

Forest Lake Local Literacy Plan Overview

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

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Date Reviewed and Submitted to the State: 06/13/2025

1. READ Act Goals

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 \(2024\)](#).

District or Charter School Literacy Goal

Forest Lake Public School District (0831-01)'s literacy goal(s) for the 2024-25 school year:

The literacy goal of Forest Lake Area Schools for SY 24-25 is to ensure that all students receive high quality literacy instruction while having access to multi-tiered systems of support to meet individual student needs.

- **Goal 1:** By the end of the 2024-2025 school year, 100% of Read Act Phase I teachers will successfully complete Volume 1 of the LETRS training program ensuring they are equipped to deliver explicit, direct, systematic instruction in literacy.
- **Goal 2:** Educators will gain confidence in applying learning of explicit, direct, systematic instruction into daily classroom instruction through evidence based curricular materials.
- **Goal 3:** Refine current MTSS process using intervention and assessment guidelines from MDE and the Read Act as well as through participation in COMPASS.
- **Goal 4:** We will increase the number of students at FLAS reading at or above grade level by 10% as according to proficiency on MCAs.

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

- **Goal 1:** All identified Phase I teachers who had not previously met the READ Act training requirement have either completed Volume 1 or are on track to do so. These educators are now well-positioned to begin Volume 2 in the fall. This professional learning experience is designed to deepen educators' understanding of the science of reading and equip them to provide explicit, direct, and systematic literacy instruction.
- **Goal 2:** To monitor educator confidence in applying LETRS learning to classroom instruction, we collected perception data focused on the integration of explicit, systematic practices into daily routines. Results indicate a positive trend in teacher self-efficacy, with many reporting increased confidence in using evidence-based literacy strategies aligned to the READ Act training. Building site Instructional Leadership Teams will use this data in their planning of professional development.
- **Goal 3:** We completed participation in the six-session MnMTSS cohort as a district

leadership team, which provided targeted support in refining our Multi-Tiered System of Supports (MTSS) framework in alignment with MDE guidance and the READ Act. Building on this work, we are introducing two full-time MTSS Specialists at the elementary level in the upcoming year to provide site-based leadership and implementation support. In addition, we are adding an MTSS and Learning Specialist at the middle school level to support vertical alignment of MTSS structures and to facilitate a smooth transition as we shift from a 7-8 middle school model to a 6-8 configuration.

- **Goal 4:** At this date, the data being referenced are considered **preliminary**. These results are currently **embargoed**, meaning they are restricted from public release until an official publication or announcement is made by MDE. This section will be updated in our shared plan at that time.

The following describes how Forest Lake Public School District (0831-01)'s current student performance differs from the literacy goal detailed in the READ Act:

- **Goal 4:** The stated goal is to increase the number of students at FLAS reading at or above grade level by 10%, as measured by proficiency on the MCAs. This goal is aligned with the READ Act and reflects the importance of a strong Tier I instructional system. Despite comprehensive changes, such as the adoption of new literacy resources, increased professional development, expansion of instructional coaching, and strengthened data-informed collaboration, historical proficiency rates on the MCAs have remained relatively flat, consistently hovering around 50%. However, additional internal assessment data presented later in this plan show growth in student achievement and literacy proficiency, suggesting progress that may not yet be fully reflected in statewide testing data.

Forest Lake Public School District (0831-01)'s literacy goal(s) for the 2025-26 school year:

- **Goal 1:** By the end of the 2025–2026 school year, 100% of Read Act Phase I teachers will successfully complete both Volume 1 and Volume 2 of LETRS or the OL&LA training program. This will ensure educators are equipped to deliver explicit, direct, and systematic literacy instruction. This cohort includes all PreK-5 classroom teachers, as well as K-12 Special Education and English Learner (EL) educators.
- **Goal 2:** Educators will demonstrate increased confidence in applying explicit, direct, and systematic literacy instruction in daily classroom practice, supported by evidence-based curricular materials aligned with the science of reading.
- **Goal 3:** The district will refine its Multi-Tiered System of Supports (MTSS) framework by implementing intervention and assessment guidelines from the Minnesota Department of Education (MDE) and the READ Act, in conjunction with continued participation in the

COMPASS initiative.

