Minnesota READ Act Literacy Plan

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

For

Region 4-Lakes Country Service Coop (0926-83)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Region 4-Lakes Country Service Coop (0926-83). 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

Region 4-Lakes Country Service Coop (0926-83)'s literacy goal(s) for the 2025-26 school year:
The Lakes Country Academy program (Setting IV regional program) will support students via their Individual Education Plan goals/objectives to improve their literacy skills, as deemed appropriate by their IEP teams and resident districts.

The following was implemented or changed to make progress towards the goal(s):
CAPTI screening was added for grades 4-12 and Fastbridge was revised to screen K-3 students. During screening windows, case managers took data on the student's performance on the administered screener to assess their readiness for the screening format (ability to attend to task, aversion to/appropriate use of devices, ability to maintain safe nervous system regulation, etc) to bring to the IEP team to discuss appropriateness of the screener, including the student's special education evaluation data on academic functioning, and identify options to assess and track progress on students' literacy development using informal screening options. Decisions to utilize an informal screening option instead of standardized screening options (e.g., FastBridge, Capti) was modeled after the decision making tree used for alternative state assessments and combined with classroom based measurement data. Because the Capti screening instrument was new in 25-26, many IEP teams made the decision to attempt the screening tool with students during the winter screening window regardless of their qualification for alternative state assessments in order to gather baseline data to accurate make decisions on spring and future screening attempts via the IEP team process.

The following describes how Region 4-Lakes Country Service Coop (0926-83)'s current student performance differs from the literacy goal detailed in the READ Act:
As a SettingIV facility, all students are on an active IEP with student academic, behavioral, functional, and/or social-emotional goals individualized and identified by their IEP teams. Many students typically enrolled in Lakes Country Academy experience moderate to very low cognitive functioning; these students have not been successful with Tier 3 interventions and supports due to the nature of their disability and require individualized instruction, based on the needs identified in their comprehensive special education evaluation. Screening efforts for some LCA students are found to yield little to no data useful for subsequent intervention programming and thus require an individualized program. The individualized nature of programming at LCA lends itself to continuous progress monitoring on instructional needs for each student regardless of grade level.

Local Literacy Plan for Region 4-Lakes Country Service Coop (0926-83)

Region 4-Lakes Country Service Coop (0926-83)'s literacy goal(s) for the 2026-27 school year:

1. Lakes Country Academy (regional Setting IV Program) will support students individually with their literacy development through ongoing screening, assessment, specialized instruction, intervention, and progress reporting as determined by their IEP teams and as supported by professional development opportunities throughout the 26-27 year. 2. Lakes Country Academy will investigate and choose READ Act aligned curriculum resources which augment individualized literacy development to implement starting in the 26-27 school year. 3. Lakes Country Academy will develop Site Literacy Specialists for each site to support building level procedures in collaboration with the District Literacy Lead in screening, diagnostic assessments, interventions, and curriculum implementation for LCA teachers and support staff starting in the 26-27 school year.

The Local Literacy Lead, Angela Doll, for Region 4-Lakes Country Service Coop (0926-83) has an FTE of .10

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

As a district, LCSC runs two Federal Setting IV sites named Lakes Country Academy (LCA). The District Literacy Lead oversees all district literacy professional development activities and curriculum decisions and facilitates a Lakes Country Academy Literacy Advisory Council, whose members are building leaders tasked with making collaborative decisions regarding intervention and curriculum options and advise the DLL regarding continued literacy programming. The DLL sets screening windows for LCA as well as sets the professional development calendar for literacy trainings and directs the work of Site Literacy Specialists who oversee building-level screening, diagnostic, and intervention efforts and provide collaborative support to teachers and paras in the area of literacy. The DLL also routinely connects with the LCA Site Administrators on READ Act requirements and ensures sites are compliant with required procedures and timelines.

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

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

The DLL will be finishing LETRS training during the 26-27 school year, taking LETRS 2. The DLL has successfully completed LETRS1 during 25-26. It's unknown if a waiver was requested and/or granted.

Region 4-Lakes Country Service Coop (0926-83) Local Literacy Plan is posted on the district website at https://lca.lcsc.org/about-us/policies-procedures

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.

