

Minnesota READ Act Literacy Plan

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

For

Big Lake Public School District (0727-01)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Big Lake Public School District (0727-01). 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

Big Lake Public School District (0727-01)'s literacy goal(s) for the 2025-26 school year:

Big Lake Public Schools is committed to raising student achievement in all areas by ensuring that all students can read well at the end of every grade level. This plan outlines the steps we will take to ensure reading success for all students, specifically by providing standards-aligned and evidence-based core instruction, instructing with high-quality instructional materials in structured literacy and knowledge building, assessing student reading proficiency levels, involving parents/guardians, identifying and supporting students who need additional instruction, and providing job-embedded professional learning and instructional coaching. In addition to the goals of the READ Act, our district will create both district and building literacy goals on August 11, 2025 at our district Continuous Improvement Plan/Data Meeting. The 2025-2026 district-set goals are as follows: MCA reading scores will increase at every grade level from Spring 2025 to Spring 2026 with all scores at or above the state average and a minimum of 50% of students scoring proficient at each grade level. 80% of students at every grade will be in the low risk category on FastBridge Universal reading screeners. 95% of students who were at low risk in the fall of 2025 on reading screeners will remain at low risk in the spring of 2026.

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

During the 2025-2026 school year, Big Lake 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 K-5 and Amplify ELA in 6th, 7th, and 8th grade. Big Lake schools staff engaged in fidelity walk-throughs of all ELA teachers in kindergarten through 8th grade using a locally-designed fidelity tool that aligns with our adopted curriculum and the science of reading. Big Lake Middle School and Big Lake High School implemented the REWARDS curriculum to support struggling readers and saw growth from those students. With the completion of Phase 1, all of our primary teachers and intermediate, middle, and high school special education teachers have been trained with either LETRS or OL&LA. As part of our district MTSS actions steps related to data and assessment, we developed fidelity procedures for proctoring FastBridge subtests to ensure that all students had as similar of a testing experience as possible. Teachers engaged in self-reflection of testing fidelity using a checklist adapted from FastBridge. During professional development days and Professional Learning Community meetings, teachers engaged in data analysis using the eduClimber platform, FastBridge, and the Amplify online curriculum platform. The primary building reduced the amount of time teachers were engaging students in Phonemic Awareness activities to new recommendations and increased the amount of time that students were independently reading decodable texts.

The following describes how Big Lake Public School District (0727-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Big Lake Schools' spring universal screening data indicates that 63% of students in grades 2-10 scored in the "Low Risk" range on FastBridge aReading. Additionally, 57% of kindergarten student scores indicate that they are in the no/low risk for characteristics of dyslexia category and 59% of first grade student scores indicate that they are in the no/low risk for characteristics of dyslexia category according to MDE composite scores. While Big Lake Schools has not yet achieved the goal of all students reading at grade level by the end of each year, we are making strides to meeting that goal in the future. The percent of kindergarten students whose MDE composite places them in the no/low risk for characteristics of dyslexia increased from 27% in fall of 2025 to 57% in spring of 2026. Likewise, first grade increased in the same category from 50% in winter 2026 to 59% in spring 2026. Second grade also saw strong growth in the no/low risk for characteristics of dyslexia, from 46% in fall 2025 to 59% in spring 2026.

Big Lake Public School District (0727-01)'s literacy goal(s) for the 2026-27 school year:

By May 2027, at least 80% of students will meet or exceed benchmarks at each school on FastBridge universal screening measures. 95% of students who were at low risk in the fall of 2026 on reading screeners will remain at low risk in the spring of 2027.

The Local Literacy Lead, Katy Aanenson, for Big Lake Public School District (0727-01) has an FTE of 1.00

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

The District Literacy Lead engages with both District and School Leadership Teams as an integral member of each of them. The DLL attends weekly meetings with the District MTSS advisory team, weekly with middle school leadership, bi-weekly with primary building and intermediate building leadership, and monthly with the District MTSS team. Each of these teams focuses on various components of the DLL's job, from supporting literacy practice development across the district to coaching individual teachers on their literacy practices.