- **Goal 4:** Increase the percentage of students at FLAS reading at or above grade level by 10%, as measured by proficiency on the Minnesota Comprehensive Assessments (MCAs).

Forest Lake Public School District (0831-01)'s Local Literacy Plan is posted on the district website at:

<https://www.flaschools.org/teaching-learning/curriculum>

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 Forest Lake Public School District (0831-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Grade Level	Fall		Winter		Spring	
	# students universally screened	# of students at or above benchmark	# students universally screened	# of students at or above benchmark	# students universally screened	# of students at or above benchmark
Kindergarten	329	198	329	202	332	172
Grade 1	355	162	360	194	365	205
Grade 2	344	185	350	197	358	213
Grade 3	402	251	407	246	414	256

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Forest Lake Public School District (0831-01) 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

Forest Lake Public School District (0831-01) 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:

- MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade Level	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	329	64
Grade 1	368	57
Grade 2	358	46
Grade 3	512	56

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 Forest Lake Public School District (0831-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Grade Level	Screening Tool Used	Screening Tool Vendor	Criteria/Benchmark Used
Grade 4	FastTrack Reading	FastBridge	Vendor risk levels on CBMR
Grade 5	FastTrack Reading	FastBridge	Vendor risk levels on autoReading
Grade 6	FastTrack Reading	FastBridge	Vendor risk levels on autoReading
Grade 7	FastTrack Reading	FastBridge	Vendor risk levels on autoReading
Grade 8	FastTrack Reading	FastBridge	Vendor risk levels on autoReading
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 Forest Lake Public School District (0831-01) to determine which students in grades 4-12 are not reading at grade level:

The district will use a multi-step process to identify students in grades 4-12 who are not reading at grade level.

In grades 4 and 5, all students are screened in the fall using a gated approach with FastTrack Reading and CBMR. Students who are considered at risk in FastTrack Reading or the CBMR are flagged for further diagnostic assessments. Students who meet end-of-year fluency benchmarks with 97% accuracy, confirmed through three consecutive progress monitoring data points or benchmark assessments, are removed from further CBMR screening.

In grades 6-8, the district uses a gated screening approach to identify students who are not

reading at grade level. One indicator to determine students at risk of not reading at grade level is demonstrating risk on FastTrack Reading. Another indicator is scoring “does not meet” or “partially meets” on MCAs.

In grades 9-12, the district will use a triangulated data approach to identify students who are consistently not reading at grade level. This includes reviewing aReading and AutoReading scores from middle school, along with MCA reading proficiency data. This combination of multiple data sources allows the district to track student progress over time and identify consistent gaps in reading skills. Students flagged through this triangulated analysis will be referred for additional diagnostic assessment and intervention planning as needed.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-2025 School Year)

The following table displays the number of students in Forest Lake Public School District (0831-01) 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 Level	Total Number of Students in Grade Level	Identified as Not Reading at Grade Level Who Were Screened	Demonstrating Characteristics of Dyslexia	Identified as Not Reading at Grade level Who Were Opted Out of Screening
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				

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 Forest Lake Public School District (0831-01) 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.

Grade Level	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		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

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

- Parent teacher conferences
- Letter sent home with student

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

For the 2025-26 school year, we are developing a comprehensive K-8 communication plan that extends beyond the existing annual MCA notifications at the middle level. This plan aims to enhance parent engagement and provide more timely, clear updates on student literacy progress for students meeting the criteria of section 3.7. Additionally, we are exploring alternatives to the current Parent Report in FastBridge to ensure communication is accessible and meaningful.

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.

