Minnesota READ Act Literacy Plan

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

For

Parnassus Preparatory School (4199-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Parnassus Preparatory School (4199-07). 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

Parnassus Preparatory School (4199-07)'s literacy goal(s) for the 2025-26 school year:
1) By January 15, 2026, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment. 2) By May 31, 2026, 85% of Prima (Kindergarten) scholars will have an overall DIBELS composite score of "At Benchmark" or "Well Above Benchmark" in the year-end administration. 3) For students in Third Level Grammar (3rd grade) who begin the year scoring "Below Benchmark" or "Well Below Benchmark" on the Fall 2025 DIBELS assessments, 50% of these students will increase their composite scores to "At Benchmark" or "Well Above Benchmark" by May 31, 2026.

The following was implemented or changed to make progress towards the goal(s):
While Parnassus has always been committed to teaching structured literacy using evidence-based practices and curricula, the 2025-2026 school year continued initiatives in compliance with the READ Act. The school continued to implement DIBELS screening and small-group interventions aligned with these assessments. Additionally, all teachers and administrators responsible for literacy instruction in Prima- Fourth Level Grammar (Kindergarten through Fourth Grades) participate in literacy training as needed through the CORE OL&LA program. DIBELS and the CORE training were combined with our existing SRA Reading Mastery evidence-based instructional program to make skill groups more dynamic and focused on students' individual reading goals.

The following describes how Parnassus Preparatory School (4199-07)'s current student performance differs from the literacy goal detailed in the READ Act:
Much progress has been made towards these goals, although knowing that Parnassus serves a large population of students who are at-risk academically or who come from traditionally underserved communities, continuous concerted effort is necessary to drive further progress. The school is still awaiting the final results of the Spring 2026 MCA reading assessments, which will inform instructional planning for the next school year. The school met all three goals. The first goal is for 75% of our Prima (Kindergarten) students to have been continuously enrolled since the first day of school and to score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment. We met our second goal with 95% of our Prima (Kindergarten) students having an overall DIBELS composite score of "At Benchmark" or "Well Above Benchmark". Our third and final goal was also met with students in Third Level Grammar (3rd grade) who began the year scoring "Below Benchmark" or "Well Below Benchmark" on the Fall 2025 DIBELS assessments, 56% of these students will increase their composite scores to "At Benchmark" or "Well Above Benchmark".

Parnassus Preparatory School (4199-07)'s literacy goal(s) for the 2026-27 school year:
1) By January 15, 2027, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment. 2) By May 31, 2027, 85% of Prima (Kindergarten) scholars will have an overall DIBELS composite score of "At Benchmark" or "Well Above Benchmark" in the year-end administration. 3) For students in Third Level Grammar (3rd grade) who begin the year scoring "Below Benchmark" or "Well Below Benchmark" on the Fall 2026 DIBELS assessments, 50% of these students will increase their composite scores to "At Benchmark" or "Well Above Benchmark" by May 31, 2027.

The Local Literacy Lead, Trisca Mick, for Parnassus Preparatory School (4199-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Parnassus Preparatory School is a single-site charter school. Our District Literacy Lead is a member of the District/School Leadership team and also works closely with teacher leaders from all grade levels and subject areas affected by 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

Parnassus Preparatory School (4199-07) Local Literacy Plan is posted on the district website at
https://parnassusprep.com/our-schools/

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.

Parnassus Preparatory School (4199-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Parnassus Preparatory School (4199-07) 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
mCLASS with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

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

Yes

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 Parnassus Preparatory School (4199-07) 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	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
DIBELS	Grade 4	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Parnassus Preparatory School (4199-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Parnassus Preparatory School (4199-07) 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	121	64	123	96	124	118
1st	133	112	134	123	134	129
2nd	119	99	121	112	121	112
3rd	122	97	121	100	121	110

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 Parnassus Preparatory School (4199-07) 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.

