



Local Literacy Plan: 2025-26 School Year

To support 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Delano Public Schools

Date of Last Revision: June 4, 2025

Section 1: 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 [Minn. Stat. 120B.12 \(2023\)](#).

Delano Public Schools Literacy Goal

1.1 It is the goal of the **Delano Public School District** to implement the developmental, accelerated, and preventative reading program requirements that will ensure that all students can read on grade level. Delano Schools will align reading and writing instruction to meet MN State Academic Standards.

The plan is designed so that every student will:

- Receive reading and writing instruction which reflects quality researched-based teaching practices and instructional materials grounded in the science of reading;
- Be assessed regularly to plan for instruction;
- Read fluently on grade level before entering;
- Receive appropriate intervention services as needed;
- Learn strategies to write for multiple purposes and read complex content area texts;
- Improve performance on MCA III Reading

1.2 In the 24-25 school year we trained our Phase 1 staff in LETRS. The literacy coordinator worked with first grade to implement a phonics walk to read system, helping them analyze data to inform instruction. The literacy coordinator also modeled lessons, provided 1-1 and small group coaching, and helped the district interventionists analyze data. Interventions at the elementary and intermediate levels were scheduled by student need versus schedule. Interventionists and classroom teachers were using structured literacy instruction and evidence based interventions such as repeated readings to help students read fluently at grade level. Progress was being monitored through the Fastbridge CBMr progress monitoring probes.

The elementary school implemented a new assessment plan for kindergarten and first grade to minimize instructional time lost due to assessment. Universal screening was done three times a year on all students in every building. Diagnostics were administered on students not reading at grade level to ensure interventions would target needed skills. Assessments used were Fastbridge screeners, phonemic awareness diagnostics, phonics diagnostics, spelling inventories, and standards aligned assessments.

Our classroom teachers in kindergarten partnered closely with our EL teacher to ensure our multilingual learners were developing their oral language skills. The intermediate school continued to implement WIN time, using data to form the WIN groups and inform instruction. Many PLCs focused on writing instruction. We'll continue learning writing strategies in Volume 2 of LETRS training next school year.

1.3 Delano Public School's performance was excellent, especially in grades 4-10, where over 80% of students met or exceeded aReading benchmarks in each grade. Our K-1 students completed the early Reading subtests. Our performance shows we need to focus on early intervention and foundational skills in our elementary school, grades K-3, where each grade had less than 80% of students meeting or exceeding on either the eReading or aReading tests. While we are performing well as a district, we still have room for growth to ensure that all students are reading at grade level every year.

1.4 Delano Public Schools will continue working on improving processes and instruction to meet our above goal in the 2025-2026 school year.

1.5 Delano Public Schools District Literacy Lead for 2024-2025 was Dianne Pohlmann.

Section 2: Screening Tools K-3

All students in grades K-10 and students in grades 11-12 receiving services through special education will be screened three times per year using the following screener:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3), FASTTrack Reading (Grades 4-12)

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Grades 2-3) <input checked="" type="checkbox"/> Winter (Grades 1-3) <input checked="" type="checkbox"/> Last 6 weeks of School
FastBridge: Nonsense Word Fluency (Grades K-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School 1st Grade <input checked="" type="checkbox"/> Winter (Grades K-1; Grades 2-3 gated) <input checked="" type="checkbox"/> Last 6 weeks of School (Grades K-1; Grades 2-3 gated)

2.2 Delano Public Schools used the vendor composites as the criteria used to determine benchmarks for screener data.

Section 3: Screening Tools 4-12

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Students in grades 4-8 who fall in the high risk or some risk range on the FastTrack reading assessment will complete the FastBridge CBMreading assessment. If they are below benchmark on that assessment, they will take the Capti ReadBasix assessment as a dyslexia screener. Students in grades 9-12 scoring in the some risk or high risk range on the FastTrack reading assessment will complete the Capti ReadBasix assessment as their dyslexia screener.

Name of the Assessment	Target Audience	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: FAST:FastTrack Reading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11(SPED ONLY) <input checked="" type="checkbox"/> Grade 12 (SPED ONLY)	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge CBMReading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11(SPED ONLY) <input checked="" type="checkbox"/> Grade 12 (SPED ONLY)	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall, gated) <input checked="" type="checkbox"/> Winter (gated) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring, gated)

Capti ReadBasix (beginning Winter 2025 as that is when it is first available)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11(SPED ONLY) <input checked="" type="checkbox"/> Grade 12 (SPED ONLY)	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall, gated) <input checked="" type="checkbox"/> Winter (gated) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring, gated)
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Section 4: Parent Notification and Involvement

Delano Public Schools understands the importance of communicating individual student progress to families. This communication occurs at the district, building and teacher level.

