

Minnesota READ Act Literacy Plan

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

For

Kerkhoven-Murdock-Sunburg (0775-01)

Date Submitted to the State 06/08/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Kerkhoven-Murdock-Sunburg (0775-01). 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

Kerkhoven-Murdock-Sunburg (0775-01)'s literacy goal(s) for the 2025-26 school year:

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. The KMS School District focused on enhancing evidence-based literacy instruction during the 2025-26 school year. In grades K-1, as measured by the earlyReading FastBridge assessment, our goal was to have 67% of students meet benchmarks. In grades 1-8, as measured by the aReading FastBridge assessment, our goal was to have 60% of students meet benchmarks.

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

During the 2025-2026 school year, KMS continued to enhance evidence-based literacy instruction. Educators in grades K-12 participated in data and curriculum meetings to make data-based decisions following fall, winter, and spring screening periods. In accordance with the READ Act, we implemented Capti screening in grades 4-12. In addition, guidance from MDE regarding the READ Act was continuously reviewed and incorporated into district planning and practice.

The following describes how Kerkhoven-Murdock-Sunburg (0775-01)'s current student performance differs from the literacy goal detailed in the READ Act:

In grades K-1, 65% of students met the benchmark on the earlyReading assessment in the spring. Although the goal was not met, there was an 11% increase on the earlyReading assessment in the number of students above benchmark from fall to spring, which was greater than the year before. In Grades 1-8, 56% of students met benchmarks in the spring on the aReading FastBridge assessment.

Kerkhoven-Murdock-Sunburg (0775-01)'s literacy goal(s) for the 2026-27 school year:

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. The KMS School District will continue to focus on enhancing evidence-based literacy instruction during the 2026-2027 school year to meet the MN READ Act goal. The KMS School District will continue to focus on improving literacy skills and increasing the number of students who are meeting benchmarks. In grades K-1, as measured by the earlyReading FastBridge assessment, the percentage of students meeting the benchmark in the spring will increase from 65% to 70%. In grades 2-3, as measured by the CBMreading FastBridge assessment, the percentage of students meeting the benchmark in the spring will increase from 58% to 65%. In grades 4-6, as measured by the Capti ReadBasix assessment, 60% of students will meet the Word Recognition and Decoding and Reading Efficiency benchmarks. In grades 7-10, as measured by the Capti ReadBasix

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assessment, 70% of students will meet the Word Recognition and Decoding and Reading Efficiency benchmarks.

The Local Literacy Lead, Jennifer Schwankl, for Kerkhoven-Murdock-Sunburg (0775-01) has an FTE of .05

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

The District Literacy Lead (DLL) engages with district and school leadership teams by providing professional learning on structured literacy, leading the K-12 Literacy Team, and sharing regular updates on READ Act requirements and progress toward literacy goals. The DLL works closely with district administrators and school teams to lead a data-driven decision-making process using screening, diagnostic, progress-monitoring, and outcome data. This process supports the review of Tier 1 core instruction, Tier 2 targeted interventions, and Tier 3 intensive supports, including curriculum, instructional practices, and intervention programming. Through this work, the DLL helps teams identify trends, determine next steps, and align literacy supports to student needs

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

Kerkhoven-Murdock-Sunburg (0775-01) Local Literacy Plan is posted on the district website at

<https://www.kms.k12.mn.us/district/district-policies-and-plans/district-775-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.

Kerkhoven-Murdock-Sunburg (0775-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Kerkhoven-Murdock-Sunburg (0775-01) 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	District considers earlyReading Composite scores.
	Grade 1	MDE Composites	District considers earlyReading Composite scores.
	Grade 2	MDE Composites	District considers aReading and Nonsense Words assessment scores.
	Grade 3	MDE Composites	District considers aReading and Nonsense Words assessment scores.

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

Kerkhoven-Murdock-Sunburg (0775-01) will be utilizing the following screening tool(s) in 2026-27:

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

Kerkhoven-Murdock-Sunburg (0775-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The district will be adding the oral language screening during the 26-27 school year.

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 Kerkhoven-Murdock-Sunburg (0775-01) 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	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 8	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 5	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 9	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 10	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 6	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 11	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 12	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.
	Grade 7	1 time per year	Other - The district used past MCA and aReading scores, as well as district assessments.

