

Minnesota READ Act Literacy Plan

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

For

Dassel-Cokato Public Schools (0466-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Dassel-Cokato Public Schools (0466-01). 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

Dassel-Cokato Public Schools (0466-01)'s literacy goal(s) for the 2025-26 school year:

Increase aReading scores to 80% for grades 2-8 and 65% for K&1 early reading at or above grade level proficiency.

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

During the 2025-2026 school year, Dassel-Cokato Public Schools took several steps to make progress toward our goals. We implemented the use of high-quality instructional materials with the 3rd Edition (2026) of Amplify CKLA curriculum in Grades K-5 and Amplify ELA in Grade 6. School staff engaged in fidelity walk-throughs of ELA teachers in Kindergarten through Grade 6 using a locally-designed fidelity tool aligned with our adopted curriculum and the Science of Reading. During professional development days and Professional Learning Community (PLC) meetings, teachers engaged in data analysis using FastBridge and the Amplify online curriculum reports. We screen our students three times per year using FastBridge and this year we also administered the six subtests of Capti ReadBasix in Grades 4-12. We started training our Grades 7-12 Phase 2 teachers in STRIVE Science of Reading. Our Phase 2 teachers will continue this training into the 2026-2027 school year.

The following describes how Dassel-Cokato Public Schools (0466-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Our spring universal screening data indicates that 74% of students in Grades 2-8 scored in the "Low Risk" or better range on FastBridge aReading. Additionally, 58% of Kindergarten student scores indicate that they are in the "Low Risk" for characteristics of dyslexia category and 66% of Grade 1 student scores indicate that they are in the "Low Risk" for characteristics of dyslexia category according to FASTBridge earlyReading scores.

Dassel-Cokato Public Schools (0466-01)'s literacy goal(s) for the 2026-27 school year:

Overall Goal: It is the long-term goal of Dassel-Cokato Public Schools to support every child to achieve at or above grade level reading proficiency each year. 1. Increase our reading achievement by 3% by May 2027 in Grades K-8 as measured by FastBridge reading assessments. 2. All of our required 7-12 Phase 2 educators will complete the STRIVE Science of Reading professional development series by the end of June 2027. 3. Selection, training, and implementation of evidence-based K-12 literacy interventions. 4. Continuous improvement in literacy instruction and student support utilizing our PLCs and MTSS teams to foster collaboration and a cohesive approach to Tier 1, 2 and 3 reading instruction.

Local Literacy Plan for Dassel-Cokato Public Schools (0466-01)

The Local Literacy Lead, Deb Scherber, for Dassel-Cokato Public Schools (0466-01) 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 meets with building principals at least monthly to discuss literacy within each of the schools; meets with the District Administration Council, including the Superintendent, four principals, and Special Education Coordinator, biweekly to ensure strategic literacy and assessment implementation; and also serves as the Director of Curriculum and Instruction, providing professional development at staff meetings, coordinating the review, purchase, training, and implementation of core literacy and intervention curriculum and resources, and leading district-wide PLC initiatives.

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

Dassel-Cokato Public Schools (0466-01) Local Literacy Plan is posted on the district website at

<https://www.isd466.org/departments/curriculum-testing>

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.

Dassel-Cokato Public Schools (0466-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Dassel-Cokato Public Schools (0466-01) 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	NA
	Grade 1	MDE Composites	NA
	Grade 2	MDE Composites	NA
	Grade 3	MDE Composites	NA

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

Dassel-Cokato Public Schools (0466-01) will be utilizing the following screening tool(s) in 2026-27:

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

Dassel-Cokato Public Schools (0466-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will add the Oral Repetition subtest in Grades K-2 in alignment with updated READ Act requirements.

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 Dassel-Cokato Public Schools (0466-01) 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 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge AutoReading	Grade 4	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 8	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 5	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 6	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 7	3 time per year	District set benchmarks - Scoring Below National 30%tile.
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 8	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 5	3 time per year	District set benchmarks - Scoring Below National 30%tile.
	Grade 6	3 time per year	District set benchmarks - Scoring Below National 30%tile.

Local Literacy Plan for Dassel-Cokato Public Schools (0466-01)

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 7	3 time per year	District set benchmarks - Scoring Below National 30%tile.