4.1-4.4 Parents of students in grades 4-10 are able to access information in regards to their child’s performance on the district Skyward parent portal under the Test Scores tab. This includes current academic progress, state test results and screening results. Additionally, after each assessment period (fall, winter, spring), results of the screeners are shared with parents via email or paper copy for students in grades 4-6. This report states if the students are reading at grade level according to the Fastbridge benchmarks.

Additionally, classroom teachers are expected to communicate with parents/guardians regarding individual progress in their classrooms related to work completion, behavior and academic progress towards meeting the identified essential standards. This is accomplished through Fall and Winter Parent-Teacher Conferences, report cards and formal and informal communication between parents and teachers the school year.

Resources and tools that support learning and communication:

Book Bags	Comprehension Activities	Game-Based Activities
Language Development Songs	Word Attack Strategies	High-Frequency Word Builders
Benchmark Reading	Tumblebooks	Class Websites
Reading Universe	Reading Eggs	BookFlix
IXL Reading	Classroom Newsletters	CommonLit

4.5-4.6 Families with a student identified as non-proficient through benchmarking assessments and classroom performance will receive more regular and specific information about their child’s achievement. Families of students that qualify for a Tier 2 or 3 intervention will be notified. A formal written notification will be sent to families prior to any Tier 2 or 3 intervention starting or ending. Parents will receive information about their child’s progress in the intervention in addition to any other information they receive at conference time and at the end of reporting periods. The literacy coordinator’s website is a resource for parents as it shares strategies families can use at home to help their child succeed.

4.7 Delano Public Schools encourages parents and families to be engaged in literacy. All buildings have either open houses or orientation days where parents get to connect with the teachers. We offer parent teacher conferences in the fall and late winter. Delano Elementary School hosts a Family Reading Night where families are encouraged to come participate in literacy activities for an evening. The intermediate school hosts a wax museum for the 6th grade students to show off their research skills in both a written display.

Section 5: Data-Based Decision Making for Action

5.1 Delano Public Schools uses our screening data from Fastbridge, along with phonics and phonemic awareness diagnostics to ensure that both instruction and intervention is matched to a student's needs. Teachers are going through LETRS training to ensure they have the knowledge to provide evidence based instruction.

5.2 Upon completion of the screener, teachers as well as grade level teams will review the data to determine next steps in the process.

Classroom Teacher

1. Review Screening to Intervention Report to determine if a classwide intervention is needed.

If a classwide intervention is needed, review lesson plans for the intervention, determine start date, and schedule a fidelity check midway through the intervention with either your building administrator or MTSS coordinator. Upon completion of the intervention, complete assessment to determine class progress and next steps. The MTSS coordinator is available to assist with assessment when needed.

If a classroom intervention is not needed, continue with core instruction.

2. Utilizing the group screening report as well as the screening to intervention report to develop an Analysis to Action Plan by grouping students for small group intervention within your classroom based on need, or referral to Tier 2 or Tier 3 interventions.
 - Identify which student fall within the at-risk range, determine the category of the problem i.e. Phonemic Awareness, Phonics, Decoding, Fluency, Vocabulary for Comprehension.
 - Determine which Tier 1 intervention will be used to address the problem.
 - Determine how often and what tool will be used to Progress Monitor.

5.3 Building level teams will review data by classroom as well as individual student data. For grade 4 and up, additional state testing data will also be incorporated into the review. Working with the building level interventionists, the team will review identified students who are at risk, ensure that they have been placed in either a classroom or Tier 2, or Tier 3 intervention group based on the need. This may require additional diagnostic assessments(phonics and phonemic awareness) to determine specific needs to ensure that they are placed in the appropriate intervention group.

The high school looks at the aReading and MCA scores to determine who qualifies for intervention.