Region 4-Lakes Country Service Coop (0926-83) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Region 4-Lakes Country Service Coop (0926-83) 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	Vendor Composites using vendor benchmarks	Individualized screening tools as identified by each IEP team, if Fastbridge is deemed inappropriate
	Grade 1	Vendor Composites using vendor benchmarks	Individualized screening tools as identified by each IEP team, if Fastbridge is deemed inappropriate
	Grade 2	Vendor Composites using vendor benchmarks	Individualized screening tools as identified by each IEP team, if Fastbridge is deemed inappropriate
	Grade 3	Vendor Composites using vendor benchmarks	Individualized screening tools as identified by each IEP team, if Fastbridge is deemed inappropriate

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

Region 4-Lakes Country Service Coop (0926-83) will be utilizing the following screening tool(s) in 2026-27:

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

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Lakes Country Academy will conduct oral language screening (FastBridge) during the 2026-27 school year for all K-3 except for those whose IEP team has determined the assessment is not appropriate given the characteristics of their disability (as identified by comprehensive special education evaluations including as indicated by their qualification for alternative state assessments). Because many students referred to Lakes Country Academy possess large deficits in academic skills (e.g., many of our students with ASD) and exhibit behaviors that prevent the student from completing the screening even with adult assistance (e.g., neurological/behavioral regulation issues), we found this year when we attempted completing the FastBridge screening with some students with these characteristics that the FastBridge screening tool does not yield reliable data for these students and became an antecedent for dysregulation. These are typically students who qualify (or would qualify for by grade 3) for alternative state assessments due to the nature of their disability and as evidenced by their special education evalution data. Students who's IEP teams have determined the FastBridge screening is not appropriate or would not yield statistical useful data will utilize the student's special education evaluation data and informal screening tools to assess for skill level and subsequently monitor progress on related IEP goals and objectives. For students who are capable of both completing the screening tool and yield reliable data, FastBridge with oral language will be used in fall, winter, and spring for enrolled students with those characteristics whose IEP teams feel the instrument will yield reliable data.

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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Region 4-Lakes Country Service Coop (0926-83) 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	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 8	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 5	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 9	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 10	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 6	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 11	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 12	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.
	Grade 7	2 time per year	Other - Special Education Evaluation Report, IEP goals/obj progress reporting, IEP team decisions.

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

Region 4-Lakes Country Service Coop (0926-83) 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

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

All Capti Readbasix subtests will be given to students who demonstrate below-grade level reading in 26-27, except for those whose IEP team has determined the assessment is not appropriate given the characteristics of their disability (as identified by comprehensive special education evaluations including as indicated by their qualification for alternative state assessments). Because many students referred to Lakes Country Academy possess large deficits in academic skills (e.g., many of our students with ASD) and exhibit behaviors that prevent the student from completing the screening even with adult assistance (e.g., intolerance for devices/online assessments, neurological/behavioral regulation issues), we found this year when we attempted completing the Capti with some students with these characteristics that the Capti screening tool does not yield reliable data for these students and became an antecedent for dysregulation. These are typically students who qualify for alternative state assessments due to the nature of their disability and as evidenced by their special education evalution data. Students who's IEP teams have determined the Capti screening is not appropriate or would not yield statistical useful data will utilize the student's special education evaluation data and informal screening instruments to assess for skill level and subsequently monitor progress on related IEP goals and

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Region 4-Lakes Country Service Coop (0926-83) 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	0	CTSTR	0	CTSTR	0	CTSTR
1st	2	CTSTR	3	CTSTR	4	CTSTR
2nd	1	CTSTR	3	CTSTR	5	CTSTR
3rd	2	CTSTR	3	CTSTR	2	CTSTR

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 Region 4-Lakes Country Service Coop (0926-83) 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.

