

# Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Lakeview School District (2167-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Lakeview School District (2167-01). 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

Lakeview School District (2167-01)'s literacy goal(s) for the 2024-25 school year:

Lakeview School District will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. Professional development will be offered for K-6 educators, special education staff providing reading instruction, 7-12 ELA educators, reading intervention educators and to our administration who assist in selecting curriculum. Tier 1 curricula and intervention resources in the district will be evaluated to ensure alignment with evidence-based practices. Following the release of approved curricula for grades K-12 in literacy, our district will review curricula to determine what best fits the learning needs of the students. Guidance provided by the Minnesota Department of Education (MDE) and the University of Minnesota Center for Applied Research and Educational Improvement will be continuously reviewed and incorporated into Lakeview School District's Literacy Plan.

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

During the 2024-2025 school year, Lakeview focused on enhancing evidence-based literacy instruction. Educators in grades K-12 participated in and completed the required READ Act Professional Development, including OL&LA, LETRS, and Early Childhood LETRS. The district evaluated Tier 1 curricula resources and chose a new ELA curriculum to implement in grades K-8 during the 25-26 school year. Intervention resources were also evaluated in the district to ensure they align with evidence-based literacy practices. In addition, guidance from MDE regarding the READ Act was continuously reviewed and incorporated into district planning and practice.

The following describes how Lakeview School District (2167-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The goal of the Minnesota READ Act is to have every 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). Data shows that not all students are reading at or above grade level, but there has been growth. As a district, in the fall of 2024, 50% of students in grades 2-8 met benchmarks on the aReading screener in FastBridge, compared to 54% of students meeting benchmarks in the spring of 2025. Some grades showed greater growth than others. For example, in 2nd grade, the increase went from 54% of students meeting benchmarks in the fall to 70% of students meeting benchmarks in the spring. In addition, our preliminary MCA scores in reading showed improvements in the number of students meeting or exceeding standards on the assessments.

Lakeview School District (2167-01)'s literacy goal(s) for the 2025-26 school year:

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Lakeview School District will continue to focus on enhancing evidence-based literacy instruction during the 2025-26 school year. 1. In grades K-1, as measured by the earlyReading FastBridge assessment, our goal is to have 60% of students meet benchmarks. In grades 1-8, as measured by the Reading FastBridge assessment, our goal is to have 60% of students meet benchmarks. 2. Our ELA curriculum will be implemented with fidelity in grades K-8.

Lakeview School District (2167-01)'s Local Literacy Plan is posted on the district website at:

<https://resources.finalseite.net/images/v1718730050/lakeview2167com/qumaog6kooh411h9nrkp/LakeviewLoca>

## 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.

The table below details the screening tool used by Lakeview School District (2167-01) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aRe

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Lakeview School District (2167-01) 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	47	34	50	23	50	7
Grade 1	48	13	48	16	47	20
Grade 2	55	23	55	27	54	31
Grade 3	66	37	66	41	64	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

## 4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Lakeview School District (2167-01) 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.

Lakeview School District (2167-01) 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

The following criteria was used to determine which students are 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	7	CTSTR
Grade 1	8	CTSTR
Grade 2	9	CTSTR
Grade 3	12	7

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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Lakeview School District (2167-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Lakeview School District (2167-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

This is a two-step process. The district will determine which students have not mastered foundational reading skills based on the results of FastBridge screeners for all students in grades 4-8. Students in grades 9-12 who are at risk of not reading at grade level, as determined by MCA and prior FastBridge scores, may be given a FastBridge screener if additional information is needed to determine their mastery of foundational reading skills. 2. The identified students will be administered the MDE required subtests of Capti ReadBasix to screen for characteristics of dyslexia.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Lakeview School District (2167-01) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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. 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 Lakeview School District (2167-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
Grade 9	Yes	Other (explain below)
Grade 10	Yes	Other (explain below)
Grade 11	Yes	Other (explain below)
Grade 12	Yes	Other (explain below)

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital\_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student
- Other - describe (Required)
  - Varies due to family contact preferences and grade level

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The following content is included in the parent notification:

- 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

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

- Family engagement nights
- Parent teacher conferences
- School events

### Continuous Improvement for Parent Notification

Lakeview School District (2167-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

During the 2025-26 school year, parents of students in grades 4-12 will be notified twice a year.

## 8. 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.

Lakeview School District (2167-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district conducts universal screening for students in grades K-8 during the fall, winter, and spring. 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, including classwide or small group intervention. 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 annually. These practices ensure that educators are implementing the adopted curriculum and instructional strategies as intended. Feedback, support, and time to help teachers maintain high-quality, evidence-based practices and differentiate Tier 1 instruction is provided. 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-8. 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 in grades 9-12, district, state, and classroom level assessment data, classroom performance, and teacher observations help identify students who may benefit from additional reading support. While formal Tier 2 and 3 intervention structures are limited, targeted classroom-based interventions are commonly used to address specific skill gaps. These may include differentiated instruction, strategy-based small group work, or short-term

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supports embedded in the general education setting. Students with significant and persistent reading difficulties may be considered for more intensive support, including evaluation for special education services when appropriate.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

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 progress monitoring assessments are utilized to determine any necessary intensifications or modifications needed. FastBridge progress monitoring assessments are utilized to determine any necessary intensifications or modifications needed. The district has intervention teams, student support teams, and grade-level meetings to evaluate the data on a regular basis.

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

At the elementary level, 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. At the secondary level, exit decisions are based on improved performance in classroom-based interventions, screening results, and teacher input. Students are typically released from targeted support when they consistently meet instructional expectations and no longer show significant skill gaps.

