

Minnesota READ Act Literacy Plan

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

For

Higher Ground Academy (4027-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Higher Ground Academy (4027-07). 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 \(2025\).](#)

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Higher Ground Academy (4027-07)'s literacy goal(s) for the 2025-26 school year:

Higher Ground Academy's literacy goals for the 2025-26 school year include continuing to implement the MTSS framework to support all learners, to use the universal screeners FastBridge and Capti ReadBasix to screen for dyslexia, to determine tier two and three intervention groups, and to improve progress monitoring. We will also implement the READ act training information into classroom teaching, support multilingual learners and students receiving special education services, and aim to have all students reading at grade level every year, beginning in kindergarten.

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

Higher Ground Academy made progress toward our goal of implementing the MTSS framework by establishing tiered systems for academics and behavior, by engaging with families and hosting Title One and English Language Learner meetings with the appropriate teachers, and by making data based decisions during monthly progress monitoring meetings. We made progress toward screening for dyslexia by administering Capti ReadBasix three times and early Reading nonsense words for grades 2-3 in the spring. We made progress toward our goal of implementing the READ Act and having all students reading at grade level every year by having paraprofessionals complete the literacy training. This ensured that all staff were trained and that students, including multilingual students and students receiving special education services, were supported in the classroom.

The following describes how Higher Ground Academy (4027-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Several of our students, particularly our tier 3 students and multilingual learners, are not yet reading at grade level. However, they are receiving services in order to promote grade-level proficiency and to reach their individualized goals.

Higher Ground Academy (4027-07)'s literacy goal(s) for the 2026-27 school year:

Higher Ground Academy's 2026-2027 literacy goal is to increase the number of our students reading at grade level every year, beginning in kindergarten. One way we will do this is by implementing a new literacy curriculum across grades K-5 that will align instruction across those grades, including tier 2 and 3 students, special education students, and our multilingual learners. We will use FastBridge screening and progress monitoring to measure this goal and report students who are not reading at grade level.

Local Literacy Plan for Higher Ground Academy (4027-07)

The Local Literacy Lead, Jenna Tollefson, for Higher Ground Academy (4027-07) has an FTE of .80

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

The District Literacy Lead is engaging with the District and School Leadership Teams by attending monthly grade level progress monitoring meetings. The Literacy Lead also attends District Literacy Lead Communities of Practice and Local Certified Facilitator Communities of Practice meetings and shares information with leadership teams as needed. The Literacy Lead is part of the Child Find team which finds students to be evaluated for Special Education Services. The Literacy Lead led the Structured Literacy Paraprofessional training to ensure all staff are trained according to the READ Act requirements.

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

Higher Ground Academy (4027-07) Local Literacy Plan is posted on the district website at

https://www.hgacademy.org/apps/pages/index.jsp?uREC_ID=266844&type=d

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.

Higher Ground Academy (4027-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Higher Ground Academy (4027-07) 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	FastBridge aReading
	Grade 1	Vendor Composites using vendor benchmarks	FastBridge aReading
	Grade 2	Vendor Composites using vendor benchmarks	FastBridge aReading
	Grade 3	Vendor Composites using vendor benchmarks	FastBridge aReading

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

Higher Ground Academy (4027-07) will be utilizing the following screening tool(s) in 2026-27:

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

Higher Ground Academy (4027-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will include the oral language screening tool for K-2.

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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Higher Ground Academy (4027-07) 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 aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 1 & 2

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

Higher Ground Academy (4027-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

All students completed one progress monitoring session between the winter and spring screening window.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Higher Ground Academy (4027-07) 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	79	12	77	19	75	38
1st	94	30	92	25	87	29
2nd	96	34	90	36	89	44
3rd	101	39	98	39	92	53

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 Higher Ground Academy (4027-07) 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.

Higher Ground Academy (4027-07) 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	86	16
1st	95	30
2nd	97	21
3rd	101	25

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

Higher Ground Academy (4027-07) 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

Higher Ground Academy (4027-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

We will include the oral language screening subtest for grades K-2 to screen for characteristics of dyslexia.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Higher Ground Academy (4027-07) 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	103	103	103	21	21	0
5th	114	114	114	16	16	0
6th	101	101	101	15	15	0
7th	114	114	114	11	11	0
8th	102	102	102	5	5	0
9th	118	118	118	3	3	0
10th	110	110	110	4	4	0
11th	65	65	65	10	0	0
12th	37	37	37	6	0	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.

Higher Ground Academy (4027-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Monthly progress monitoring meetings with the school principal, classroom teachers, ELL teachers, and Reading Specialist assures that evidence-based instruction and intervention is matched to each student's needs. The data being used comes from the FastBridge screening and progress monitoring scores which tracks student progress and ensures they are getting supplemental or intensive support as needed.

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

Students take the aReading assessment while being monitored by the classroom teacher. If their scores identify them as high risk, some risk, low risk or college pathway, classroom teachers determine how to differentiate their instruction to meet the needs of those students. They use the universal screener assessments score and supplemental curriculum assessment score to determine differentiation.

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

Students who score some risk or high risk on aReading and CBM-Reading (grades 2-5) or earlyReading (grades K-1) will be eligible to join tier 2. Students who score high risk on the assessments stated above will be eligible to join tier 3.

Students must complete a 6 week intervention with the classroom teacher, ELL department, or tier 2 Title One teachers before joining tier 3 to see if they make adequate progress, unless they were previously in tier 3 or obtain a special request. The process may differ in the secondary school based on the staff available for tier 2 and 3 intervention.

