

Minnesota READ Act Literacy Plan

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

For

Progeny Academy Charter School (4263-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Progeny Academy Charter School (4263-07). 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

Progeny Academy Charter School (4263-07)'s literacy goal(s) for the 2025-26 school year:

1) At least 60% of students with valid data will meet their individual expected growth projections at least one time per year as measured from fall to winter or fall to spring on the NWEA Reading Assessment. Goal Met. 2) In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Reading test from one testing year the next testing year will either: 1) show a decrease in the percentage of students not meeting OR 2) show a difference that reflects better performance than that of the state. Goal TBD. Data is not yet available. 3) In the majority of contracted years, the difference in the percentage of students who identify as Black/African American and Robbinsdale Public School District students who identify as Black/African American who partially meet, meet, or exceed will decrease from the previous year. Goal TBD. Data is not yet available. 4) In the majority of contract years, the percentage of students identified as "high risk" per FastBridge literacy assessments will decrease as measured from fall to spring. Goal Not Met.

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

Teachers implemented a set of daily, explicit literacy practices and increased active engagement to move students toward their reading goals. Teachers provided daily instruction in phonemic awareness, phonics, fluency, and sight words, along with daily writing practice across all grades. Teachers explicitly modeled and taught sentence formation, grammar, punctuation, and paragraph writing, using tools such as graphic organizers, sentence starters, word walls, visuals, and anchor charts to support and scaffold the learning. Classrooms followed consistent reading block schedules with planned activities that required students to talk, write, collaborate, and present, while teachers used higher-level questions and curriculum components to promote deeper thinking. Teachers also conducted daily formative assessments and used the results to adjust instruction in real time.

The following describes how Progeny Academy Charter School (4263-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance shows the school is making progress toward the READ Act goal of all students reading at or above grade level, with evidence of growth across grade levels. In spring FY26, 29% of K-3 students were at or above the FastBridge reading benchmark. Additionally, 33% of K-3 students demonstrated typical or better growth (growth percentile of 40 or higher). Among students who began the year below benchmark, 28% made typical or better growth, and 11% moved up at least one risk level, indicating that many students are improving and responding to instruction and intervention. In grades 4-8, approximately 44% of students met benchmark levels on the NWEA reading assessment, and about 63% met their growth targets. Really strong growth results were seen in grades 1, 4, 5, 6, and 7 where over 60% of students met their growth targets. This reflects that a majority of students are making expected growth, setting them up to achieve grade-level proficiency.

Progeny Academy Charter School (4263-07)'s literacy goal(s) for the 2026-27 school year:

1) At least 53% of students with valid FastBridge Reading Assessment data will maintain (Within +-2 percentile points) or increase their national percentile rank as measured from fall to spring. 2) The percent of Progeny Academy's students who meet the North Star inclusion criteria and partially meet, meet, or exceed on State Reading Tests is at least 50%. 3) The percentage of students in grades Kindergarten through grade 3 identified as some risk, low risk or college pathway (20th national percentile or higher) according to their Fastbridge Reading assessments will be maintained or within five percentage points (above or below) as measured from fall to spring.

The Local Literacy Lead, Ms. Nicole Nelson, for Progeny Academy Charter School (4263-07) has an FTE of 1.00

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

The District Literacy Lead actively partners with district and school leadership teams to support implementation of the READ Act and strengthen literacy outcomes. They ensure the school administers the required universal and dyslexia screening tools, submits data to MDE, and that staff have completed training on administering these screeners as well as all required READ Act training. They conduct data analysis and work with teachers to use the results to guide instruction and interventions to meet students' needs. The Literacy Lead also provides professional development and coaching on using evidence-based literacy practices and supports the school in monitoring student growth throughout the year. In addition, they help develop, implement, and monitor the school's literacy plan.

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](#)

No

The District Literacy Lead does not have an active allowable license for the following reason(s):

Due to limited staffing the school Director took over oversight with support from interventionists and an elementary literacy coach. A variance was not received, but the 26-27 literacy lead will have at least one of the active licenses required,

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

The Literacy Lead is currently completing final components of LETRS training and should be complete by the end of 2026.

Progeny Academy Charter School (4263-07) Local Literacy Plan is posted on the district website at

<https://progenyacademy.org/academics/>

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.