5.4-5.5 Tier II provides interventions for students who have been identified as at risk based on the results of the Universal Screening Data and/or Statewide Minnesota Comprehensive Assessments. Typically, these intervention are focused on foundations skills in Reading (i.e., phonological awareness, phonics, fluency and comprehension) and Math (i.e. number sense and computations), which are essential standards for early elementary, but in the intermediate and secondary schools, these interventions are designed to address missing foundational/prerequisite skills needed to access grade level standards. These missing skills are no longer grade level essential standards. These interventions are provided to small groups with similar needs based on the results of the diagnostic assessments administered and dictates the instructional materials to be utilized. The intervention typically spans 10 to 15 weeks of 20 to 40 minute sessions, 4 or more times per week. Typically, they are provided by an interventionist, but could also be provided by classroom teachers or other trained professionals. Progress will be monitored at a minimum every two weeks.

- Documented evidence of Tier 1 intervention for a period of 6 to 8 weeks and progress monitoring data as part of the intervention. (or a period of time determined by the SST).
- Parents are notified of identified concerns prior to referring to the Student Success Team by the classroom teacher.
- Completion of MTSS Referral Form [MTSS REFERRAL FORM](#)
- The SST or common team time will be used to support the transition between tiers.
- Diagnosis of area of concern and completion of the referral to the SST.
- Review of identified concerns, establishment of a measurable goal and determine the services needed to address the goal along with a plan for progress monitoring and review.
- Follow up communication with the parent to share the intervention plan.

This transition happens formally at our FAST windows with the review of data by the SST in consultation with Grade Level Team members and interventionists.

Tier III is the most intensive level of intervention and is individualized to target the student’s specific identified needs. A student receiving intervention at this level will receive an intensified version of the Tier 2 intervention, which may include an additional intervention or a replacement intervention, additional time in the current intervention, or a more individualized setting of the current intervention. In addition, more intensive problem solving will be conducted; this may include a diagnostic assessment in the identified area of concern or observations followed by an analysis of the identified behavior(s) of concern to identify the function and adjust the behavior intervention accordingly.

Tier III instruction is provided in addition to core instruction and supplementary instruction. A student receiving intervention at this level, will receive their secondary services which may include 20 to 30 minutes of intervention targeted to their specific skill deficit, but then an additional 15 to 20 minutes of more intense instruction to the specific skill being taught.

Assessments of students’ progress at this level will be more intensive. Classroom teachers or interventionists will monitor progress weekly for students receiving Tier III interventions. When progress monitoring data indicates that the student’s rate of progress is unlikely to achieve the learning goal established, the teacher in conjunction with the Student Success Team will engage in problem solving and make adjustments/modifications to the student’s intervention program. Due to the complexity of modifying instruction based on student response, it is critical that the interventions are delivered by staff trained in the identified area of need. This is supported by

Doug Reeve's (2009b) research that indicates that one of the school's most effective learning strategies is to have highly trained staff work with their most at-risk learning.

5.6 Interventionists regularly look at data. The elementary interventionists meet monthly to go over data. If there is minimal growth or the student is stagnant, interventionists change the intensity of the intervention or the type of instruction. This is also done at other levels by collaborating with the literacy coordinator or building MTSS teams.

5.7 Students are exited from supplemental or intensive reading intervention when they meet benchmarks on the Fastbridge screeners.

5.8-5.10 Delano Public Schools does not write out a specific learning plan for each student receiving intervention, but there is a plan recorded on FastBridge when interventionists or classroom teachers set up the progress monitoring that states how often the intervention occurs, the name of the intervention, and the goal for the student.

5.11-5.12 Delano Public Schools will be making some adjustments to our data based decision making for action processes. We are implementing the use of Educlimber in the district, which will allow us to easily look at data to make informed decisions. The elementary school will also use the MDE composite scores to help identify students who need intervention, and a change to that is that first grade will be looking closer at the sentence reading component earlier in the year to catch students who struggle earlier. We will also move towards more fidelity checks to be completed by our literacy coordinator.

3.

Grade Level Teams

Grade level teams will review data following each screening period to determine if there are potential gaps in the core Reading and Math curriculum based on the need for classwide interventions in specific areas. If a need is identified, they will work together with the Curriculum Director to identify additions/changes to the Core instruction.

District Teams

The district team will review data by building and grade level. Data will be broken down as follows: All students, Free and Reduced Lunch, Minority students, ELL students and Special Education. This will include both FASTBridge Screening Results and MCA results for grades 3 - 8 and 10 and 11.

Section 6. Multi-tiered System of Supports (MTSS)

6.1-6.3 Delano Schools implements MTSS in Grades K-12 using the MnMTSS framework. Delano Public Schools recommitted to the MTSS process in February of 2022 joining the 6 month Compass cohort and conducting the SEMI-DLT. This process expanded into the 15 month COMPASS Cohort during the 2022-23 school year. The focus of our work included the development of a district MTSS manual, realignment of our Student Success Team processes and identification of non-negotiables in Tier 1 instruction. During the 2023-24 school year, the District MTSS team participated in the COMPASS Tier 2/3 Professional Development Cohort and in the 2024-25 school year the interventionists and special education teachers completed the Tier 2/3 cohort.