Forest Lake Public School District (0831-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Each elementary site conducts regular grade-level data meetings to analyze student performance and identify students requiring additional diagnostic assessments. During these meetings, instructional needs are carefully matched to evidence-based interventions. Professional development related to the READ Act has deepened our understanding of the multi-tiered layers of intervention necessary to support diverse learners. Additionally, each site utilizes an Intervention Team process as a resource for teachers when students do not respond to initial interventions. Students are referred to this team when their needs escalate to a Tier III level, at which point multiple data sources are reviewed, and progress monitoring is increased in frequency. This comprehensive approach helps determine whether a special education evaluation is warranted, ensuring that instruction and intervention are closely aligned with each student's unique needs.

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

Tier 1 instruction is monitored through a combination of pacing guides, professional learning communities (PLCs), and monthly site-level data meetings. During these meetings, grade-level teams analyze both standards-based assessment data and formative assessment results to ensure alignment with curriculum pacing and to inform necessary instructional adjustments. This collaborative process supports differentiated instruction tailored to meet the diverse needs of all students.

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

Students are identified for Tier 2 or Tier 3 reading interventions primarily through FastBridge universal screening data. Those who demonstrate some or high risk on these screenings become eligible for targeted interventions. At the elementary level, classroom teachers collaborate with Title I and Academic Support Specialists to match students to evidence-based interventions tailored to their needs.

At the middle school level, this process is expanding with the addition of ADSIS educators to enhance support. All students undergo universal screening with aReading, and those identified as at risk proceed to further assessment using CBMR and Capti ReadBasix. Students flagged through these assessments enter an intervention plan that includes biweekly progress monitoring, using CBMR or Capti ReadBasix Morphology-based measures to monitor growth and inform instructional

adjustments.

For grades 9-12, the intervention plan continues to develop in accordance with guidance from the Minnesota Department of Education and updates to the READ Act. Educators are equipped to deliver the 2020 Minnesota ELA standards and will begin READ Act professional development in the 2026-27 school year. The 2025-26 school year will be the first in which students identified as at risk through a triangulated data approach will complete the CAPTI assessment. The plan will be refined over time based on CAPTI data to effectively address student literacy needs at the secondary level.

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 or once every two weeks depending on intervention plan.

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:

At the K-8 level, progress monitoring for supplemental (Tier 2) and intensive (Tier 3) reading interventions is conducted biweekly using FastBridge CBMR, FastBridge CompEfficiency, or earlyReading subtests. This frequent monitoring allows instructional teams to make timely decisions regarding the effectiveness of interventions. If a student's trend line is flat or shows minimal growth, the intervention is modified—either by increasing the intensity, adjusting instructional strategies, or changing the frequency. When a student demonstrates three consecutive data points above the 25th percentile, the frequency or duration of the intervention may be reduced. During this transition period, progress monitoring continues to ensure sustained growth. If the student maintains performance above the 40th percentile, intervention services may be gradually faded out.

At the 9-12 level, the district will align its intervention and progress monitoring practices with forthcoming guidance from the Minnesota Department of Education (MDE), expected in November 2025. We will look to this guidance to inform the selection of developmentally appropriate tools and evidence-based practices to ensure high school students receive effective, targeted literacy intervention support.

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

Students receiving supplemental (Tier 2) or intensive (Tier 3) targeted reading interventions may exit intervention services when they demonstrate 3 to 6 consecutive data points above the 30th percentile, along with a trend line that reflects growth aligned with a goal set at or above the 75th percentile. This process applies across both elementary and secondary levels, with consistent expectations for sustained performance and upward progress. If a student meets these criteria,

intervention services may be gradually reduced and ultimately discontinued, with continued progress monitoring to ensure lasting success.

Does Forest Lake Public School District (0831-01) use personal learning plans for literacy:

No.

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
- Analyzing student outcomes and needs

[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.

Forest Lake Public School District (0831-01) is implementing a multi-tiered system of support framework:

Yes.

The MnMTSS framework is being utilized:

Yes.

