Science of Reading training.

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

To support progress toward our 2024-25 literacy goals, Swan River Montessori Charter School implemented several key strategies: Early Identification of Students Below Grade Level: SRMCS strengthened its multi-measure assessment system by using FastBridge scores, classroom observations, and both formative and summative assessments to identify students not meeting grade-level expectations aligned with Minnesota state standards. This data-informed approach ensures timely interventions and supports for struggling readers.

Alignment with the Science of Reading: The Montessori Reading Curriculum was reviewed and refined to ensure alignment with the Science of Reading. Instructional materials and practices now emphasize evidence-based components such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Professional Development in the Science of Reading: All teaching staff began or continued participation in Science of Reading training. This professional development deepens staff understanding of literacy development and equips them with strategies to improve instruction and student outcomes. Completion of this training is expected by the end of the school year.

The following describes how Swan River Montessori Charter School (4137-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The Minnesota READ Act sets a clear goal: all students will read at or above grade level by the end of third grade. It emphasizes structured literacy grounded in the Science of Reading, with a focus on early identification, intervention, and evidence-based instruction. At Swan River Montessori Charter School (SRMCS), student data reveals areas of strength and need. Only 56.5% of Grade 3 students met oral reading fluency benchmarks (CBM FastBridge), and 69.6% met expectations on the aReading assessment. While 91.3% of third graders were proficient in high-frequency word recognition, only 65.2% demonstrated proficiency in spelling and encoding via the Read, Write & Spell Program. Lower grades also show foundational gaps—just 53.3% of Grade 1 students met BAS benchmarks, with similar concerns in Grades K-2. To meet READ Act goals, SRMCS is prioritizing: • Systematic phonics and decoding instruction • Strategic use of screeners to guide intervention • Ongoing staff training in the Science of Reading • Equitable literacy support for all learners

Swan River Montessori Charter School (4137-07)'s literacy goal(s) for the 2025-26 school year:

Swan River Montessori Charter School (SRMCS) will continue to align its literacy goals with the expectations of the Minnesota READ Act and the school's academic contract. The primary goal is to ensure that all students achieve grade-level reading proficiency by the end of third grade through structured literacy practices grounded in the Science of Reading. To support this goal, SRMCS will focus on the following measurable outcomes:

1. Reading Growth: o Students in grades 2â€"6 will demonstrate improved reading growth as measured by the FAST aReading assessment. o The average student growth percentile will exceed 50% from fall to spring.
2. Early Literacy Development: o At least 50% of Kâ€"1 students will achieve a growth percentile above 50% on the FAST earlyReading assessment.
3. Reading Proficiency: o Students in grade 3 will meet or exceed the statewide proficiency index on the Minnesota Comprehensive Assessments (MCA). o Students in grades 4â€"6 will meet or exceed the resident district's (ISD 882 - Monticello) proficiency index.
4. Subgroup Performance: o Students receiving special education services will demonstrate reading proficiency that meets or exceeds both state and resident district averages, showing continued improvement over prior years.
5. Tiered Support Implementation: o SRMCS will continue expanding the use of universal screeners and intervention systems to identify and address students' needs across Tiers I, II, and III. These goals reflect SRMCS's strategic commitment to accelerating reading achievement for all students, particularly those most at risk, and ensuring instructional alignment with structured literacy best practice

Swan River Montessori Charter School (4137-07)'s Local Literacy Plan is posted on the district website at:

<https://swanrivermontessori.org/about-us/school-policies/>

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 Swan River Montessori Charter School (4137-07) 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 Swan River Montessori Charter School (4137-07) 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	30	18	32	16	32	13
Grade 1	27	15	25	12	26	16
Grade 2	26	14	27	17	27	18
Grade 3	24	17	25	19	25	20

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 Swan River Montessori Charter School (4137-07) 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.

Swan River Montessori Charter School (4137-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received 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	32	19
Grade 1	26	10
Grade 2	27	9
Grade 3	25	5

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 Swan River Montessori Charter School (4137-07) 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	CBMReading	FastBridge	Accuracy
Grade 5	CBMReading	FastBridge	Accuracy
Grade 6	CBMReading	FastBridge	Accuracy
Grade 7			
Grade 8			
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 Swan River Montessori Charter School (4137-07) 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:

All students in grades 4-6 are screened three times per year (fall, winter, and spring) to assess reading proficiency. Currently, the school uses the FastBridge aReading and CBMReading assessments to determine students' reading levels. Students who do not meet grade-level benchmarks on these assessments will be identified for further screening for dyslexia characteristics.

