

Minnesota READ Act Literacy Plan

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

For

Swan River Montessori Charter Sch (4137-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Swan River Montessori Charter Sch (4137-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

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

Swan River Montessori Charter School's literacy goals for the 2025-26 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 make progress toward our Literacy Read Act goals, we strengthened our assessment and instructional practices using a data-driven approach grounded in the Science of Reading.

We implemented FastBridge screening assessments three times per year for all students to monitor reading development and identify students who may be at risk for reading difficulties. Students identified as struggling readers received additional diagnostic assessments to determine specific areas of need and guide targeted intervention planning.

We also adopted the P.A.S.T. (Phonological Awareness Screening Test) developed by Dr. David Kilpatrick to more closely assess students' phonological awareness skills. This provided valuable information for identifying foundational reading skill deficits and informing instruction.

Based on assessment results, we enhanced our already strong Montessori reading program by increasing explicit instruction in phonics and reading fluency. These additions ensured that students received systematic, evidence-based literacy instruction aligned with Science of Reading research while maintaining the strengths of the Montessori approach.

In addition, all instructional staff completed Science of Reading professional development and have implemented these practices in their classrooms. This training increased staff knowledge of evidence-based literacy instruction and strengthened consistency across grade levels and intervention services.

These changes have improved our ability to identify struggling readers early, provide targeted support, and deliver high-quality literacy instruction to help all students make progress toward reading proficiency.

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

Current student performance demonstrates progress toward our READ Act literacy goals, though additional growth is needed. Based on Spring FastBridge assessment data, 70% of students are reading at a proficient level, while 30% continue to require additional support to reach proficiency.

The P.A.S.T. (Phonological Awareness Screening Test) results show that 85% of students are performing at grade level in phonological awareness, a key foundation for reading success. The remaining 15% of students have identified skill gaps and are receiving targeted interventions to strengthen these foundational skills.

Compared to the READ Act goal of achieving grade-level reading proficiency for all students, current data indicate that continued support is needed for struggling readers. Enhanced phonics instruction, increased reading fluency practice, targeted interventions, and Science of Reading-aligned instructional practices have contributed to improved student outcomes and stronger foundational literacy skills.

Ongoing progress monitoring through FastBridge, diagnostic assessments, and individualized interventions will help close achievement gaps and increase the percentage of students meeting or exceeding literacy proficiency goals.

Swan River Montessori Charter Sch (4137-07)'s literacy goal(s) for the 2026-27 school year:

For the 2026-27 school year, Swan River Montessori Charter School's literacy goal is to fully implement the All About Reading and All About Spelling curricula as core components of our structured literacy program. These evidence-based programs align with the Science of Reading and will provide systematic, explicit instruction in phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension.

Through consistent implementation of these curricula, ongoing assessment, and targeted interventions, we aim to improve reading outcomes for all students in grades K-6. Literacy instruction will continue to be supported through Montessori practices while strengthening foundational reading skills using research-based methods. All instructional staff will utilize assessment data to identify students who require additional support and provide interventions tailored to individual student needs.

Student progress will be monitored through FastBridge universal screening assessments administered three times annually, as well as diagnostic assessments, including the P.A.S.T. (Phonological Awareness Screening Test). Assessment results will be used to guide instruction, monitor growth, and evaluate the effectiveness of literacy interventions.

The school's measurable literacy goal is that at least 55% of K-6 students will either:

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Score in the "Low Risk" category on the Spring FastBridge reading assessment, or

Demonstrate growth by moving from the "High Risk" category in the fall to the "Some Risk" category by spring.

In addition, the school will work to increase the percentage of students reading at a proficient level and maintain strong performance in foundational literacy skills. By fully implementing the new curricula and continuing Science of Reading-aligned instructional practices, Swan River Montessori Charter School seeks to ensure that all students make meaningful progress toward grade-level reading proficiency and long-term literacy success.