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

Kerkhoven-Murdock-Sunburg (0775-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Kerkhoven-Murdock-Sunburg (0775-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Screening using Capti ReadBasix will be completed 3 times per year with all students in grades 4-10. Students in grades 11 and 12 will be identified using the 2-step process and will complete the Capti ReadBasix screening at least once per year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Kerkhoven-Murdock-Sunburg (0775-01) 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	52	32	54	45	52	39
1st	43	19	44	24	43	25
2nd	52	27	52	30	51	30
3rd	61	35	60	33	59	37

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 Kerkhoven-Murdock-Sunburg (0775-01) 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.

Kerkhoven-Murdock-Sunburg (0775-01) 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	54	8
1st	43	10
2nd	51	18
3rd	59	12

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

Kerkhoven-Murdock-Sunburg (0775-01) 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 Kerkhoven-Murdock-Sunburg (0775-01) 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	46	46	15	15	12	0
5th	79	79	34	34	27	0
6th	53	53	15	15	12	0
7th	55	55	21	21	18	0
8th	62	62	31	31	28	0
9th	83	83	47	47	25	0
10th	57	57	23	23	16	0
11th	56	56	16	16	3	0
12th	64	64	14	14	7	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.

Kerkhoven-Murdock-Sunburg (0775-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district conducts screening for students in grades K-10 during the fall, winter, and spring. Students identified as being at risk of not meeting grade level standards in grades 11 and 12 are screened at least once per year. These screening results help evaluate the effectiveness of Tier 1 instruction across the district and inform whether adjustments to core instruction are needed. Additionally, the data serve as an initial tool for identifying students who may benefit from intervention services. When a student scores below benchmark, further diagnostic assessments are typically administered to pinpoint the student's specific needs. This process ensures that evidence-based instruction and interventions are appropriately matched to support each student's learning.

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

The district monitors the fidelity of Tier 1 instruction through regular classroom observations, instructional walkthroughs, and reviewing data as a district at least three times per year. These practices ensure that educators are implementing the adopted curriculum and instructional strategies as intended. The administrators, DLL, and the literacy coordinator provide feedback and support to help teachers maintain high-quality, evidence-based practices. To differentiate Tier 1 instruction, teachers use a variety of assessment data, including universal screening results, formative assessments, and classroom performance, to identify students' strengths and areas of need. Based on this data, teachers adjust instruction through flexible grouping, scaffolded supports, and targeted teaching strategies. The goal is to meet the diverse learning needs of all students within the core instructional block.

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

The district uses multiple data points to determine student eligibility for supplemental (Tier 2) and intensive (Tier 3) reading interventions in grades K-6. Students who fall below benchmark on FastBridge fall, winter, and spring assessments and demonstrate some risk for reading difficulties may be placed in Tier 2 interventions. Classroom performance, teacher input, and progress monitoring data will also be considered. Students who score significantly below benchmarks during multiple screening periods or diagnostic assessments and who show limited or no progress in Tier 2 interventions, may be placed in Tier 3 interventions. Tier 3 interventions are more individualized and may increase in frequency and/or intensity of instruction. At the secondary level (7-12), screening data, classroom performance, and teacher observations help identify students who may benefit from additional reading support. While formal Tier 2 and 3 intervention structures have been limited, targeted classroom-based interventions are used to address specific skill gaps. These may include differentiated instruction and short-term supports embedded in the general education setting. Students with significant and persistent reading difficulties may be considered for more intensive support, including Tier 3 interventions to meet their needs and/or evaluation for special education services when appropriate.

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:

FastBridge and Capti ReadBasix progress-monitoring assessments are used to determine any necessary intensifications or modifications.

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

Students may exit Tier 2 or Tier 3 reading interventions when they demonstrate consistent progress toward grade-level benchmarks, as shown by multiple data points, such as universal screening, progress monitoring, and classroom performance. Decisions are made by the team and based on evidence that the student can maintain progress with core (Tier 1) instruction alone.