Region 4-Lakes Country Service Coop (0926-83) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	4	CTSTR
2nd	0	CTSTR
3rd	0	CTSTR

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

Region 4-Lakes Country Service Coop (0926-83) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

The Nonsense Words subset was not administered in grades 2 or 3

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

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Those students whose IEP team has determined the assessment is not appropriate given the characteristics of their disability (as identified by comprehensive special education evaluations including as indicated by their qualification for alternative state assessments) will not be screened for dyslexia via FastBridge. Because many students referred to Lakes Country Academy possess large deficits in academic skills (e.g., many of our students with ASD) and exhibit behaviors that prevent the student from completing the screening even with adult assistance (e.g., neurological/behavioral regulation issues), we found this year when we attempted completing the FastBridge screening with some students with these characteristics that the FastBridge screening tool does not yield reliable data for these students and became an antecedent for dysregulation. These are typically students who qualify (or would qualify for by grade 3) for alternative state assessments due to the nature of their disability and as evidenced by their special education evalution data. Students who's IEP teams have determined the FastBridge screening is not appropriate or would not yield statistical useful data will utilize the student's special education evaluation data and informal screening tools for characteristics of dyslexia to assess for skill level and subsequently monitor progress on related IEP goals and objectives.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Region 4-Lakes Country Service Coop (0926-83) 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	1	0	0	CTSTR	CTSTR	1
5th	4	0	3	CTSTR	CTSTR	1
6th	4	0	3	CTSTR	CTSTR	1
7th	2	0	1	CTSTR	CTSTR	1
8th	4	0	1	CTSTR	CTSTR	3
9th	1	0	1	CTSTR	CTSTR	0
10th	8	0	6	CTSTR	CTSTR	2
11th	1	0	1	CTSTR	CTSTR	0
12th	1	0	1	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.

Region 4-Lakes Country Service Coop (0926-83) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

As a federal Setting IV program, as outlined by IDEA, each enrolled student at Lakes Country Academy (LCA) is on an IEP, with individualized instructional goals. These instructional goals were identified by a comprehensive special education evaluation and ongoing progress monitoring and subsequent re-evaluations to inform on individual student needs. Instruction is matched to each student's identified need on their IEPs and all instruction is differentiated to meet student needs program-wide. The use of literacy screening data is just one additional layer of data to add to data already collected and evaluated program-wide for each student attending the LCA program.

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

LCA does not delineate tiers of instruction as we believe each student must be met at their developmental and instructional level via their IEP. Specialized instruction is delivered to all students who attend this settingIV program, which is by nature diferentiated instruction, and each student is individually progress monitored on their specific goals and objectives.

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

LCA does not have students in Tier 2 instruction by program design. Each student receives an individualized and specialized instructional program, which includes targeted reading intervention if identified as a need on their IEP. Through periodic reading screening efforts, students who may not have shown needs in the area of literacy are able to be identified and their IEPs addressed. Students for whom screening efforts are not appropriate are informally screened and continuously progress monitored.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

As a Setting IV placement, LCA follows IDEA's progress monitoring process for all enrolled students. If reading is an identified need on the child's IEP, both the IEP progress monitoring process and the IEP team process are able to determine necessary intensifications or modifications to individual student programs. In addition to this, reading screening data (whether formal or informal) is used to inform IEP teams of progress on goals and objectives as well as identify students who may need more comprehensive reading assessment in their re-evaluations.

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

As a Setting IV placement, LCA follows IDEA's progress monitoring process for all enrolled students and does not organize students by Tiers. If reading is an identified need, both the IEP progress monitoring process and the IEP team process is able to determine whether the student has met applicable IEP goals to show improvement to reading at grade level. In addition to this, reading screening data is used to inform IEP teams of progress on goals and objectives as well as identify students who may need more comprehensive reading assessment in their re-evaluations. However, due to the very nature of disability, we understand that some students may never read at grade level so as students age, literacy may become focused on functional skills for community involvement, activities of daily living, and successful employment in tandem with a focus overall on growth from IEP year to IEP year.

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 Region 4-Lakes Country Service Coop (0926-83) 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	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 1	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 2	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 3	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 4	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 5	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 6	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 7	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 8	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 9	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 10	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 11	2 times per year	Other - Annual IEP meeting and IEP Progress Report
Grade 12	2 times per year	Other - Annual IEP meeting and IEP Progress Report