The Local Literacy Lead, Kristen Steiskal, for Swan River Montessori Charter Sch (4137-07) has an FTE of .10

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

The District Literacy Lead actively engages with both the District and School Leadership Teams to support the implementation of evidence-based literacy practices and ensure alignment with READ Act requirements. As a member of the school's Science of Reading Team, the Literacy Lead collaborates with administrators and instructional staff to review student achievement data, monitor literacy goals, evaluate instructional practices, and plan continuous improvement efforts.

The Literacy Lead provides ongoing guidance and support for the implementation of Science of Reading-aligned instruction, including the use of literacy assessments, targeted interventions, and structured literacy programs. Regular meetings with leadership teams are used to analyze FastBridge and other assessment data, identify areas of need, and develop strategies to improve student outcomes.

In addition, the Literacy Lead has trained instructional support staff using the state's required Science of Reading criteria and evidence-based literacy practices. This training has helped ensure consistency in literacy instruction and intervention across classrooms and support services. The Literacy Lead continues to provide coaching, resources, and professional learning opportunities to staff to strengthen literacy instruction and support student reading growth.

Through active participation in leadership teams, data-driven decision-making, and ongoing professional development, the District Literacy Lead plays a key role in advancing the school's literacy goals and promoting reading success for all students.

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

[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

Swan River Montessori Charter Sch (4137-07) 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.

Swan River Montessori Charter Sch (4137-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Swan River Montessori Charter Sch (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:

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	K-word segmenting, letter names, 2 & 3- nonsense word screener
		Vendor Composites using vendor benchmarks	P.A.S.T.
	Grade 1	Vendor Composites using vendor benchmarks	K-word segmenting, letter names, 2 & 3- nonsense word screener
		Vendor Composites using vendor benchmarks	P.A.S.T.
	Grade 2	Vendor Composites using vendor benchmarks	K-word segmenting, letter names, 2 & 3- nonsense word screener
		Vendor Composites using vendor benchmarks	P.A.S.T.
	Grade 3	Vendor Composites using vendor benchmarks	K-word segmenting, letter names, 2 & 3- nonsense word screener
		Vendor Composites using vendor benchmarks	P.A.S.T.

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Swan River Montessori Charter Sch (4137-07) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Swan River Montessori Charter Sch (4137-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

This year the kindergarteners did not complete the additional dyslexia screeners in the fall and winter, only in the spring. Starting next year kindergarten testing will include the additional dyslexia screening test in the fall (word segmenting) and winter (letter names) which is required for the read act.

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 Swan River Montessori Charter Sch (4137-07) 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
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	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

Swan River Montessori Charter Sch (4137-07) 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 Swan River Montessori Charter Sch (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	35	21	35	24	35	27
1st	28	18	28	15	28	20
2nd	26	16	26	16	26	17
3rd	25	20	25	19	25	21

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 Swan River Montessori Charter Sch (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 Sch (4137-07) 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	35	16
1st	28	15
2nd	26	10
3rd	25	8

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

Swan River Montessori Charter Sch (4137-07) 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 Word subtest

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Swan River Montessori Charter Sch (4137-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

This year the kindergarteners did not complete the additional dyslexia screeners in the fall and winter, only in the spring. Starting next year kindergarten testing will include the additional dyslexia screener test in the fall (word segmenting) and winter (letter names) which is required for the read act.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Swan River Montessori Charter Sch (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.

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	24	24	5	CTSTR	CTSTR	3
5th	21	21	4	CTSTR	CTSTR	1
6th	12	12	1	CTSTR	CTSTR	1
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	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.

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

UFLI used with flagged aReading or earlyReading in K-3 FastBridge scores; is an approved state intervention program. Wilson Reading System is researched backed program for special education students. Reading Corp if their CBM fluency low.

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

Swan River Montessori Charter School monitors fidelity and differentiates Tier 1 literacy instruction through a combination of ongoing assessment, classroom observation, data analysis, and collaborative planning. Universal screening using FastBridge is administered three times per year to identify students who may be at risk for reading difficulties. Additional diagnostic assessments, including the P.A.S.T. (Phonological Awareness Screening Test), are used to determine specific skill gaps and instructional needs.