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 Kerkhoven-Murdock-Sunburg (0775-01) 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	Other - Parent teacher conferences and letter sent home to families
Grade 1	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 2	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 3	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 4	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 5	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 6	3 times per year	Other - Parent teacher conferences and letter sent home to families
Grade 7	1 time per year	Parent teacher conferences
Grade 8	1 time per year	Parent teacher conferences
Grade 9	1 time per year	Parent teacher conferences
Grade 10	1 time per year	Parent teacher conferences
Grade 11	1 time per year	Parent teacher conferences
Grade 12	1 time 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

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 Kerkhoven-Murdock-Sunburg (0775-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Curricular resources for Tier 1 are selected according to the district curriculum cycle. The process involves review of materials for alignment to practices and standards. Materials provided from MDE and other organizations are consulted in the decision making process.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The selection process and training timeline occur during the academic year of a review. Standards alignment is completed before the implementation of the materials. Fidelity checks are planned in consultation with the guidance from the publisher along with additional professional learning opportunities.

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 Kerkhoven-Murdock-Sunburg (0775-01) 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
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	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
Other Resources - Rewards	Tier 2	Grade 5	30
	Tier 2	Grade 6	30

Continuous Improvement for Literacy Intervention Resources

Kerkhoven-Murdock-Sunburg (0775-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district is reviewing and will use the K-12 intervention guidance released through the READ Act by MDE to determine appropriate interventions for students in grades 7-12.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Kerkhoven-Murdock-Sunburg (0775-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$42,605

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

\$42,605

READ Act Literacy Aid

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

Kerkhoven-Murdock-Sunburg (0775-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$31,832

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Professional development on evidence-based literacy screening and progress monitoring tools	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.

Kerkhoven-Murdock-Sunburg (0775-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Kerkhoven-Murdock-Sunburg (0775-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

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:

Staff not completing at the recommended 80% proficiency level will be directed to communicate with the facilitator on alternative methods to demonstrate proficiency.

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:

KMS collects fidelity data through classroom observations, learning walks, and screening data. This is reviewed to ensure teachers are implementing explicit, systematic, and evidence-based instruction in the five essential areas of reading. Observation tools are aligned to key instructional practices and provide feedback on the use of core materials, pacing, grouping, and instructional routines. In addition, professional learning communities (PLCs) offer opportunities for reflection and support for teams of teachers, reinforcing consistent implementation of high-quality instruction across classrooms. The district has also created a literacy framework, outlining curriculum expectations and time frames for literacy instruction. The Literacy Leadership Team leads this work within each of their grade levels.

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 Literacy Leadership Team and building leaders analyze the data to identify areas of strength and growth. Based on

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these findings, support is provided through targeted professional development. Feedback is timely, specific, and aligned to instructional goals outlined in the district's literacy framework. This continuous feedback loop helps ensure that all teachers have the tools and support needed to deliver high-quality instruction across all five essential areas of reading. The following changes in instructional practices have impacted students:

The changes at KMS to more explicit, systematic, and evidence-based instructional practices in reading has had a positive impact on student learning. We are seeing strong growth in our data, especially in the early grades. For example, in kindergarten, 74% of students met benchmarks in the spring compared to the fall when only 54% met benchmarks. In first grade 56% of students met benchmarks in the spring, compared to in the fall when only 44% of students met benchmarks.

Kerkhoven-Murdock-Sunburg (0775-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

KMS has implemented professional development focused on culturally responsive practices to ensure all students feel valued and supported in their learning. As part of ongoing coaching cycles and aligned with district goals, teachers have engaged in professional development focused on the Optimal Learning Environment (OLE) framework. These practices are integrated into classroom instruction, helping educators create inclusive, student-centered classrooms to support both their academic growth and develop a strong sense of belonging.

Kerkhoven-Murdock-Sunburg (0775-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

The focus of professional development at KMS in literacy will be on the implementation with fidelity of the curricular materials and a focus on Tier 1 instruction. Professional development on the Minnesota ELA Standards will include resources provided by MDE for alignment and depth of understanding. ELA teachers in grades 7-12 will be participating in the STRIVE required READ Act training.

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)	10	10	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	23	23	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	5	5	0	0
K-3 Classroom teachers	12	11	1	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	9	6	1	2
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	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	4	0	0	3
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	1	0	0
Grades 6-12 instructional support staff who provide reading support	6	5	0	1

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).

28

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.

Kerkhoven-Murdock-Sunburg (0775-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Kerkhoven-Murdock-Sunburg (0775-01) 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.

Kerkhoven-Murdock-Sunburg (0775-01) does not include a DLI Program