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

Dassel-Cokato Public Schools (0466-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Dassel-Cokato Public Schools (0466-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

In Grades 4-8, we use FastBridge as a universal screener. In Grades 9-12, we use Capti ReadBasix as a universal screener and as a diagnostic assessment. This year, we conducted Capti ReadBasix screening in February 2026. Moving forward, in Grades 4-8, we will screen with FastBridge 3x per year, and those that are below grade level will screen with Capti ReadBasix (Fall, Winter, and Spring). In Grades 9-12, we will use Capti ReadBasix at least once and up to three times a year (Fall, Winter, and Spring). 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 Dassel-Cokato Public Schools (0466-01) 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	132	85	134	97	135	78
1st	136	65	136	77	137	91
2nd	139	84	138	97	139	98
3rd	135	96	137	98	138	108

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 Dassel-Cokato Public Schools (0466-01) 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.

Dassel-Cokato Public Schools (0466-01) 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	132	57
1st	135	50
2nd	137	46
3rd	137	48

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

Dassel-Cokato Public Schools (0466-01) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Dassel-Cokato Public Schools (0466-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Dassel-Cokato Public Schools will add the FastBridge Oral Repetition subtest in Grades K-2 in the 2026-2027 school year.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Dassel-Cokato Public Schools (0466-01) 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	162	160	19	0	19	1
5th	148	145	22	0	22	1
6th	149	141	30	0	30	1
7th	146	127	22	0	17	0
8th	157	151	24	0	13	0
9th	151	0	54	0	10	0
10th	169	0	61	0	14	0
11th	160	0	39	0	9	0
12th	149	0	32	0	7	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.

Dassel-Cokato Public Schools (0466-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The first step to assure that evidence-based instruction and intervention is matched to student needs is the careful selection and adoption of Tier 1 curriculum. Part of that process is ensuring the Tier 1 curricular resource is designed in consideration of all learners. During instruction, teachers collect both formative and summative assessment data to drive instructional decision-making so that all students can access each lesson's key learning objectives. After each screening window, teachers analyze universal screening data to identify where adjustments are needed for whole class instruction, as well as enrichment and intervention for individual students. Similar to the selection of Tier 1 curricular resources, Dassel-Cokato Public Schools researches state-approved and evidence-based intervention resources as well. All building Tier 2/3 teams conduct placement meetings three times per year using data to make decisions to match interventions to student needs based on both universal screening data and diagnostic assessment. Interventionists in all buildings review progress monitoring data to determine effectiveness of interventions and changes that need to be made to each individual student's instructional plan.

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

Upon completion of assessments, teachers and grade level teams review data to determine next steps in instruction, including both intervention and extensions. With the support of the PLC/MTSS process, classroom teachers review relevant screening data to determine if a classwide intervention is needed. If a classroom intervention is not needed, core instruction continues. Teachers also receive resource support, implementation fidelity monitoring with walk-throughs, and instructional feedback to ensure a continuous improvement model.

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

Students in Dassel-Cokato Public Schools whose FastBridge universal screening scores place them in either the Some Risk or High Risk category are eligible for Tier 2 intervention services. To receive Tier 3 services, students are eligible if they are not making appropriate gains in Tier 2 and the resources (staff and time) are available.

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

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:

Students in Tier 2 interventions are progress monitored with tools that coordinate with the skills being intervened upon weekly or every other week depending on their grade level and intervention, including progress monitoring with FastBridge and/or curriculum-based tools. During Tier 2/3 meetings, interventionists analyze student data, and as a team determine any necessary intensifications or modifications to a student's targeted reading intervention. During these meetings, interventionists use the following protocol: Discuss: Is the student exceeding the goal trend? If so, consider increasing the goal, changing the intervention, or exiting the student. Is the student meeting the goal trend? If so, continue the intervention. Is the student below the goal trend? If so, check the fidelity elements of the intervention to see if the intervention was delivered as intended: Student Engagement - How attentive and involved were students in the intervention? Quality of Delivery - Does the teacher have the necessary training, skills, and knowledge to deliver the intervention? Adherence - How well did we stick to the plan, curriculum, and assessment? Program Specificity - How well is the intervention defined and different from other interventions? Exposure/Duration - Does the schedule allow for the intervention to be delivered for the recommended dosage and frequency? Is the student regularly attending school? Is the teacher available to support instruction? Did any factors impact the student from receiving the intervention as intended? Based on the discussion, consider focusing on increasing fidelity of the intervention, changing the intervention, or changing the intervention plan (dosage, frequency, monitor type).