Parnassus Preparatory School (4199-07) 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	13	2
1st	9	CTSTR
2nd	8	CTSTR
3rd	11	1

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

Parnassus Preparatory School (4199-07) 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 Parnassus Preparatory School (4199-07) 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	124	124	24	15	3	0
5th	120	0	29	8	1	0
6th	120	0	24	3	0	0
7th	115	0	21	2	1	0
8th	101	0	24	3	0	0
9th	86	0	5	CTSTR	CTSTR	0
10th	69	0	3	CTSTR	CTSTR	0
11th	47	0	2	CTSTR	CTSTR	0
12th	50	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.

Parnassus Preparatory School (4199-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The process is driven by student needs, which are first identified before matching them with evidence-based instruction and intervention groups, aligned specifically to the skill areas where the student needs the most focus.

The primary means of monitoring the effectiveness and appropriateness of instruction and interventions is through the mCLASS with DIBELS 8th edition platform, as well as from curriculum-based measures from the school's reading instruction program. If students are failing to make progress in their current intervention group, they will be assigned to a higher tier of intervention or will be referred to further testing and identification through the Child Find process.

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

Data from Tier 1, 2, and 3 groups is continuously monitored to ensure that each instructor is teaching with fidelity and using evidence-based instruction. Literacy instructional professionals also receive instructional coaching and feedback from our in-house Literacy Lead, as part of the standard feedback and evaluation process.

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

Students who are "Below Benchmark" or "Well Below Benchmark" are immediately flagged for entrance into supplemental (Tier 2) targeted reading interventions, which are run as supplemental small groups. These students continue to receive their primary literacy instruction with peers while receiving supplemental support. Students who have been identified as being one or more grade levels below their peers in reading are given Tier 3 intensive, specialized reading instruction. Older students at the secondary level who are below grade level immediately receive a higher tier of support as part of our efforts to provide intensive remedial instruction so that they can access the full breadth of the school's curriculum.

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 primary tool for progress monitoring is the mCLASS with DIBELS 8th edition platform, which provides teachers with both targeted instructional techniques as well as progress monitoring assessments aligned to the students' needs. Data is reviewed frequently - every two weeks for Tier 2 interventions and every week for Tier 3 interventions. This review allows Principals and other school leaders to make any necessary intensifications or modifications to the interventions being offered as well as helping to identify students who may need further testing and identification through the Child Find process.

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

To exit from Tier 2 supplemental interventions, we look for three consecutive data points above the benchmark goal for the students' targeted skills. To exit from Tier 3 intervention, students would need 3 consecutive data points demonstrating mastery, indicating they are less than one full grade level below their peers, at which point they transition to Tier 2 services. Students in secondary levels exit upon completion of their targeted literacy instruction program and upon passing fluency and comprehension assessments.

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 Parnassus Preparatory School (4199-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
	3 times per year	Mailed letter
Grade 1	3 times per year	Letter sent home with student
	3 times per year	Mailed letter
Grade 2	3 times per year	Letter sent home with student
	3 times per year	Mailed letter
Grade 3	3 times per year	Letter sent home with student
	3 times per year	Mailed letter
Grade 4	3 times per year	Letter sent home with student
	3 times per year	Mailed letter
Grade 5	3 times per year	Digital messaging
	3 times per year	Mailed letter
Grade 6	3 times per year	Digital messaging
	3 times per year	Mailed letter
Grade 7	3 times per year	Digital messaging
	3 times per year	Mailed letter
Grade 8	3 times per year	Digital messaging
	3 times per year	Mailed letter
Grade 9	3 times per year	Mailed letter
Grade 10	3 times per year	Mailed letter
Grade 11	3 times per year	Mailed letter
Grade 12	3 times per year	Mailed letter

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

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Parnassus Preparatory School (4199-07), 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 - Core Knowledge	Knowledge Building	Kindergarten	45
	Knowledge Building	Grade 1	45
	Knowledge Building	Grade 2	45
	Knowledge Building	Grade 3	55
	Knowledge Building	Grade 4	55
Other Curriculum - SRA Direct Instruction Reading Mastery	Comprehensive	Kindergarten	75
	Comprehensive	Grade 1	75
	Comprehensive	Grade 2	75
	Comprehensive	Grade 3	75
	Comprehensive	Grade 4	75
Other Curriculum - School-created curricula-English and world literature	Comprehensive	Grade 5	65

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district has been using an evidence-based Tier 1 curriculum since Parnassus opened in 2011.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Training occurs on an annual basis; fidelity checks are conducted by a certified Direct Instruction trainer; standards alignment is conducted when new standards are implemented and revised as needed.