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

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- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Big Lake Public School District (0727-01) Local Literacy Plan is posted on the district website at

<https://www.biglakeschools.org/academics/academic-plans>

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.

Big Lake Public School District (0727-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Big Lake Public School District (0727-01) 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	None
	Grade 1	MDE Composites	None
	Grade 2	MDE Composites	None
	Grade 3	MDE Composites	None

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

Big Lake Public School District (0727-01) will be utilizing the following screening tool(s) in 2026-27:

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

Big Lake Public School District (0727-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Big Lake Schools will add the Oral Repetition subtest to kindergarten, first, and second grade screening to comply 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 Big Lake Public School District (0727-01) 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	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
	Grade 8	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
	Grade 5	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
	Grade 9	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
	Grade 10	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
	Grade 6	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 7	1 time per year	District set benchmarks - Students who scored below the 25th percentile on aReading took ReadBasix in January 2026
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 8	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 5	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 9	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 10	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 6	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.
	Grade 7	3 time per year	District set benchmarks - Students who performed below the 25th percentile on FastBridge aReading were administered ReadBasix.

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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

Big Lake Public School District (0727-01) 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

Big Lake Public School District (0727-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

In the 2026-2027 school year, Big Lake Schools will assess students using ReadBasix who scored below the 40th percentile on FastBridge aReading AND AUTOREading or below the 25th percentile on FastBridge aReading OR AUTOREading. This change will support identification of a wider range of students who need additional instruction and intervention outside of Tier 1 instruction. Big Lake Schools will implement all six ReadBasix subtests to comply with READ Act requirements.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Big Lake Public School District (0727-01) 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	213	57	217	83	215	123
1st	216	119	219	109	219	128
2nd	226	103	231	125	231	103
3rd	218	97	221	99	222	100

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 Big Lake Public School District (0727-01) 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.

Big Lake Public School District (0727-01) 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	219	92
1st	223	91
2nd	232	94
3rd	229	119

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

Big Lake Public School District (0727-01) 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

Big Lake Public School District (0727-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Big Lake Schools will add the FastBridge Oral Repetition subtest in grades kindergarten, one, and two in the 2026-27 school year.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Big Lake Public School District (0727-01) 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	276	262	68	0	63	5
5th	244	234	55	0	53	9
6th	222	209	24	0	24	8
7th	200	190	34	0	30	0
8th	199	189	29	0	22	0
9th	220	194	18	0	17	3
10th	221	189	21	0	11	3
11th	248	7	0	CTSTR	CTSTR	0
12th	252	7	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.

Big Lake Public School District (0727-01) 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 in the meticulous 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, Big Lake Schools researches and vets state-approved 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 monthly 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:

Big Lake Schools monitors fidelity of Tier 1 instruction by using locally-created fidelity walk-through forms aligned to the science of reading and our Tier 1 curriculum in all Kindergarten through eighth grade English Language Arts classes. These unannounced walk-throughs happen multiple times a year, and data are collected from the forms into spreadsheets and graphs that are used to determine which teachers need coaching and what professional development topics need to be addressed to support instructional practices. Teachers differentiate instruction using the processes outlined in the district-adopted Tier 1 curricular resources. Students engage in formative assessments throughout lessons, which support teacher creation of smaller groups of students who need additional support. Teachers also gather data during interim and summative assessments throughout units and use that information to differentiate instruction on designated instructional days. In addition to the listed differentiation strategies, at the middle school, teachers use six levels of differentiated texts provided by the Tier 1 curricular resource to support student reading and learning. These differentiated levels offer additional vocabulary, syntax, and comprehension support while maintaining the rigor and topics of the curriculum.