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

We review trendlines on progress monitoring and when students meet their benchmark on their progress monitoring goals and/or their grade-level expectations on FastBridge screeners, students are exited from intervention services. After students exit services, interventionists progress monitor at a less frequent rate to ensure students are continuing to meet their goals. Because Tier 3 intervention happens infrequently due to staffing and resources, exit criteria are developed on an individual basis.

Continuous Improvement for Data-Based Decision Making for Action

Dassel-Cokato Public Schools (0466-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Our teams are currently meeting to streamline and align our data-based decision making procedures based on Science of Reading best practices and the measures outlined in our evidence-based intervention resources. This process will continue during the 2026-2027 school year as part of our on-going grade-level, building, and district-wide MTSS and PLC collaboration procedures.

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 Dassel-Cokato Public Schools (0466-01) 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	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	1 time per year	Other - Phone calls, emails, and/or digital messaging in alignment with family communication preferences.
Grade 10	1 time per year	Other - Phone calls, emails, and/or digital messaging in alignment with family communication preferences.
Grade 11	1 time per year	Other - Phone calls, emails, and/or digital messaging in alignment with family communication preferences.
Grade 12	1 time per year	Other - Phone calls, emails, and/or digital messaging in alignment with family communication preferences.

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 Dassel-Cokato Public Schools (0466-01), 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 - Amplify Core Knowledge Language Arts (CKLA), K-5, 2026, 3rd Edition	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Dassel-Cokato Public Schools uses a structured curriculum review and adoption process to select evidence-based Tier 1 (Core) curricular resources. During Phase One of our curriculum review cycle, a curriculum review committee is established to analyze the current curriculum, review state and national standards, examine student achievement data, and research best practices and instructional strategies. The committee also reviews programming in neighboring and comparable districts through site visits, classroom observations, and educator interviews. The district develops criteria and a resource evaluation rubric to guide the selection of instructional materials. Potential curricular resources are identified, reviewed, and piloted or field-tested to evaluate their effectiveness and alignment with district goals, academic standards, and research-based instructional practices. The needs of all learners, including students receiving special education services, English learners, and gifted students, are considered throughout the process. Following the pilot process, the review team analyzes results and makes adoption recommendations to the District Advisory Council. The final curriculum adoption proposal includes the rationale for the selected resource, budget considerations,

implementation plans, and professional development needed to support successful use of the curriculum. Resources are then presented for district approval and purchase.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Dassel-Cokato Public Schools follows a structured, multi-year process to select and implement Tier 1 curricular resources. During Year 1 (Research, Write, and Purchase), a curriculum review committee analyzes student achievement data, reviews state and national standards, researches best practices, and examines programs in comparable districts. The committee develops resource selection criteria and evaluation rubrics, reviews and pilots potential curricular resources, and conducts field testing before making adoption recommendations. Curriculum maps, scope and sequence documents, and professional development plans are developed during this phase. The selection timeline begins in the summer or fall with committee formation, standards review, and research. During the winter, the committee develops resource evaluation criteria and reviews pilot materials. In the spring, implementation plans, fidelity checks, and evaluation plans are finalized, and adoption recommendations and purchase requests are submitted. During Years 2 and 3 (Implementation), staff receive planning, training, and ongoing professional development. Teachers implement the new curriculum, develop standards-aligned assessments, and analyze student performance data. The district uses implementation fidelity checks and evaluation plans to monitor the effectiveness of the curriculum and instructional practices. Continuous review of student outcomes supports adjustments and improvements throughout implementation.

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 Dassel-Cokato Public Schools (0466-01) 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
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
Other Resources - 95 Percent Group	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
Other Resources - Bridge the Gap by Heggerty	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 - Bridge2Read	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
Other Resources - Heggerty	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
Other Resources - REWARDS	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - REWARDS	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30

Continuous Improvement for Literacy Intervention Resources

Dassel-Cokato Public Schools (0466-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Dassel-Cokato Public Schools will implement literacy intervention curricular resources in Grades K-4 from the Institute for Multi-Sensory Education (IMSE), including Orton-Gillingham Plus (OG+) and Morphology+ in the 2026-2027 school year. This implementation will include intensive training for interventionists and educational assistants. We are also planning to extend our implementation of REWARDS literacy interventions in Grade 5-12, including training and resources for four differentiated levels of the curriculum (Intermediate, Secondary, Plus: Science, and Plus: Social Studies).

