



# Montevideo Public Schools

2001 William Avenue – Montevideo MN 56265  
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*Students First, from Cradle to Career*

**Local Literacy Plans:** *We have adopted a literacy plan that is aligned with the Read Act.*

**Evidence-Based Curricula:** *While we have adopted two reading curriculums, UCCI and Functional Morphology, we have yet to adopt a comprehensive reading curriculum. Our district review team conducted a thorough review of the curriculums approved by MDE and CAREI and found them to not be a fit for our district. We are currently awaiting the release of additional approved curriculum scheduled to be available in March.*

**Professional Development:** *100% of our PreK-4 teachers will have completed LETRS Volume I training by June 1, 2025 as well as 75% having completed Volume II by June 1, 2025. All phase I staff will have completed Volume I and II by June 1, 2026. Phase II staff will begin training in July, 2026. We are currently waiting for the additional PD vendors to be released, as noted by MDE, before making the determination which training will be required.*

**Screening and Intervention:** *We have adopted FastBridge as our early literacy screener. This screener is being used quarterly in the 2024-2025 school year, however we will be moving to 3 times per year in 2025-2026. Our MTSS structure provides for all Tier II and III interventions to ensure students not at grade level or dyslexic identified are receiving what they need to be successful readers.*

**Literacy Leads:** *The Director of Professional Development serves in this capacity and is assisted by the MTSS Coordinator..*

**Professional Development Duration:** *100% of K-4 staff have completed the requirements. Phase II staff will begin meeting this requirement in July, 2026.*

**Dyslexia Screening:** *FastBridge serves as our screener and is given 3-4 times per year.*

**Professional Development for Pre-K Educators:** *ISD 129 Preschool teachers are currently engaged in LETRS training.*

**Curriculum Alignment:** *We are in compliance.*

**Training:** *While we are accomplishing the required training and hearing from staff that it is high quality, beneficial, and changing how our reading instruction looks in our district we are also experiencing the issues of time and money. The biggest struggle we are having with the READ Act is the time for staff to complete the extensive training as well as the fiscal commitment of the district for this to take place. To provide release time for training equates to harming students learning in the short term. To pay for the outside of contract time creates a hardship on district finances. ISD 129 has already committed north of \$125,000 on READ Act compliance that is not offset by state literacy funding.*

**Results:** *Too soon to tell. Initial classroom perception and progress monitoring is positive. Spring FastBridge assessment as well as MCA will provide us with a stronger indicator.*

*I believe there are few people who will say the science of reading training is not beneficial to students. Timing and funding continue to be our struggle. We were an early adopter, therefore were penalized financially for moving faster than rulemaking.*