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

The following table displays the number of students in Swan River Montessori Charter School (4137-07) 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 Swan River Montessori Charter School (4137-07) 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	No	
Grade 8	No	
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:

- 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

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

- Family engagement nights
- Parent teacher conferences
- School events

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.

Swan River Montessori Charter School (4137-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Swan River Montessori Charter School (SRMCS) is committed to implementing a data-informed, multi-tiered system of supports (MTSS) aligned with the Science of Reading and the requirements of the Minnesota READ Act. Instruction and interventions are tailored to individual student needs through a combination of assessment data and professional collaboration.

1. Universal Screening and Montessori Observations All students in grades Kâ€"6 are screened three times annuallyâ€"fall, winter, and springâ€"using FastBridge aReading and CBMReading. These assessments provide benchmark data on reading fluency, comprehension, and foundational literacy skills. In conjunction with these formal assessments, teachers also conduct ongoing Montessori-based observations to monitor student engagement, readiness, and individual skill development.
2. Data Use and Instructional Planning FastBridge results and classroom observations are used to identify students who may need additional support and to tailor instruction to meet each student's literacy development. Lead general education teachers meet weekly with each other and with reading intervention, English Language Learner (ELL), and special education staff to collaboratively analyze student data and ensure instruction is effectively meeting grade-level benchmarks.
3. Tiered Support and Intervention Students identified as needing additional support receive targeted instruction through small group or individualized interventions. These are selected based on assessment data and monitored for effectiveness using progress monitoring tools. Instruction is adjusted based on student response and growth.
4. Ongoing Monitoring and Adjustment The instructional team regularly reviews progress monitoring data to evaluate student growth and the effectiveness of interventions. Adjustments to groupings, strategies, or intensities are made as needed to ensure each student is progressing toward reading proficiency. This process ensures that instruction at SRMCS is responsive, evidence-based, and aligned to individual student needs, with the ultimate goal of all students reading proficiently by the end of third grade.

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

Most Tier 1 instruction at Swan River Montessori Charter School (SRMCS) is delivered through core Montessori materials and practices. Fidelity to Montessori principles is supported through regular classroom observations by instructional leadership and collaboration among trained Montessori staff. These observations focus on alignment with Montessori methods, appropriate use of materials, classroom management, and lesson pacing. Differentiation is embedded within the Montessori framework, which emphasizes individualized learning paths based on student readiness, interest, and developmental level. Teachers continuously observe student engagement and progress, using informal assessments and classroom work to tailor lessons to meet individual needs. In addition, SRMCS uses data from universal screeners such as FastBridge (aReading and CBMReading)

to monitor student performance. Assessment results are reviewed regularly in team meetings to inform instructional decisions, identify students who may need additional support, and ensure that Tier 1 instruction remains responsive to all learners.

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

Swan River Montessori Charter School (SRMCS) implements a tiered system of support to ensure all students receive instruction matched to their literacy needs. Entrance into supplemental (Tier 2) and intensive (Tier 3) reading intervention is determined through a combination of standardized assessment data, classroom performance, and professional team input. Tier 2 – Supplemental Reading Intervention (Elementary Level) Students may be identified for Tier 2 support if they meet one or more of the following criteria: FastBridge aReading or CBMReading scores between the 15th and 40th percentile on universal screening assessments. Demonstrated inconsistent reading progress over time, based on teacher observation and Montessori work samples. Evidence of mild-to-moderate skill gaps in decoding, fluency, or comprehension that interfere with grade-level performance. Lack of adequate response to differentiated instruction within the Tier 1 classroom setting. Tier 2 support is typically delivered in small groups and focuses on targeted skill development using research-based strategies and progress monitoring every 2-4 weeks. Tier 3 – Intensive Reading Intervention (Elementary Level) Students are considered for Tier 3 services when they exhibit more significant or persistent reading difficulties, as indicated by: FastBridge scores below the 15th percentile on aReading and/or CBMReading. A documented lack of adequate progress in Tier 2, despite receiving consistent intervention and adjustments. Diagnostic assessments indicating severe deficits in foundational literacy skills (e.g., phonemic awareness, decoding, encoding). Additional data sources such as teacher referral, classroom performance, and special education evaluation (if applicable). Tier 3 services are delivered in smaller groups or one-on-one, with increased intensity and frequency. Progress is monitored every 1-2 weeks to inform instructional adjustments and determine continued need.