Classroom teachers regularly review assessment data and student work to guide individualized instruction within the Montessori framework. Students receive targeted lessons and practice opportunities based on their current skill levels in phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Flexible grouping and individualized learning plans allow teachers to provide differentiated instruction while maintaining access to grade-level content.

Fidelity of implementation is monitored through classroom observations, coaching, collaboration among teachers, and regular review of student progress data. The Literacy Lead and school leadership team support teachers in implementing Science of Reading-aligned practices, including the All About Reading and All About Spelling curricula. Staff meetings and professional learning opportunities are used to ensure instructional consistency and adherence to evidence-based literacy practices.

Student progress is monitored throughout the year using FastBridge progress-monitoring tools, diagnostic assessments, and classroom-based measures. Instruction is adjusted as needed to ensure that all students receive the support necessary to make progress toward grade-level literacy goals.

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

Students assessed using FastBridge and if they fall below the 20% nationally than they are placed into an intervention group either be RTI or Reading Corp

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

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:

Swan River uses FastBridge progress monitoring for our students. After 6 weeks of intervention students progress is reviewed and interventions are intensified if necessary.

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

When intervention students are above the national 20th percentile line 3 times in a row they are released from intervention services.

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 Swan River Montessori Charter Sch (4137-07) 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	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	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:

- Family engagement nights

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 Swan River Montessori Charter Sch (4137-07), 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
Other Curriculum - Montessori	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	45
	Foundational	Grade 4	45
	Foundational	Grade 5	45

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

Swan River Montessori Charter School used a data-driven and research-based process to select evidence-based Tier 1 literacy instruction. School leadership, classroom teachers, and the Literacy Lead reviewed student achievement data, including FastBridge screening results, progress-monitoring data, and diagnostic assessments, to identify areas of need in foundational reading skills.

The school evaluated literacy programs for alignment with the Science of Reading and the needs of Montessori learners. Programs were reviewed for evidence of effectiveness, explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, as well as ease of implementation within the existing Montessori framework.

Based on this review process, the school selected All About Reading and All About Spelling as core Tier 1 instructional resources to strengthen literacy instruction. These programs provide structured, sequential, and research-based instruction that complements the school's Montessori reading curriculum while addressing identified student needs.

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The school will continue to monitor student performance data and gather teacher feedback to evaluate the effectiveness of Tier 1 instruction. Ongoing professional development and collaboration among staff will support consistent implementation and ensure that literacy instruction remains aligned with evidence-based practices and the needs of all students.

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

Swan River Montessori Charter School selected All About Reading and All About Spelling after reviewing student assessment data, literacy outcomes, and research-based programs aligned with the Science of Reading. School leadership, the Literacy Lead, and instructional staff identified the need for additional systematic and explicit phonics and reading instruction to complement the Montessori literacy curriculum and support continued student growth.

During the 2025-26 school year, the school implemented foundational Science of Reading practices, including phonemic awareness instruction, phonogram instruction, word recognition practice, and the use of the P.A.S.T. (Phonological Awareness Screening Test) to identify student needs and guide instruction.

For the 2026-27 school year, the school will fully implement All About Reading and All About Spelling as part of Tier 1 literacy instruction. Students will receive 60 minutes of daily All About Reading instruction, with lessons integrated into the existing Montessori literacy framework. Teachers will receive ongoing training and support to ensure consistent implementation and fidelity.

Student progress will be monitored through FastBridge assessments administered three times per year, P.A.S.T. assessments, classroom-based measures, and ongoing progress monitoring. Literacy data will be reviewed regularly by teachers, the Literacy Lead, and school leadership to evaluate effectiveness and make instructional adjustments. The school will use student achievement data and implementation feedback to assess the success of the new literacy program and ensure that all students receive high-quality, evidence-based literacy instruction.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Swan River Montessori Charter Sch (4137-07) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

During the 2026-27 school year, Swan River Montessori Charter School will strengthen its Tier 1 literacy instruction in grades K-5 through the implementation of All About Reading and All About Spelling. These evidence-based programs will be added to the school's existing Montessori literacy curriculum to provide more systematic and explicit instruction in foundational reading skills.