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

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

The progress monitoring protocol that has been established to determine if any modifications should be made is to see if the student has made progress after 4-6 weeks of intervention and is meeting the goal FastBridge has created for them. If they have not met their goal or made sufficient progress toward it, the intervention will be modified or intensified. If they do not meet their goal or make progress toward their goal after another 4-6 weeks, they will be considered to move to either tier 3 if they were previously in tier 2, or to be considered to be evaluated for Special Education services or to have their intervention modified or intensified if they were previously in tier 3.

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

The criteria to exit tier 2 and 3 intervention is that the student must meet their FastBridge progress monitoring goal after 6-12 weeks of intervention and increase their FastBridge aReading (K-5), earlyreading (K-1), CBM reading (2-5), and AutoReading (4-5) scores to some risk (if previously in tier 3), low risk, or college pathway. We also take into consideration their CBM score meeting a district set benchmark by winter and spring. This may differ at the secondary level due to tier 2 and 3 staffing availability.

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 Higher Ground Academy (4027-07) 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	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Parent teacher conferences
Grade 6	3 times per year	Parent teacher conferences
Grade 7	3 times per year	Parent teacher conferences
Grade 8	3 times per year	Parent teacher conferences
Grade 9	3 times per year	Parent teacher conferences
Grade 10	3 times per year	Parent teacher conferences
Grade 11	3 times per year	Parent teacher conferences
Grade 12	3 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

Higher Ground Academy (4027-07) will make the following changes to parent notification and involvement for the 2026-27 school year:

We will invite parents of new to country students to a special conference at the beginning of the year to inform them of the progress monitoring document their student will receive and the grading process they will follow.

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 Higher Ground Academy (4027-07), 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 - Savvas Reading Street	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
The Superkids Reading Program, K-2, 2017 (Minimally Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Higher Ground Academy selected an evidence-based Tier 1 curricular resource based off curriculums aligned with the science of reading and balanced literacy.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The K-2 curriculum SuperKids was selected in 2023 and was implemented for 3 academic school years. Staff training was completed at the beginning of the implementation and again as needed for new staff. Fidelity checks were done throughout the school year by the principal and grade level lead teachers. Standards alignment was ensured by completing lesson plans that highlighted the standards being taught. The 3-5 curriculum followed a similar procedure for fidelity checks and standards alignment.

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

Higher Ground Academy (4027-07) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

K-5 will switch our Tier 1 curricular resource to Amplify CKLA to align instruction across all grades to the science of reading.

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 Higher Ground Academy (4027-07) 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
Other Resources - FastBridge, SuperKids, Read Live	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Higher Ground Academy (4027-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

The literacy intervention resources used will align with our tier 1 curricular resource Amplify CKLA. We will also use FastBridge interventions as needed to align with our universal screening and progress monitoring system.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Higher Ground Academy (4027-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$48,013

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.

Higher Ground Academy (4027-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$44,173

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

\$16,739

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

In school year 2025 - 2026, Higher Ground Academy will use the remaining funds from the READ Act literacy training to add a portion of the salary of a reading intervention specialist

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
Employing a reading intervention specialist	Both

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.

Higher Ground Academy (4027-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Higher Ground Academy (4027-07) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

06/05/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Higher Ground Academy is supporting teachers who do not complete the approved training with 80% proficiency level by offering extended time to complete it, offering tutorials on how to complete it, and offering for them to retake it the following year.

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:

Higher Ground Academy's principal checks grade level lesson plans to ensure teachers are implementing explicit, systematic, evidence-based instruction in the five areas of reading.

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:

Higher Ground Academy is implementing coaching support and feedback through grade level lead teachers, the principal, and the reading specialist. The principal completes observations and walk through's of each teacher and then provides feedback on their teaching. They also give feedback on the teacher's lesson plans.

The following changes in instructional practices have impacted students:

Higher Ground Academy continues to see improved FastBridge and MCA scores as a result of teacher's instructional practices and implementation of the CAREIALL and Structured Literacy Paraprofessional trainings.

Higher Ground Academy (4027-07) has implemented the following professional development and support for teachers

Local Literacy Plan for Higher Ground Academy (4027-07)

around culturally responsive literacy practices:

Higher Ground Academy teachers have completed the CAREIALL training which covered culturally responsive practices. We plan to implement more professional development opportunities in the following years regarding this concept.

Higher Ground Academy (4027-07) 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):

Higher Ground Academy had all paraprofessionals complete the Structured Literacy Paraprofessional training. We will offer this to new staff next year as well. We will also offer a training on our progress monitoring and intervention protocol.

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)	13	13	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	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	0	0	0	0
K-3 Classroom teachers	16	15	1	16
K-12 Teachers holding English as a second language licenses	13	12	1	13
K-12 Reading Intervention Teachers	4	4	4	4
K-12 Special Education educators responsible for foundational reading instruction	4	4	0	4
Pre-K through grade five Curriculum Directors	1	1	1	1

Local Literacy Plan for Higher Ground Academy (4027-07)

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	1	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
Teachers who provide foundational reading instruction to students in grades 4-12	8	0	0	7
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	1	0	0	1
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).

18

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.

Higher Ground Academy (4027-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Higher Ground Academy (4027-07) has participated in MDE MnMTSS professional learning:

No

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.

Higher Ground Academy (4027-07) does not include a DLI Program