Forest Lake Public School District (0831-01) has participated in MDE MnMTSS professional learning:

Yes.

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

Forest Lake Public School District (0831-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

MTSS is an area of ongoing growth for our district. For the 2025–26 school year, our focus will be on strengthening collaborative, linked teams and building a robust infrastructure to support effective, data-based decision making. These efforts aim to enhance the fidelity and impact of MTSS across all sites.

10. Core Curricular Resources 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 Forest Lake Public School District (0831-01), how the resource is used and the minutes of instructional delivery per day in grades K-5.

Grade Level	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120
Grade 1	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120
Grade 2	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120
Grade 3	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120
Grade 4	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120
Grade 5	Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	120

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 Forest Lake Public School District (0831-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade Level	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Lively LETRS, Heggerty
Grade 1	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Heggerty
Grade 2	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Heggerty
Grade 3	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group
Grade 4	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Comprehension, Reciprocal Teaching, 95% multi-syllable routine cards
Grade 5	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Comprehension, Reciprocal Teaching, 95% multi-syllable routine cards
Grade 6	UFLI 95% Group Word Connections Kansas Strategies Summarizing and Paraphrasing	UFLI, 95% Group, Comprehension, Reciprocal Teaching, 95% multi-syllable routine cards
Grade 7	Classroom Embedded Supports	Fusion , Rewards, 95% Group Comprehension
Grade 8	Classroom Embedded Supports	Fusion , Rewards, 95% Group Comprehension
Grade 9	Classroom Embedded Supports	SIM Strategies, Phoneme-Grapheme Mapping, 95% multi-syllable routine cards
Grade 10	Classroom Embedded Supports	SIM Strategies, Phoneme-Grapheme Mapping, 95% multi-syllable routine cards
Grade 11	Classroom Embedded Supports	SIM Strategies, Phoneme-Grapheme Mapping, 95% multi-syllable routine cards
Grade 12	Classroom Embedded Supports	SIM Strategies, Phoneme-Grapheme Mapping, 95% multi-syllable routine cards

Continuous Improvement for Reading Interventions

Forest Lake Public School District (0831-01) will make the following changes to reading interventions for the 2025-26 school year:

For the 2025-26 school year, we have secured ADSIS Aid funding, which will enable us to strengthen and expand our Tier II and Tier III reading intervention supports. This additional resource will help us create a more comprehensive and targeted intervention system. Additionally, we plan to update and revise our intervention materials to align with the forthcoming Minnesota Department of Education guidance, expected to be released in Fall 2025.

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.

Forest Lake Public School District (0831-01) is using the following approved professional development program:

- CORE OL&LA
- 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 Facilitator

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:

The district supports teachers who do not achieve the vendor-recommended 80% proficiency on approved training post-tests by providing multiple pathways to demonstrate their understanding. Rather than requiring a repeat of Volume 1, teachers engage in reflective conversations with their building administrator or department supervisor to discuss how they are applying their learning in practice. This personalized approach acknowledges that proficiency extends beyond assessment scores. When areas for growth are identified, administrators coordinate targeted coaching sessions with instructional coaches focused on strengthening LETRS-aligned instructional practices. This approach emphasizes ongoing professional growth and effective implementation over test performance alone.

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:

To ensure elementary teachers implement explicit, systematic, and evidence-based instruction across the five essential reading areas-phonemic awareness, phonics, fluency, vocabulary, and

comprehension, our district is strengthening fidelity data collection and use. Currently, teachers engage in Professional Learning Community (PLC) discussions to analyze student outcomes alongside instructional strategies. We also administer perception surveys, most recently in Fall 2024 and Spring 2025, to gauge educator confidence in direct, explicit instruction components. In the future, we plan to explore observational walkthrough tools aligned with evidence-based reading instruction (EBRI) practices. Additionally, we aim to develop a comprehensive fidelity checklist tailored to these areas for use during instructional planning and for self-assessment.