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

Progress monitoring data collection for students in Tier 3 occurs: More than once a week

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

Students receiving Tier 3 support who are not demonstrating adequate progress are brought to the attention of the special education team for further review and possible evaluation. Students in Tier 2 who are not making expected progress are discussed through the Child Find process. Their interventions are adjusted through changes in group size, instructional strategies, frequency, or materials until either meaningful progress is observed or a referral to special education is considered appropriate.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Children exit from Tier 2 interventions when they meet grade-level proficiency according to our assessment tools, including FastBridge benchmark data and classroom-based measures. Progress is confirmed through

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consistent performance across multiple data points and teacher observation. Children exit from Tier 3 interventions when they meet their individualized education plan (IEP) goals and a formal reevaluation indicates that they no longer qualify for special education services. Exit decisions are made collaboratively by the special education team in accordance with state and federal guidelines.

Does Swan River Montessori Charter School (4137-07) 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

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.

Swan River Montessori Charter School (4137-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Swan River Montessori Charter School (4137-07) 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 Swan River Montessori Charter School (4137-07), 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	· Montessori	Foundational	40
Grade 1	· Montessori	Foundational	40
Grade 2	· Montessori	Foundational	40
Grade 3	· Montessori	Foundational	40
Grade 4	· Montessori	Foundational	40
Grade 5	· Montessori	Foundational	40

Continuous Improvement for Core Reading Instruction and Curricula

Swan River Montessori Charter School (4137-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Beginning in the 2025-2026 school year, Swan River Montessori Charter School will implement the Montessori Accelerated Reading Pathway program. This initiative is intentionally aligned with the Science of Reading and is designed to strengthen our Tier 1 literacy instruction. The program integrates evidence-based components such as systematic phonics, phonemic awareness, fluency, vocabulary, and comprehension within the Montessori framework. Its implementation reflects our commitment to providing high-quality, structured literacy instruction to ensure all students meet or exceed grade-level reading expectations.

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 Swan River Montessori Charter School (4137-07) 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 interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond
Grade 1	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond
Grade 2	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond
Grade 3	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond
Grade 4	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	NA
Grade 5	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	NA
Grade 6	FastBridge interventions, Reading Success for Phonemic awareness, Guided Phonics and Beyond	NA
Grade 7	NA	NA

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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.

Swan River Montessori Charter School (4137-07) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/02/2025

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:

Teachers who do not achieve the preferred proficiency level will receive additional coaching from our literacy specialist.

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:

Instruction is supported by our literacy specialist, who works closely with teachers to ensure fidelity to evidence-based practices. Fidelity is further monitored through analysis of FastBridge and MCA data, which indicate whether students are making adequate progress and receiving the appropriate instruction in the five key areas of literacy.

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:

Swan River Montessori Charter School provides coaching support through regular collaboration between classroom teachers and the literacy specialist, who offers feedback and guidance aligned with fidelity and student outcome data. Coaching conversations are informed by FastBridge and MCA results and focus on strengthening explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Ongoing professional development is also provided to ensure continuous growth in evidence-based instructional practices.

The following changes in instructional practices have impacted students :

Based on the 2024-2025 FastBridge aReading Group Growth Report for Swan River Montessori Charter School, recent instructional changes aligned with the Science of Reading have had a measurable impact on

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student outcomes: From fall to spring, the median student percentile increased from 58 to 64, and students exceeded the predicted growth percentile of 65 by reaching a goal percentile of 69, significantly outperforming the national benchmark percentile of 39 . This growth reflects the positive effect of implementing more explicit, systematic literacy practices school-wide. Notably, 58% of students demonstrated normative growth during the school year, showing strong gains in foundational literacy and comprehension. These results affirm that the school's shift in instructional approach is yielding meaningful academic improvement.

Swan River Montessori Charter School (4137-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Swan River Montessori Charter School incorporates ongoing equity work as a foundational element of its educational approach. Teachers participate in professional development around culturally responsive practices as part of their license renewal every 3-5 years and are expected to create inclusive learning environments.

Swan River Montessori Charter School (4137-07) engaged with the Regional Literacy Network through the following:

- Requested district support with implementation of evidence-based structured literacy practices

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):

To support literacy instruction, Swan River Montessori Charter School offered small-group professional development opportunities during the school year. One of the key offerings was a staff book study of *Powerful Literacy in Montessori*, which explored how Montessori principles intersect with effective literacy practices. This opportunity aligned with the ELA standards by supporting the development of instructional approaches in reading, writing, and exchanging ideas, while allowing staff to reflect collaboratively on literacy integration within a Montessori framework.

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	5	5	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	2	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0
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	2	2	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Swan River Montessori Charter School (4137-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$20,103.00

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

\$20,103.00

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Swan River Montessori Charter School (4137-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$6,470.28

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

\$6470

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

curriculum