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 Parnassus Preparatory School (4199-07) 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 - SRA Corrective Reading	Tier 3	Kindergarten	15
	Tier 3	Grade 1	15
	Tier 3	Grade 2	15
	Tier 3	Grade 3	15
	Tier 3	Grade 4	15
	Tier 3	Grade 5	15
	Tier 3	Grade 6	15
	Tier 3	Grade 7	15
	Tier 3	Grade 8	15
	Tier 3	Grade 9	15
	Tier 3	Grade 10	15
	Tier 3	Grade 11	15
	Tier 3	Grade 12	15
Other Resources - mCLASS with DIBELS 8th Edition	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	15
	Tier 2 & 3	Grade 7	15

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - mCLASS with DIBELS 8th Edition	Tier 2 & 3	Grade 8	15
	Tier 2 & 3	Grade 9	15
	Tier 2 & 3	Grade 10	15
	Tier 2 & 3	Grade 11	15
	Tier 2 & 3	Grade 12	15

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Parnassus Preparatory School (4199-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$68,593

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

$61,734

READ Act Literacy Aid

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

Parnassus Preparatory School (4199-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

$49,763

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

$18,000

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

Will be disbursed to Phase 2 teachers upon completion of required professional development.

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
Stipends for teachers completing literacy professional development	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.

Parnassus Preparatory School (4199-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

02/17/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Parnassus Preparatory School (4199-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA 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:

All teachers in the district completed training at the recommended 80% proficiency data. There will be, however, new teachers who will need to participate in the training in the 2026-2027 school year, and they will be supported by mentor teachers who have already completed the training

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Curriculum based measures from SRA Direct Instruction Reading Mastery are vital sources of fidelity data that show that teachers are effectively implementing explicit, systematic, evidence-based instruction. Additionally, there is a school Literacy Lead who conducts observation and provides feedback specifically related to literacy instruction.

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's Principals have been trained in explicit, systematic, evidence-based instruction and incorporate these practices into their observation, feedback, and evaluations with staff members. Additionally, the school has a Literacy Lead who is certified as a trainer in the Reading Mastery program who monitors instruction for fidelity and provides coaching and support.

Local Literacy Plan for Parnassus Preparatory School (4199-07)

The following changes in instructional practices have impacted students:

As a school that has always delivered explicit, systematic, evidence-based instruction in all five identified areas of instruction, we have not had to implement many changes to our instructional practices. The CORE OL&LA training, has, however, refined some aspects of our instructional program and has helped teachers become better able to use data proactively to support students.

Parnassus Preparatory School (4199-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

As a school that serves a large community of diverse learners, we found the CORE OL&LA training to be particularly helpful in the area of culturally responsive practices. A continued area of focus is on helping teachers learn to discriminate true decoding errors from differences in pronunciation and dialects. This is integrated into our instructional coaching practices.

Parnassus Preparatory School (4199-07) 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):

Each year begins with a review of best practices for implementation of our explicit, systematic, evidence-based instructional program.

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)	6	6	6	6
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	5	0	0	5
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	18	18	2	0
K-12 Teachers holding English as a second language licenses	2	1	0	2
K-12 Reading Intervention Teachers	4	4	0	0
K-12 Special Education educators responsible for foundational reading instruction	6	6	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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

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	10	0	0	10
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	1	1	0	0
Grades 6-12 Curriculum Directors	2	1	0	1
Grades 6-12 instructional support staff who provide reading support	1	1	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).

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.

Parnassus Preparatory School (4199-07) 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.

Parnassus Preparatory School (4199-07) does not include a DLI Program