Students will receive 60 minutes of daily All About Reading instruction focused on phonological awareness, phonics, decoding, fluency, vocabulary, and reading comprehension. All About Spelling will be used to support students' understanding of phonics patterns, encoding, spelling, and written language development.

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These curricular additions build upon the Science of Reading practices implemented during the 2025-26 school year, including explicit phonemic awareness instruction, phonogram instruction, word recognition practice, and the use of diagnostic assessments to identify student needs. The new resources were selected to provide a structured scope and sequence while complementing the hands-on, individualized learning approach of Montessori education.

Teachers will receive ongoing training and support to ensure effective implementation and alignment with evidence-based literacy practices. Student progress will be monitored through FastBridge assessments, P.A.S.T. assessments, classroom observations, and ongoing formative assessments to evaluate the effectiveness of the new curricular resources and support continuous improvement in literacy outcomes.

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 Swan River Montessori Charter Sch (4137-07) 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
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20
Wilson	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Swan River Montessori Charter Sch (4137-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$16,807

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

\$0

READ Act Literacy Aid

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

Swan River Montessori Charter Sch (4137-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$12,312

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$3,900

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

n/a

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
Other, explain below - did not spend	Literacy Aid Funds

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.

Swan River Montessori Charter Sch (4137-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL
- LETRS

Date of expected completion for Phase 1 Professional Development:

08/30/2025

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:

All teachers completed the approved training.

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:

Swan River Montessori Charter School collects multiple sources of fidelity data to ensure that teachers are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. The Literacy Lead and school leadership team conduct classroom observations and instructional walkthroughs to monitor the implementation of Science of Reading-aligned practices, including phonological awareness, phonics, fluency, vocabulary, and comprehension instruction.

Teachers participate in ongoing professional development and coaching related to evidence-based literacy practices. Completion of required Science of Reading training and implementation of learned strategies are monitored through professional learning records, classroom observations, and collaborative discussions.

Student assessment data are also used as a measure of instructional fidelity. FastBridge screening and progress-monitoring assessments, P.A.S.T. (Phonological Awareness Screening Test) results, classroom-based assessments, and student work samples are reviewed regularly to determine whether instruction is producing expected student growth. Data meetings are held to analyze results, identify areas for improvement, and ensure instructional practices are aligned with student needs.

Beginning in the 2026-27 school year, fidelity data will also include implementation monitoring for All About Reading and All About Spelling. Teachers will receive training and support, and administrators and the Literacy Lead will monitor

the consistency of program implementation through observations, lesson reviews, and student performance data.

These processes help ensure that literacy instruction remains systematic, sequential, explicit, diagnostic, and responsive to student needs while supporting continuous improvement across the school.

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 uses fidelity data from classroom observations, instructional walkthroughs, assessment results, and professional development activities to provide coaching and feedback that supports high-quality literacy instruction. The Literacy Lead and school leadership team review observation data and student performance data to identify strengths, areas for growth, and professional learning needs related to systematic, sequential, explicit, and diagnostic literacy instruction.

To support implementation, all instructional staff participated in a full day of Science of Reading training during the back-to-school teacher workshop. Throughout the school year, teachers received an additional 12 hours of professional development during scheduled teacher workshop days. These training sessions focused on evidence-based literacy practices, phonological awareness, phonics instruction, assessment practices, intervention strategies, and the application of Science of Reading principles within the Montessori framework.

Coaching and feedback are provided through classroom observations, collaborative planning, staff meetings, and individual conversations with teachers. The Literacy Lead works with teachers to review student assessment data, discuss instructional strategies, and identify adjustments needed to meet student needs. Teachers are encouraged to reflect on instructional practices and use student data to guide decision-making.