6.4-6.5 The district will be implementing Educlimber in the 2025-26 School year. We will be working towards our goal of implementing fidelity checks by the Literacy coordinator. All teachers will also go through certification of the FAST assessments they administer.

Section 7. Core Curricular Resources Grades K-5

7.1-7.9 Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Benchmark Workshop, Heggerty: Phonemic Awareness	Comprehensive Supplemental	90-120 minutes per day
1 st	Benchmark Workshop, Kilpatrick, UFLI	Comprehensive Supplemental	90-120 minutes per day
2 nd	Benchmark Workshop, UFLI	Comprehensive Supplemental	90-120 minutes per day
3 rd	Benchmark Workshop, UFLI	Comprehensive Supplemental	90-120 minutes per day
4 th	Benchmark Workshop	Comprehensive	90-120 minutes per day
5 th	Novel Units, CommonLit, Benchmark Word Study	Comprehension, Vocabulary, Writing	90-120 minutes per day

Section 8. Reading Interventions Grades K-12

Grade	Supplemental (Tier 2) Reading Interventions	Intensive(Tier 3) Reading Interventions
Kindergarten	UFLI	UFLI
1st	UFLI, Phonics for Reading	UFLI, Phonics for Reading
2nd	UFLI, Phonics for Reading, Wilson, Repeated Reading	UFLI, Phonics for Reading, Wilson, Repeated Reading
3rd	UFLI, Phonics for Reading, Wilson, Repeated Reading	UFLI, Phonics for Reading, Wilson, Repeated Reading
4th	Phonics for Reading, REWARDS, Third Quest, Repeated Reading	Phonics for Reading, REWARDS, Third Quest, Repeated Reading
5th	Phonics for Reading, REWARDS, Third Quest, Repeated Reading	Phonics for Reading, REWARDS, Third Quest, Repeated Reading
6 th	Phonics for Reading, REWARDS, Third Quest, Repeated Reading	Phonics for Reading, REWARDS, Third Quest, Repeated Reading
7 th	Phonics for Reading Levels 1,2,3 Rewards Multisyllabic Words & Vocabulary Intermediate and Secondary Practice Coach Plus ELA Support Coach 8 CommonLit Rewards Writing PRESS (repeated reading & paragraph shrinking) FAST CBM-R	Phonics for Reading Levels 1,2,3 Rewards Multisyllabic Words & Vocabulary Intermediate and Secondary Practice Coach Plus ELA Support Coach 8 CommonLit Rewards Writing PRESS (repeated reading & paragraph shrinking) FAST CBM-R
8 th	Phonics for Reading Levels 1,2,3 Rewards Multisyllabic Words & Vocabulary Intermediate and Secondary Practice Coach Plus ELA Support Coach 8 CommonLit Rewards Writing PRESS (repeated reading & paragraph shrinking) FAST CBM-R	Phonics for Reading Levels 1,2,3 Rewards Multisyllabic Words & Vocabulary Intermediate and Secondary Practice Coach Plus ELA Support Coach 8 CommonLit Rewards Writing PRESS (repeated reading & paragraph shrinking) FAST CBM-R

9 th	No specific curriculum Individualized Tutoring	No specific curriculum Individualized Tutoring
10 th	No specific curriculum Individualized Tutoring	No specific curriculum Individualized Tutoring
11 th	No specific curriculum Individualized Tutoring	No specific curriculum Individualized Tutoring
12 th	No specific curriculum Individualized Tutoring	No specific curriculum Individualized Tutoring

Section 9. Professional Development Plan

9.1 Delano Public Schools will provide training for Phase 1 Teachers through the LETRS professional development approved course. Using our in-district trained LETRS facilitator, educators will engage with the LETRS program throughout the 2024-25 and 2025-26 school years.

9.2 The anticipated date of completion for all Phase 1 educators is June 15, 2026.

9.3-9.4 Teachers participating in the LETRS cohort attended these sessions with our local certified facilitator (LCF). The LCF did participate in at least six of the seven Community of Practice sessions for LCF put on by the Regional Literacy Network.

9.5 If teachers do not complete the approved training at the recommended 80% proficiency level, they will set up a time to meet with the LCF and review the content.