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Region 4-Lakes Country Service Coop (0926-83), 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
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60
	Foundational	Grade 3	60
	Foundational	Grade 4	60
	Foundational	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
Lakes Country Academy has established a Literacy Advisory Committee made up of READ Act trained special ed teachers, special ed teachers finishing their READ Act trainings, a school psychologist, and administrators who are tasked with selecting evidence-based curricular resources typically seen in Tier 1 instruction using the resources located on the READ Act page of the MDE website and advisement from personnel in our Regional Literacy Network. Previous to this advisory council, Lakes Country Academy did not utilize a systematic way to choose evidence-based curriculum and relied on teacher preference and "best guess" scenario decisions from administrators. Even though LCA educates students who typically have not been educated in Tier 1 environments before referral to our program, we acknowledge that student challenges that necessitate a Setting IV environment may not be tied to literacy deficits, but other areas of education (such as behavior issues) and that Tier 1 instruction materials may be most appropriate for them in the area of literacy. LCA adopted UFLI early in 25-26 after advisement from our Regional Literacy Network partners as a starting point.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
During the summer of 2026, the Lakes Country Academy Literacy Advisory Committee will research and select 1-3 READ Act highly and/or partially aligned curriculum resources typically seen in Tier 1 instruction, with literacy standards in

mind. Training on these resources will take place during the fall of 2026, with implementation phasing in through the 26-27 school year. Fidelity checks will take place by the District Literacy Lead throughout the 26-27 school year after an implementation period. With input from the Literacy Advisory Council on appropriateness of selected resources as well as through data collected through the year on screening, diagnostics, and applied interventions, the LCA will continue curricular resource selection and refinement through summer of 2027 in preparation for the next school year.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Lakes Country Academy will be adding additional core curricular resources to the 26-27 school year because we have found that UFLI can be inappropriate for some 4-12gr students and does not provide comprehensive core curricular resources for all students K-12. It was intended to be a starting point for our staff to understand structured literacy curriculum components. Students who need literacy instruction other than foundational skills deserve to have a highly aligned comprehensive literacy curriculum to access. A team of teachers, administrators, and related service specialists will identify more options for comprehensive core curriculums for 26-27 school year, begin implementation, training, and fidelity checks over the school year while they also continue to research additional resources appropriate for all grade levels.

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 Region 4-Lakes Country Service Coop (0926-83) 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	45
	Tier 2 & 3	Grade 1	45
	Tier 2 & 3	Grade 2	45
	Tier 2 & 3	Grade 3	45
	Tier 2 & 3	Grade 4	45
	Tier 2 & 3	Grade 5	45
	Tier 2 & 3	Grade 6	45

Continuous Improvement for Litearcy Intervention Resources

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to literacy intervention resources for the 2026-27 school year:

Lakes Country Academy will be adding additional literacy inervention resources to the 26-27 school year because we have found that UFLI can be inappropriate for some 4-12gr students and not appropriate for all young learners and their needs. A team of teachers, administrators, and related service specialists will identify more options for READ Act aligned and partially aligned reading interventions for 26-27 school year and continue to research additional resources appropriate for all grade levels. As a Setting IV program, all students are individualized with the interventions appropriate for their individual needs; however, utilizing the resource options identified by the READ Act will be the focus.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Region 4-Lakes Country Service Coop (0926-83) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$0

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

$0

READ Act Literacy Aid

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

Region 4-Lakes Country Service Coop (0926-83) received the following amount of READ Act Literacy Aid in the 2024 school year:

$4,000

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

$4,000

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

Funds are being spent towards 25-26 CAPTI & FastBridge subscription costs ($1200) and stipends for teachers completing LETRS certfication and stipends for paras completing Structured Literacy training ($2800). These funds are being paid out June 2026 to cover the above mentioned costs.

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
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid

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.

Region 4-Lakes Country Service Coop (0926-83) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Teachers not able to complete the approved vendor proficiency level of 80% are removed from instructional positions that require foundational literacy instruction and provided with coaching by those teachers showing high proficiency in their READ Act training. Those teachers who have completed their training with an 80% of above proficiency level are scheduled for dedicated literacy instruction sessions for all students who show need in these areas. Adding a Site Literacy Specialist to oversee screening data, diagnostic data, and intervention fidelity as well as provide structured foundational literacy instruction for students who show need is planned for the 26-27 school year to further streamline these efforts.

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:

During the 25-26 school year, Lakes Country Academy had not built capacity to fully ensure that teachers were able to (or did) implement systematic, sequential, explicit, and diagnostice evidence-based instruction in literacy, beyond a surface-level reflection on screening data. LCA also utilized administrator walk throughs, DLL classroom visits, and intermittent lesson plan evaluations to ensure teachers are able to implement systematic, sequential, explicit and diagnostic evidence-based instruction in literacy though follow through was not consistent during the school year due to capacity. LCA will add part time Site Literacy Specialists for each building in 26-27 who will oversee screening, diagnostic, intervention, and curriculum use to gather data on literacy instruction.