Beginning in the 2026-27 school year, coaching and support will also focus on the implementation of All About Reading and All About Spelling. Ongoing feedback, modeling, and professional learning opportunities will help ensure consistent implementation of these programs and strengthen evidence-based literacy instruction across the school.

These supports help ensure that all teachers have the knowledge, skills, and resources needed to provide effective literacy instruction and improve student reading outcomes.

The following changes in instructional practices have impacted students:

The implementation of systematic, sequential, explicit, and diagnostic literacy practices has resulted in measurable improvements in student literacy outcomes at Swan River Montessori Charter School. During the 2025-26 school year, the school strengthened literacy instruction by implementing Science of Reading-aligned practices, including explicit phonemic awareness instruction, systematic phonics instruction, targeted reading fluency practice, diagnostic assessments, and data-driven interventions.

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Teachers used FastBridge universal screening assessments three times per year, along with the P.A.S.T. (Phonological Awareness Screening Test), to identify student needs and provide targeted instruction. Students who demonstrated skill gaps received additional support based on diagnostic assessment results, allowing instruction to be matched to individual learning needs.

Evidence of the impact of these instructional changes can be seen in student assessment data. At the beginning of the school year, approximately 10% of students were performing at grade level on the P.A.S.T. assessment. By the end of the year, 85% of students were performing at grade level, demonstrating significant growth in phonological awareness skills. Because phonological awareness is a critical foundation for reading success, these results indicate that students are developing stronger early literacy skills and are better prepared for reading proficiency.

Student performance on FastBridge assessments also improved. The percentage of students reading at a proficient level increased from 60% at the beginning of the year to 70% by the spring assessment period. This growth demonstrates that more students are meeting grade-level literacy expectations and making progress toward reading proficiency.

These outcomes reflect the effectiveness of providing explicit instruction, using assessment data to guide decision-making, and implementing targeted interventions based on identified student needs. In addition, staff participation in Science of Reading professional development helped ensure consistent implementation of evidence-based literacy practices across the school.

The school will continue to build on these gains through ongoing progress monitoring, data-based instructional decisions, and the implementation of All About Reading and All About Spelling during the 2026-27 school year to further strengthen literacy achievement for all students.

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

The implementation of systematic, sequential, explicit, and diagnostic literacy practices has had a positive impact on student outcomes at Swan River Montessori Charter School. During the 2025-26 school year, the school strengthened literacy instruction through Science of Reading-aligned practices, including explicit phonemic awareness instruction, phonics instruction, diagnostic assessment, and targeted interventions based on student needs.

Evidence of the impact can be seen in student assessment data. At the beginning of the school year, approximately 10% of students were performing at grade level on the P.A.S.T. (Phonological Awareness Screening Test). By the end of the year, 85% of students were performing at grade level, demonstrating substantial growth in phonological awareness and foundational reading skills.

Student performance on FastBridge assessments also improved. The percentage of students reading at a proficient level increased from 60% at the beginning of the year to 70% by the spring assessment period. This growth indicates that

more students are meeting grade-level literacy expectations and benefiting from evidence-based instruction.

These improvements reflect the effectiveness of using assessment data to identify student needs, provide targeted instruction, and monitor progress. The combination of enhanced phonological awareness instruction, increased focus on phonics and reading fluency, ongoing progress monitoring, and staff training in the Science of Reading has contributed to stronger literacy outcomes for students.

The school will continue to build on these successes by implementing All About Reading and All About Spelling during the 2026-27 school year and using student data to further refine instruction and support continued growth in reading achievement.

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

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):

n/a

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)	2	2	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	13	13	0	0
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	2	2	0	0
K-3 Classroom teachers	3	3	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	3	3	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	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	2	2	0	0
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	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).

13

The PSLT was provided by:

District PSLT Trainer

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.

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

Yes

The MnMTSS framework is being utilized:

Yes

Swan River Montessori Charter Sch (4137-07) 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.

Swan River Montessori Charter Sch (4137-07) does not include a DLI Program