9.6 Observational data on the use of effective Tier 1 Instructional practice in structured literacy will be collected by the Literacy Coordinator during fidelity checks. This data will be used alongside student performance data to determine the effectiveness of Tier 1 instruction across all grade levels in Grades K-3 for the 2024-25 school year.

9.7 The literacy coordinator provides coaching and support in multiple ways. Appointment slots are available on the literacy coordinator website for teachers to meet and discuss data, action to analysis plans, class wide interventions, or any other topics. The literacy coordinator also is available to model and co teach lessons with teachers upon request. A survey was shared with staff, and using feedback from the survey, the literacy coordinator led mini workshops on the topics selected by teachers to make coaching available in a group format. Additionally, the Literacy Coordinator will follow progress monitoring for students not reading at grade level and problem/solve with and coach teachers on best practices for effective literacy instruction and intervention.

9.8 When looking at the data, the accuracy of our students reading on their CBMr was very high. Students in grades K-1 saw large increases in phonemic awareness.

9.9 Delano Public Schools is committed to providing professional development around culturally responsive practices. This is covered in our new Teacher Development and Evaluation Plan. Teachers are also encouraged to read and reflect on their [culturally responsive practices](#) through the information provided by MDE.

9.10 Delano Public Schools engaged with the Regional Literacy Network in a variety of ways. Our literacy coordinator attended both the District Literacy Lead and the Local Certified Facilitator Community of Practice. She requested support as needed to help with READ Act implementation. Our literacy coordinator also attended READ Act open office hours sessions throughout the year and most recently went to Resource Training and Solutions to participate in the Standards Bundling professional development.

9.11-9.12 Delano Public Schools will continue our professional learning with LETRS, the implementation of the new ELA standards, specifically standards bundling, and will also provide professional learning about math language routines. Additionally, we will be training our paraprofessional staff who help students with reading to ensure they are confident in the support they give to students.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	8	0	8	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	31	13	18	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	6	0
K-12 Reading Interventionists	4	2	2	0
K-12 Special Education Educators responsible for reading instruction	23	4	18	4
Pre-K through grade 5 Curriculum Directors	4	1	2	1

Pre-K through grade 5 Instructional Support Staff who provide reading support	26	0	0	0
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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
Grades 4-12 Classroom Educators responsible for reading instruction	24	0	6	18
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	1	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	10	0	0	10
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Section 11. Literacy Aid Funds

Literacy Incentive Aid

11.1-11.2 Delano Public Schools is receiving \$142,445 in the 2024-25 school year and our current expense budget is \$129, 427.

11.3 Check all eligible uses of literacy incentive aid for which funding was applied in the 2024-25 school year. The following, check all that apply, options will include:

- 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**
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training
- Not applicable

READ Act Literacy Aid

11.4 Delano Public Schools received \$98,412.16 in the 2025 fiscal year for READ Act Literacy Aid.

11.5 Check all eligible uses of READ Act Literacy Aid for which funding was applied in the 2024-25 school year? The following, check all that apply, options will include:

- 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
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- **Stipends for teachers completing literacy training**
- Curriculum reviewed by MDE that was rated as highly aligned
- Reading intervention (curriculum, materials, training)
- Other option, please explain: (includes a textbox for the description)
- Not applicable

11.7 As of the completion of this Local Literacy Plan, \$98,412.16 of READ Act Literacy Aid remains in the required reserved account.

11.8 The plan for spending the remainder of the funds includes payment of those stipends upon receiving the funds. In addition to stipends we will use remaining funds to pay for Capti ReadBasix.

Section 12. Screening Summary Student Counts Grades K-3

Summary Data Kindergarten through 3rd Grade

We completed the gated approach for nonsense word fluency as an additional dyslexia screener for our 2nd and 3rd grade students. All numbers reported are based data from the MDE Composite Fastbridge scores in grades K-3.

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally screened Winter	Number of Students Universally at or Above Benchmark Winter	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	153	87	153	103	154	102	154	65
1 st	172	117	174	82	175	99	175	72
2 nd	179	128	182	48	180	133	51	44
3 rd	193	145	196	47	197	148	50	21

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Total Number of Students Screened	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	173	170	32		
5 th	185	186	22		
6 th	202	199	23		
7 th	175	170	14		
8 th	199	191	16		
9 th	214	198	13		
10 th	176	167	18		
11 th	220	12	10		
12 th	192	5	5		