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:

At this time, Lakes Country Academy struggles to implement coaching support and feedback in literacy based on results of fidelity data because fidelity procedures for literacy instruction are still under development. However, LCA utilizes teacher and paraprofessional mentoring from our Associate Director of Staff Growth & Development who is trained in

New Teacher Center (NTC) model of instructional mentorship and support for all academic areas.
The following changes in instructional practices have impacted students:
We have not seen many student outcomes at this time as we have just begun to dig into our instructional practices surrounding literacy and have not focused our attention on literacy outcomes as much as we have focused on overall outcomes on individual student IEPs and individual student behavior and environment adaptability. As a setting IV program, we focus on individual students in their IEP programs and our efforts are driven by IEP evaluation and subsequent IEP Team priorities for the academic, social, emotional, and behavioral growth of students individually. Our special education instructional practices are by nature systematic, sequential, explicit and diagnostic - with each student tracked by data (behavior data, academic progress data) via their formal IEP progress reporting and weekly program data. However, with the addition of the Site Literacy Specialists during 26-27, efforts will focus on evidential outcome data as a result of instructional decision making specifically for literacy.
Region 4-Lakes Country Service Coop (0926-83) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
Lakes Country Service Cooperative as a whole supports culturally responsive practices in all of its programs, Lakes Country Academy included. For this particular program, culturally responsive practices are integrated into each training, curriculum selection, instructional coaching, and professional development for LCA staff. LCA is fortunate to have access to mentoring from our Associate Director of Special Education Staff Growth and Development who is trained by the New Teacher Center (NTC) in collaboration with MDE on culturally responsive mentoring practices and supports LCA staff weekly on program-wide initiatives.
Region 4-Lakes Country Service Coop (0926-83) 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):
Lakes Country Academy currently provides opportunities for teachers of similar students (ability level, disability needs, etc) to collaborate monthly on curricular resources, lesson planning, interventions for identified student needs, and problems of practice conversations. While these opportunities are designed to cover all areas of programming, teachers are able to focus on literacy topics if that is an element of concern for them. More opportunities are needed, however, so additional professional development opportunities are being planned for the 26-27 school year.

Continuous Improvement for Professional Development Plan

Region 4-Lakes Country Service Coop (0926-83) will make the following changes to the professional development plan for the 2026-27 school year:
Lakes Country Academy will add two Site Literacy Specialists who will provide on-site support for all staff in regard to implementing READ Act components during the 26-27 school year. Site Literacy Specialists will also be approved local

facilitators for Paraprofessional Structured Literacy training throughout the school year. The District Literacy Lead will oversee these efforts and work collaboratively throughout 26-27 with the Site Literacy Specialists and Site Administrators to ensure teachers are making use of the data they have (screening, diagnostic) and making instructional decisions based on that data. This will be accomplished through regularly scheduled Literacy Data Meetings, administrative walk-throughs, lesson plan evaluations, student data outcomes, and coaching/mentoring support from the Site Literacy Specialists. LCA will also dedicate specific training dates with teachers for professional development on FastBridge and CAPTI to deepen their understanding of these tools for use with their caseload data, with follow up training sessions throughout the school year. With the addition of the Site Literacy Specialist during 26-27, efforts will focus on evidential outcome data as a result of instructional decision making and consistent support for teachers. Lakes Country Academy will also participate in STRIVE professional development for secondary special ed teachers who do not teach foundational literacy skills as a part of their caseloads and utilize the Regional Literacy Network for that professional development and support. In that effort, participants will be able to collaborate with other regional STRIVE participants to share resources, ideas, and methodologies.

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)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	9	9	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	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	7	3	3	1
Pre-K through grade five Curriculum Directors	0	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	1	0	1	0

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	4	0	0	4
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	1	0	1	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	9	9	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).

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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.

Region 4-Lakes Country Service Coop (0926-83) is implementing a multi-tiered system of support framework:

No

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.

Region 4-Lakes Country Service Coop (0926-83) does not include a DLI Program