Progeny Academy Charter School (4263-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Progeny Academy Charter School (4263-07) 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	MDE Composites	Not Applicable
	Grade 1	MDE Composites	Not Applicable
	Grade 2	MDE Composites	Not Applicable
	Grade 3	MDE Composites	Not Applicable

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

No

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 Progeny Academy Charter School (4263-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 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

Progeny Academy Charter School (4263-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Progeny Academy Charter School (4263-07) 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	9	CTSTR	9	CTSTR	9	CTSTR
1st	7	CTSTR	7	CTSTR	7	CTSTR
2nd	9	CTSTR	9	CTSTR	9	CTSTR
3rd	6	CTSTR	5	CTSTR	6	CTSTR

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 Progeny Academy Charter School (4263-07) 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.

Progeny Academy Charter School (4263-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	0	CTSTR

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

Progeny Academy Charter School (4263-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Progeny Academy Charter School (4263-07) 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	6	0	1	CTSTR	CTSTR	0
5th	12	0	5	CTSTR	CTSTR	0
6th	14	0	3	CTSTR	CTSTR	0
7th	7	0	1	CTSTR	CTSTR	0
8th	11	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.

Progeny Academy Charter School (4263-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Progeny Academy uses a combination of universal screeners, curriculum assessments, and daily formative checks to ensure instruction and intervention are matched to each student's needs. FastBridge (K-3) and NWEA/MAP Growth (4-8) are administered three times per year, while MCA and WIDA ACCESS are given annually, providing benchmark and summative data on K-8 students' reading performance. Teachers also use weekly summative unit assessments from the core curriculum and frequent formative assessments (such as exit tickets and quick checks) to monitor learning, adjust daily instruction, form small groups, and identify skills that need whole-class reteaching. Students identified for additional support receive targeted intervention from reading tutors, Title teachers, and paraprofessionals, with weekly progress monitoring used to refine intervention plans until students demonstrate sustained improvement.

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

Fidelity of Tier 1 instruction is monitored through observations and coaching. The Executive Director and Literacy Coach observe classrooms to ensure both the core curriculum and instructional strategies are being implemented as intended. Feedback is provided to teachers and coaching sessions are scheduled as needed. Students have 85 minutes of literacy instruction each day which allows time for the classroom teacher to conduct a whole group lesson followed by independent and small group work. It is during this latter time that teachers work with students in small groups or one-on-one based on their identified needs. In addition, the schedule includes small groups and one-to-one supports within the classroom on Fridays, allowing for teachers to provide differentiated instruction based on needs identified through formative and summative assessments.

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

K-3: Entrance into tier 2 is determined using results from the FastBridge universal screener. Students scoring at some risk are flagged. Additional data from classroom performance is collected as further evidence of reading below grade level. If the evidence supports the student is reading below grade level, he/she will qualify for tier 2 interventions. Students with scores on the FastBridge assessment as high risk, or who do not make adequate progress in tier 2, may be placed into tier 3 interventions. 4-8: Entrance into tier 2 is determined using results from the NWEA Reading assessment. Students scoring below the 40% are flagged. Additional data from classroom performance is collected as further evidence of reading below grade level. If the evidence supports the student is reading below grade level, he/she will qualify for tier 2 interventions. Students with scoring below the 20% on the NWEA reading assessment, or who do not make adequate progress in tier 2, may be placed into tier 3 interventions.

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Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

To gauge the effectiveness of interventions staff progress monitor students using the MAP Reading Fluency program. Students scoring in the "green" level are progress monitored monthly. Students scoring in the "orange" level are progress monitored three times a month. Students scoring in the "red" level are progress monitored weekly. Teams review these progress monitoring results to determine whether to continue the current plan, increase the intensity or frequency of intervention, change the intervention approach, or begin transitioning students to a lower level of support when they consistently meet benchmarks.

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

If students score above their goal three to five consecutive times, including once above the benchmark score, the intervention may be discontinued. However, teachers will continue monitoring progress to ensure students do not regress.

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 Progeny Academy Charter School (4263-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 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:

- Parent teacher conferences

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 Progeny Academy Charter School (4263-07), 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
Groves Method Literacy Curriculum for All (Foundational Skills) K-3, with Heggerty Phonemic Awareness Kindergarten Curriculum (2022) and Heggerty Phonemic Awareness Primary Curriculum (Partially Aligned)	Foundational	Kindergarten	90
	Foundational	Grade 1	90
	Foundational	Grade 2	90
	Foundational	Grade 3	90
	Foundational	Grade 4	90
Other Curriculum - Reading Street	Knowledge Building	Grade 5	55