Does Lakeview School District (2167-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Lakeview School District (2167-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year: Lakeview Public Schools will review guidance published by MDE through the READ Act and make adjustments accordingly.

## 9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Lakeview School District (2167-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Lakeview School District (2167-01) has participated in MDE MnMTSS professional learning:

Yes

### Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Lakeview School District (2167-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The district will continue to participate in trainings offered through MDE and make changes in reading as outlined in other areas of this document, and based on the district's needs assessment in other areas.

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Lakeview School District (2167-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	70
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	70
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	70
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	70
Grade 4	· Morpheme Magic	Foundational	20
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	70
Grade 5	· Morpheme Magic	Foundational	20
	· Teacher curated based on standards	Comprehensive	70

### Continuous Improvement for Core Reading Instruction and Curricula

Lakeview School District (2167-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

District will be implementing Great Minds - Arts and Letters during the 25-26 school year in grades K-8, transitioning from UFLI to Functional Phonics/Morphology in grade 3, and transitioning from Morpheme Magic to Functional Phonics/Morphology in grades 4 and 5.

## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Lakeview School District (2167-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, PRESS, FastBridge Interventions, Heggerty	UFLI, PRESS, Heggerty, FastBridge interventions, and Individualized instruction based on student needs
Grade 1	UFLI, PRESS, FastBridge Interventions, Heggerty	UFLI, PRESS, Heggerty, FastBridge interventions, and Individualized instruction based on student needs
Grade 2	UFLI, PRESS, Sondag, FastBridge interventions, Heggerty	UFLI, PRESS, Heggerty, FastBridge interventions, and Individualized instruction based on student needs
Grade 3	UFLI, PRESS, Sondag, FastBridge interventions, Heggerty	UFLI, PRESS, Sondag, FastBridge interventions, and Individualized instruction based on student needs
Grade 4	UFLI, PRESS, Sondag, FastBridge interventions, and evidence-aligned strategies based on group needs	UFLI, PRESS, Sondag, FastBridge interventions, and Individualized instruction based on student needs
Grade 5	UFLI, PRESS, Sondag, FastBridge interventions, and evidence-aligned strategies based on group needs	UFLI, PRESS, Sondag, FastBridge interventions, and Individualized instruction based on student needs
Grade 6	UFLI, PRESS, Sondag, FastBridge interventions, and evidence-aligned strategies based on group needs	UFLI, PRESS, Sondag, FastBridge interventions, and evidence-aligned strategies based on individual need
Grade 7	Rewards, Rewards Plus, Morpheme Magic, PRESS FastBridge interventions, and evidence-aligned strategies based on group needs	Rewards, Rewards Plus, Morpheme Magic, PRESS FastBridge interventions

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 8	Rewards, Rewards Plus, Morpheme Magic, PRESS FastBridge interventions, and evidence-aligned strategies based on group needs	Rewards, Rewards Plus, Morpheme Magic, PRESS FastBridge interventions, and evidence-aligned strategies based on group needs
Grade 9	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs
Grade 10	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs
Grade 11	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs
Grade 12	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs	Evidence-aligned interventions, strategies, and scaffolds in classroom as determined by data and student needs

[Continuous Improvement for Reading Interventions](#)

Lakeview School District (2167-01) will make the following changes to reading interventions for the 2025-26 school year:

The district will review and utilize the K-12 intervention guidance released through the READ Act by MDE in the fall of 2025.

## 12. Section 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.

Lakeview School District (2167-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

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

If a teacher were to fall below this threshold in the future, the district would provide targeted support to ensure their success. This may include additional coaching, opportunities to review training content, one-on-one support from instructional leaders or literacy specialists, and a retake of the assessment if possible. The goal would be to ensure the teacher fully understands and can apply the training to support effective, evidence-based literacy instruction.

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:

Lakeview collects fidelity data through classroom observations, instructional walkthroughs, and screening data. This is reviewed to ensure elementary 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.

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 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. In addition, professional learning communities (PLCs) offer opportunities for reflection and support for teams of teachers, reinforcing consistent implementation of

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high-quality instruction across classrooms.

The following changes in instructional practices have impacted students :

The changes at Lakeview to more explicit, systematic, and evidence-based instructional practices have had a positive impact on student learning. In our Tier 2 and Tier 3 intervention services, we have seen significant growth in the students identified and receiving those services. The district has also celebrated how students are applying and demonstrating their knowledge across all subject areas and settings.

Lakeview School District (2167-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The Lakeview District has implemented professional development focused on culturally responsive practices to ensure all students feel valued and supported in their learning. 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. In the implementation of our new ELA curriculum, teachers will receive professional development on implementing culturally responsive practices through our Literacy Leadership Team and during our data/curriculum meetings.

Lakeview School District (2167-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

In the 2025â€"26 school year, the district will continue to hold literacy-focused data and curriculum meetings three times per year and bi-monthly PLCs, with an increased emphasis on bundling standards and reviewing horizontal and vertical alignment to the ELA standards. These sessions will be facilitated by district leaders to ensure consistency and support effective instructional planning across grade levels.

### 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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	5	4	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	12	11	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	4	1	2
K-12 Reading Interventionists	3	2	0	1
K-12 Special Education Educators responsible for reading instruction	7	6	0	1
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	16	0	0	16

#### 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
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Grades 4-12 Classroom Educators responsible for reading instruction	2	2	0	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	8	0	0	8
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Lakeview School District (2167-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$33,589.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$33,589.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Lakeview School District (2167-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$28,917.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

NA