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Dassel-Cokato Public Schools (0466-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$122,375

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

\$166,358

READ Act Literacy Aid

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

Dassel-Cokato Public Schools (0466-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$80,479

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

\$78,345

The plan to spend down the remaining funds are as follows:

Some of the remaining funds will be spent on the purchase of evidence-based literacy intervention materials, professional development, and stipends for teachers completing Phase 1 and Phase 2 training. Regarding the overage in literacy aid funds spent in 2025-2026 compared to the literacy aid funds received in 2025-2026, the amount reported above is the projected amount to be spent so some fund balance will be used.

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

Dassel-Cokato Public Schools (0466-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Dassel-Cokato Public Schools (0466-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

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:

Our District Literacy Lead is in the process of becoming a Local Certified Facilitator for STRIVE Science of Reading. They will meet individually with teachers who do not complete the approved training at the vendor proficiency level of 80% to ensure that they have the knowledge and skills necessary to implement structured literacy in their classrooms. We will be notified by the vendor of the section(s) of the unit(s) where teachers fell below expected proficiency, remediate teacher understanding, and provide an exit ticket as an assessment that will provide evidence of the teacher's learning and proficiency.

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:

Dassel-Cokato Public Schools is using a locally-created instructional walk-through tool based on our adopted curricular resources and aligned with the Science of Reading to ensure that teachers implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

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:

Fidelity data are used across the district to support teacher growth and development. Data are collected in English Language Arts classrooms and is analyzed by administrative leadership teams and shared with staff. Additionally, administrative leadership teams identify trends in instructional practices in order to create professional development

Local Literacy Plan for Dassel-Cokato Public Schools (0466-01)

sessions that provide support for teachers in components where performance is weak. Teachers whose data do not meet expectations are provided individual coaching and support by building peers and the District Literacy Lead. In 2026-2027 we are piloting a new instructional coaching position and this role will also support this coaching and feedback process. The District Literacy Lead is supported in this work by engaging with our COMPASS Regional Literacy Network at Resource Training and Solutions.

The following changes in instructional practices have impacted students:

We are in the second year of implementation for Grades K-2 foundational literacy curriculum and just finished the first year of knowledge/comprehensive curriculum implementation for Grades K-6. Early implementation of these explicit, systematic, evidence-based literacy instruction practices has shown promising intervention growth while districtwide benchmark outcomes and subgroup gaps indicate continued need. Continued focus on fidelity, coaching, Tier 1 instruction, and intervention alignment is needed.

Dassel-Cokato Public Schools (0466-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Dassel-Cokato Public Schools has addressed culturally responsive instruction through student engagement professional development. Our CORE OL&LA and STRIVE Science of Reading training has culturally responsive practices embedded in the training that our teachers have completed. We will continue embedding culturally responsive methodologies through staff development opportunities, PLC work, and literacy instruction. Implementation support should focus on affirming student identity, building inclusive literacy environments, connecting learning to student experience, and ensuring equitable access to grade-level texts and tasks.

Dassel-Cokato Public Schools (0466-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

Dassel-Cokato Public Schools will continue our ELA standards alignment in 2026-2027. This will include aligning our ELA curriculum to the 2020 MN ELA standards and examining the curriculum to identify where there may be gaps in order to address and fill them. We will also continue our professional learning with CORE OL&OLA for any newly hired Phase 1 staff, STRIVE Science of Reading for our Phase 2 educators, and offering the Paraprofessional Structured Literacy Training (PSLT) for newly hired educational assistants.

Continuous Improvement for Professional Development Plan

Dassel-Cokato Public Schools (0466-01) will make the following changes to the professional development plan for the 2026-27 school year:

Our elementary literacy interventionists and select educational assistants will engage in comprehensive Orton-Gillingham professional development prior to the start of the 2026-2027 school year. We will also engage in Year 2 training for Grades 4-12 on the Capti ReadBasix screener.

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)	19	19	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	27	27	0	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	6	6	0	0
K-3 Classroom teachers	28	28	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	6	6	0	0
K-12 Special Education educators responsible for foundational reading instruction	11	10	1	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	1	1	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	8	0	8	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	1	0	1	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Grades 6-12 instructional support staff who provide reading support	15	15	0	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).

42

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.

Dassel-Cokato Public Schools (0466-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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

Dassel-Cokato Public Schools (0466-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We continue to revise criteria for exiting interventions as part of our cycle of continuous improvement. We are also exploring the use of the MnMTSS Framework.

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.

Dassel-Cokato Public Schools (0466-01) does not include a DLI Program