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

Progeny Academy begins with the Common Needs Assessment, which reviews student performance in literacy. Then, standards are reviewed along with the curriculum programs that are state approved. A team is assembled consisting of administration, teachers/teacher leaders, specialists to review curriculum options and supports in conjunction with state standards and literacy requirements. Once the program is selected staff are trained and coaching is provided. Program execution and student performance is then regularly monitored.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Once the curriculum is selected, the executive director communicates with staff, the board, and families about the new curriculum and its implementation timeline. During August workshop week, curriculum consultants provide initial training to staff, with follow-up sessions scheduled throughout the year. The executive director and literacy coach conduct walkthroughs using a fidelity checklist to ensure teachers are implementing the curriculum as intended and

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provide additional supports and training as needed based on these observations. Before selection, the school reviews each curriculum option to ensure alignment with Minnesota state standards.

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 Progeny Academy Charter School (4263-07) 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 - Groves Intervention	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
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Progeny Academy Charter School (4263-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$2,697

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.

Progeny Academy Charter School (4263-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$3,834

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

\$2,697

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

Employing a reading intervention specialist and professional development on evidence-based literacy screening and progress monitoring.

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
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
Employing a reading intervention specialist	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.

Progeny Academy Charter School (4263-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2026

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:

The district is supporting teachers through an on site literacy coach through its partnership with the Groves Learning Organization. Additionally, the school's instructional coach provides regular training and support.

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:

The fidelity data collected by Progeny Academy to ensure teachers are implementing explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension is done through observations, teacher evaluations, and instructional coaching. We also universally screen all students 3 times a year to measure and track student progress and growth in these areas.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The school implements coaching and support to ensure that all elementary teachers can provide explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Groves Literacy Coach meets with teachers and administrators to share feedback and offer specific strategies to strengthen program implementation, core instructional elements, and small-group interventions. In addition, the Executive Director observes each teacher throughout the year to ensure the curriculum and strategies are being implemented as intended, then meets with teachers after each observation to guide reflection and develop concrete next steps to improve instruction and student outcomes.

The following changes in instructional practices have impacted students:

Changes in instructional practices have led to strong student growth, particularly for students who started below benchmark. In FY26, 56.7% of students in grades 1-8 met their NWEA reading growth targets, and the group's cumulative growth was 197.3% of projected growth (505 actual vs. 256 projected RIT points), showing students made

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nearly double the typical annual progress. Among students below grade level, 51.4% met their growth targets, with cumulative growth at 188.6% of projected growth (298 actual vs. 158 projected), indicating that struggling readers are responding positively to instruction and intervention. Students who started at or above grade level also continued to grow, with 63.3% meeting growth targets and cumulative growth at 211.2% of projected growth (207 actual vs. 98 projected), suggesting that higher-achieving students are being appropriately challenged.

Progeny Academy Charter School (4263-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Progeny Academy holds all students to high standards regardless of their subgroup. The literacy curriculum was specifically chosen as it is academically rigorous, holds all students to high standards, and the subjects and stories included in the curriculum exposes students to various cultures, topics, and backgrounds. Teachers also make sure to select books and resources in their library that reflect the various cultures in our school, and the school ensures all students and families can access our literacy program by sending home materials in the various languages. Annually, all staff participate in culturally responsive training that is provided by IQS. It focuses on providing a culturally sensitive, focuses on our hidden biases and being able to recognize that we all have biases and that plays an impact on our interactions with one another.

Progeny Academy Charter School (4263-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

For FY27, Progeny Academy will provide targeted literacy-focused professional development on the following topics: ? Effective core teaching practices such as gradual release ? Developing and using standards-aligned formative assessments ? Aligning lesson objectives and clearly defined success criteria ? Designing high-cognition literacy lessons built on students' knowledge and memory to more effectively support deep reading, writing, and academic discussion ? Building student stamina with complex texts and writing tasks ? Differentiating for multilingual learners, students with disabilities, and students performing below and above grade level ? Evidence-based strategies and best teaching practices for new teachers and for teachers not yet scoring at the proficiency level on the teacher evaluation In addition, the school will strengthen PLCs by beginning them in the fall with clear protocols and expectations for collaboration around literacy instruction and student work.

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	0	1	1
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	3	2	1	0
K-12 Teachers holding English as a second language licenses	1	1	1	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	1	0	1	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	1	0	0	1
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	2	0	0	2

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).

0

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.

Progeny Academy Charter School (4263-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

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.

Progeny Academy Charter School (4263-07) does not include a DLI Program