

Minnesota READ Act Literacy Plan

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

For

Delano Public School District (0879-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Delano Public School District (0879-01). 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

Delano Public School District (0879-01)'s literacy goal(s) for the 2025-26 school year:

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

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

In K-3 we continued to train our Phase 1 teachers in LETRS. The majority of our staff will be complete with LETRS training as of Spring 2026. We universally screen our students three times per year using FastBridge. This year we used the MDE composites to help form our intervention groups. This allowed us to ensure we were getting students into the interventions that best meet their needs. Our Literacy Coordinator also provided "Data Dives" for our K-3 staff throughout the school year. At these meetings staff were able to look at their reading data and decide next steps in their instruction. In 4-12 we started training our Phase 2 teachers in STRIVE. Our Phase 2 teachers will continue this training into the 26/27 school year. We screen our students three times per year using FastBridge and this year we administered the Capti ReadBasix Dyslexia Screener. We were able to administer this in the winter, but will continue to administer this in the fall of each year. Our 4-12 teachers began professional development on the Capt ReadBasix.

Our Literacy Coordinator met with staff, delivered PD, and observed classrooms to help give feedback on their Literacy Instruction to ensure we are using evidence based practices within our classrooms.

The following describes how Delano Public School District (0879-01)'s current student performance differs from the literacy goal detailed in the READ Act:

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.

Delano Public School District (0879-01)'s literacy goal(s) for the 2026-27 school year:

It is the goal of Delano Public Schools to increase our reading achievement by 3% by May 2027 in grades K-12 as measured by FastBridge Reading Assessments. Overall Goal: It is the long term goal of Delano Public Schools to support every child to achieve at or above grade level reading proficiency each year. Actions: -K-3 we will use the MDE composite scores to help identify student skill gaps as well as help form our intervention groups. -K-3 we will participate in regularly scheduled monthly data dives. This will allow staff to work with data to help drive their instruction in the classroom. -K-3 teachers and MTSS teams will review data from FastBridge, in-depth, at the conclusion of each assessment window. (Fall, Winter, Spring) -4-12 teachers and MTSS teams will review data from FastBridge, in-depth, at the conclusion of each assessment window. (Fall, Winter, Spring) -4-12 will analyze their Capti ReadBasix data to help drive their instruction in the classroom and in intervention. -4-12 will participate in STRIVE training and Capti ReadBasix training to help further their knowledge on best practices within the classroom and how they can use their Capti data in real time. 22 of our staff members are expected to finish this training in the Spring of 2027. -Our Literacy Coordinator will be available to meet with teachers, model lessons, provide professional development, work with PLC groups, complete observations, and give feedback to help ensure we are delivering evidence-based literacy instruction within our classrooms and interventions. -Our MTSS Team will work on aligning our literacy interventions PreK-12 as we look to achieve system-wide improvement. Currently, in grades 4-12 we are at 80% proficiency and in grades K-3 we are between 50% and 70% proficiency on their FastBridge Reading Assessments. That being said, we still have room to grow on much of what is mentioned. By consistently working on the above actions, intervening early, and continuing to work on improving processes and instruction we will continue to make progress towards our above goal.

The Local Literacy Lead, Lindsey Westphal, for Delano Public School District (0879-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

Our District Literacy Lead is continually working with District and School Leadership to ensure the successful implementation of the MN READ Act. Our Literacy Lead is: -Meeting with building principals at least monthly to discuss Literacy within each of the schools. -Meeting with the District Superintendent biweekly to ensure things are being implemented and running smoothly. -Meeting with the Academic Leadership Team (made up of District Leadership) monthly. -Meeting with Language Arts Committees. -Providing PD at staff meetings. -Meeting monthly with the District PD committee. -Meeting with the Special Education Supervisor and EL Coordinator as needed. -Working alongside the Teaching and Learning Coordinator to work on Assessments, Curriculum, and PD.

Local Literacy Plan for Delano Public School District (0879-01)

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Delano Public School District (0879-01) Local Literacy Plan is posted on the district website at

<https://www.delano.k12.mn.us/academics/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.