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:

Our district employs an educator-driven coaching model designed to support continuous growth in implementing explicit, systematic, and evidence-based reading instruction. Coaching is responsive to individual teacher needs and interests, respecting teacher autonomy while providing meaningful professional development opportunities. Based on fidelity data, teachers self-identify areas for growth or request targeted support in specific instructional practices. Instructional coaches collaborate with teachers through co-planning, lesson modeling, co-teaching, and providing actionable feedback. Additionally, coaches offer resources via optional learning labs, peer observations, and small-group coaching cycles, ensuring professional learning is relevant and timely. Building administrators play a key role by encouraging reflective practices and facilitating access to coaching. This approach fosters a professional culture where coaching is seen as a growth opportunity rather than a compliance requirement. Moving forward, we will enhance the alignment between fidelity data and coaching to ensure supports are purposeful, directly connected to student outcomes, and grounded in the science of reading.

The following changes in instructional practices have impacted students :

Changes in instructional practices, grounded in explicit, systematic, and evidence-based reading instruction, have positively impacted student outcomes across our district. We have observed measurable growth in foundational literacy skills, as reflected in biannual FastBridge screening data, with increased percentages of students meeting or exceeding benchmark levels in phonemic awareness, phonics and fluency. Teacher feedback and observation data further confirm that students demonstrate greater confidence and independence in reading tasks. Together, this evidence illustrates that focused, high-quality literacy instruction is driving meaningful improvements in student reading achievement and overall literacy development.

Forest Lake Public School District (0831-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our system is committed to supporting teachers in creating learning environments where all students feel seen, valued, and supported.

Teacher Leaders guide staff in reflecting on classroom materials to ensure students can connect with the content, as well as examining how school expectations and norms align with the varied cultural backgrounds of students. Teachers are encouraged to consider how their perspectives and experiences shape classroom practices and to reflect on whose voices and viewpoints are represented in instruction.

New educators participate in a book study using *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. This learning emphasizes the importance of strong teacher-student relationships, maintaining high expectations for all learners, and creating supportive learning partnerships that help every student thrive. Educators explore ways to strengthen engagement and confidence while also identifying areas where instructional approaches can be more inclusive and affirming.

Peer Coaches use Danielson observation tools that highlight effective teaching strategies. These tools encourage meaningful conversations about how to best support every student in the classroom.

Site Facilitators have also been trained to consider multiple perspectives when analyzing student data, helping ensure that decisions are fair, informed, and focused on growth. Through this ongoing work, the district is building a strong foundation of support to help all students succeed in literacy and beyond.

Forest Lake Public School District (0831-01) engaged with the Regional Literacy Network through the following:

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

Instructional Review and implementation of new standards

Continuous Improvement for Professional Development Plan

Forest Lake Public School District (0831-01) will make the following changes to the professional development plan for the 2025-26 school year:

Adding 4th and 5th grade to Phase I using OL&LA. Current Phase I will complete LETRS Volume 2 in the 25-26 SY.

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 in District	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	30	30	0	new hires
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	9	1	5	3
K-3 Classroom Educators	69	28	35	new hires
Grades 4-5 (or 6) Classroom Educators (if applicable)	30	1	7	22
K-12 Reading Interventionists	13	9	1	3
K-12 Special Education Educators responsible for reading instruction	58	21	31	6
PreK through grade 5 Curriculum Directors	5	0	5	0
PreK through grade 5 Instructional Support Staff who provide reading support	120	0	0	120

Educator Count Phase 2

Phase 2: Educator Role	Total in District	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	18	0	0	18
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	0	3	0
Grades 6-12 Instructional Support staff who provide reading support	2	0	2	0
Grades 6-12 Curriculum Directors	5	0	0	5
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.

Forest Lake Public School District (0831-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$261,280.70

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

\$261,280.70

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Forest Lake Public School District (0831-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$230,174.22

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
- Employing a reading intervention specialist
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

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:

N/A