Delano Public School District (0879-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Delano Public School District (0879-01) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	N/A
	Grade 1	MDE Composites	N/A
	Grade 2	MDE Composites	N/A
	Grade 3	MDE Composites	N/A

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Delano Public School District (0879-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Delano Public School District (0879-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

This year we trialed the Oral Language Screening on a couple of students. In the 26/27 school year we will conduct the screening with our K, 1, and 2 per the Minnesota Department of Education. Also, students who score below a WIDA Level 2, will be given DIBELS as their universal screener, per the Minnesota Department of Education.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Delano Public School District (0879-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Delano Public School District (0879-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Delano Public School District (0879-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We conducted screening in December 2025. Moving forward we will conduct our screening in the fall of each year. Also, we would like to work towards using Capti ReadBasix as a progress monitoring tool once we know more about the screener.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Delano Public School District (0879-01) 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	153	96	155	73	154	77
1st	160	115	162	100	162	107
2nd	178	90	179	114	180	127
3rd	183	121	184	131	184	136

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Delano Public School District (0879-01) 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.

Delano Public School District (0879-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	154	57
1st	162	62
2nd	180	32
3rd	184	15

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

Delano Public School District (0879-01) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Delano Public School District (0879-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	203	196	52	57	52	5
5th	183	179	35	36	35	1
6th	193	191	24	26	22	2
7th	200	197	20	23	17	3
8th	179	176	24	29	20	5
9th	198	194	17	22	13	5
10th	199	194	16	22	10	6
11th	169	18	19	27	11	9
12th	209	17	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Delano Public School District (0879-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

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

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

Upon completion of assessments, teachers as well as grade level teams will review the data to determine next steps in the process. Classroom Teachers will: 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.

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

K-3 Upon completion of assessments, the intervention team along with grade level teams will review the data to determine who qualifies for pullout reading intervention and intervention within the classroom. Our intervention team looks at the data first. They look at the following data points: 1. MDE Composite 2. Nonsense Words Fluency Assessments 3. CBMr or Letter Sounds 4. aReading or earlyReading Subtests 5. Teacher Input Once pullout intervention groups have been formed. Classroom teachers follow the process outlined below: Teachers utilize 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. 1. 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. 2. Determine which Tier 2/3 intervention will be used to address the problem. 3. Determine how often and what tool will be used to Progress Monitor. 4-12 Building level teams will review FAST data by classroom as well as individual student data. For grade 4 and up, the Capti ReadBasix and 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, Capti ReadBasix, and MCA scores to determine who qualifies for intervention.

Local Literacy Plan for Delano Public School District (0879-01)

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:

Interventionists and classroom teachers regularly monitor their students in intervention. If there is minimal growth or the student is stagnant, teachers and interventionists know that a change in the intensity of the intervention or the type of instruction is necessary. This is also done at other levels by collaborating with the literacy coordinator or building MTSS teams.

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

When students meet their benchmark on their progress monitoring goals and/or their FastBridge screeners, they enter into a "soft exit" of services. Students' service time is reduced to only a couple of days a week. During this time, interventionists are continuing to progress monitor students. If students are continuing to meet their goals with the soft exit, students are then fully exited from their supplemental service or moved to a lesser tier. Students are then progress monitored within their new tier of service to ensure they are continuing to meet their goals.

Continuous Improvement for Data-Based Decision Making for Action

Delano Public School District (0879-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

K-3 will provide their teachers with PD on how to use the MDE composite scores to help form intervention groups within the classroom. Currently interventionists are the only ones using this score. 4-12 will use their Capti ReadBasix data to help inform their interventions. This was used minimally this year. We will continue to refine our procedures and processes when it comes to moving students between tiers.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Delano Public School District (0879-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 1	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 2	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 3	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 4	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 5	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 6	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 7	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 8	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 9	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 10	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 11	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.
Grade 12	Other - K-3 we notify parents 3 times per year. 4-12 we notify parents in the Fall only.	Other - K-3 sends a letter home with the student. 4-12 mails the letter home to families.

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Delano Public School District (0879-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Other Curriculum - Benchmark Workshop	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	120
Other Curriculum - Heggerty	Foundational	Kindergarten	60
Other Curriculum - Novel Units, Common Lit, Benchmark Word Study	Comprehensive	Grade 5	120
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Grade 1	60
	Foundational	Grade 2	60
	Foundational	Grade 3	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

The curriculum evaluation and selection process is teacher led and informed by student performance data across the MN Academic Standards. The curriculum review cycle in Delano Schools separates K-4 English Language Arts and 5-12 English Language arts into two distinct evaluation/review/purchase years. K-4 English Language Arts will begin the Research and Assess phase of the program review process in the 2026-27 School year. Within that process, educators will compare student performance on local(benchmark tests), state (MCA) and national assessment (FAST) to the standards and assess the current resource (Benchmark Workshop) against the MN Academic Standards and structured literacy practices. Within that process teachers will determine the need to adapt, supplement or replace the current resource through a gap analysis wherein they have identified lower than expected achievement in MN Academic Standards. In the 2nd year of the review cycle (2027-28) teachers will develop or adapt supplemental learning resources or enter into a full review of new resources to fill the gaps in standards. School year 2027-28 will be a pilot

year for new lessons, units or potential new resources with a purchase recommendation made by the end of 2027-28. Should it be determined that a new resource is necessary, teachers will select from the approved curriculum list provided by MDE. Implementation of new resources will occur in 2028-29. This process will be repeated for the 5-12 review process commencing in 2030-31.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Currently K-12 teachers are working within the 2020 MN Academic Standards and have been adapting or supplementing current curriculum resources as needed to meet the rigor of the standards. The selection of new or adapted or supplemental resources is scheduled for 2027-28 school year in K-5 and 2030-31 in 5-12. Classroom teachers in K-3 have completed SOR training (LETRS) in the 2025-26 school year and implementation fidelity checks are on-going through formal, informal and peer classroom observations. 4-12 ELA teachers began SOR (Strive) Training in March of 2026. Implementation and fidelity checks will begin in fall of 2026 through formal, informal and peer classroom observations. Classroom teachers, through our continuous improvement plan, regularly conduct standards alignment against student performance on local (unit), state (MCA) (FAST) and national assessments and adjust instructional activities based on student performance data.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Delano Public School District (0879-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Wilson	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Other Resources - Common Lit	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - FastBridge Reading Interventions	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Phonics for Reading	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Phonics for Reading	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Practice Coach Plus ELA	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - REWARDS	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
Other Resources - Repeated Reading	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Rewards Multisyllabic Words and Vocabulary	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Rewards Writing	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Support Coach	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - Third Quest	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Delano Public School District (0879-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$141,386

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

\$169,573

READ Act Literacy Aid

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

Delano Public School District (0879-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$98,412

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
MDE approved READ Act professional development	Literacy Aid Funds
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Literacy Aid Funds

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.

Delano Public School District (0879-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/04/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Delano Public School District (0879-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

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. Teachers will also have access to the District Literacy Coordinator to meet with, model lessons, provide professional development, complete observations if needed, and give feedback to help ensure we are delivering evidence-based literacy instruction within our classrooms and interventions.

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:

Observational data on the use of effective Tier 1 Instructional practice in structured literacy will be collected by the Literacy Coordinator. This data will be used alongside student performance data to determine the effectiveness of Tier 1 instruction and implementation of evidence-based literacy instruction across all grade levels in Grades K-12.

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 coordinator provides coaching and support in multiple ways. Teachers are able to set up appointments with the literacy coordinator 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. The literacy coordinator provides teachers with professional development, as needed, through discussion with building administration. In Grades K-3, the Literacy Coordinator engages in monthly Data Dives with grade-level teams. This

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allows staff to thoroughly examine student data and discuss next steps of instruction based on that data. 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.

The following changes in instructional practices have impacted students:

In Grades 4-12 we have been able to sustain 80% or above proficiency in our universal assessments. This has a direct correlation to the instructional practices that are happening within our classrooms. In Grades K-3 we saw great gains from fall to spring in our overall universal screening data as well as through individual screening subtests. These outcomes again, are direct correlations to our changes in instructional practices within the classroom.

Delano Public School District (0879-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

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.

Delano Public School District (0879-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Delano Public Schools will continue our professional learning with LETRS (newly hired staff) and STRIVE, the implementation of the ELA standards, specifically standards bundling. Additionally, we will continue training our paraprofessional staff who help students with reading to ensure they are confident in the support they give to students. Lastly, our Literacy Coordinator will continue to provide professional development, as needed, in consultation with district and building leaders.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	6	6	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	30	28	2	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	8	6	2	0
K-3 Classroom teachers	30	30	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	5	5	0	0
K-12 Special Education educators responsible for foundational reading instruction	20	15	5	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	2	2	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	27	7	20	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	25	23	2	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

53

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Delano Public School District (0879-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Delano Public School District (0879-01) has participated in MDE MnMTSS professional learning:

Yes

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Delano Public School District (0879-01) does not include a DLI Program