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

Students in Big Lake Schools whose FastBridge universal screening scores place them in either the Some Risk or High Risk category are eligible for Tier 2 intervention services. Kindergarten criteria includes earlyReading subtests of Word Segmenting, Letter-Sound Fluency, and Nonsense Word Fluency subtests. First grade criteria includes Nonsense Word Fluency, Sentence Reading, and CBMReading English subtests. Second grade criteria includes aReading and CBMReading English subtests. Third grade criteria includes aReading and CBMReading English subtests. Criteria in grades 4 through 10 includes aReading and AUTOreading subtests. To receive Tier 3 services in Big Lake Schools,

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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:

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:

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. During weekly 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 Tier 2/3 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:

Big Lake students in grades kindergarten through second are eligible to exit from Tier 2 targeted reading intervention when their progress monitoring scores meet their individual goal 2 out of 3 times. Students in third through fifth grade are eligible to exit from Tier 2 targeted reading intervention when the student has 3 out of 5 most recent data points above their goal line, based on the FastBridge progress monitoring graph, and the student is reading at or above the 30th national percentile, according to FastBridge CBMReading-English norms for the next upcoming benchmark window, and the student is reading with at least 95% accuracy on 4 out of their last 5 progress monitoring assessments. Big Lake students in grades 6-12 exit out of Tier 2 intervention at the end of the marking period they are enrolled in intervention, but can be recalled based on subsequent screening data if necessary. 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

Big Lake Public School District (0727-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

All of our teams are currently meeting to streamline and align our data-based decision making procedures and will continue this process during the 2026-2027 school year. This is part of Big Lake Schools' ongoing MTSS work.

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 Big Lake Public School District (0727-01) 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	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging
Grade 9	3 times per year	Digital messaging
Grade 10	3 times per year	Digital messaging

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 Big Lake Public School District (0727-01), 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 CKLA 3rd Edition (2026)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

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

Big Lake Schools follows a rigorous, 18-step process to select evidence-based Tier 1 curricular resources:

- Identify the need for updated resources within a specific curricular area.
- Conduct a thorough needs assessment (data analysis, standards review, and current curriculum audit).
- Establish clear adoption goals, emphasizing alignment with standards and existing resources.
- Set a project timeline tailored to the designated content area.
- Apply backwards design methodology in coordination with the district business office.
- Engage the content-specific District Curriculum Committee (DCC) in selection and adoption planning.
- Consult the District Curriculum Advisory Committee (DCAC) for community feedback and transparency.
- Research current standards, teaching practices, and studies to identify evidence-based materials.
- Screen potential resources for deeper consideration.
- Cross-reference prospective materials against EdReports or What Works Clearinghouse (WWC) findings.
- DCC selects top resources for publisher presentations and creates a structured evaluation rubric.
- Conduct site visits at schools using the resources and evaluate them via a targeted rubric.
- Request formal price quotes for the final contenders.
- DCC evaluates all vetted resources using the district rubric to make a final selection.
- Submit the selected resource to the Superintendent for review and approval.
- Present the final choice to the DCAC.
- Present the selection to the School Board for formal review.
- School Board votes to officially adopt the resource as district curriculum.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Big Lake Schools' selection and implementation timeline typically spans over two consecutive school years. During the first year, we follow the initial steps of the curriculum adoption process. Beginning either in the summer or during back-to-school workshops, teachers are provided training on the resource we have adopted through the publishing company. In the initial year of implementation, additional training is provided by the publisher when appropriate, or by district staff. Fidelity checks are focused on initial implementation goals and are used to determine what additional training teachers need in order to provide the best and most consistent possible instruction for students. One of the factors we consider when selecting a new curriculum is how well it aligns to standards. Because implementing a new curriculum is a heavy lift, we do not generally engage in standards alignment during the first year of an adoption, rather we wait until the second year to begin analyzing how the curriculum aligns to MN ELA standards. That process is led by district Teaching and Learning staff and building administrators.

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 Big Lake Public School District (0727-01) 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
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Sonday	Tier 2 & 3	Kindergarten	35
	Tier 2 & 3	Grade 1	35
	Tier 2 & 3	Grade 2	35
	Tier 2 & 3	Grade 3	35
	Tier 2 & 3	Grade 4	35
	Tier 2 & 3	Grade 5	35
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
	Tier 2 & 3	Grade 5	30
Other Resources - Functional Phonics + Morphology	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Functional Phonics + Morphology	Tier 3	Grade 9	30
Other Resources - REWARDS Secondary	Tier 2	Grade 6	45
	Tier 2	Grade 7	45
	Tier 2	Grade 8	45
	Tier 2	Grade 9	45
	Tier 2	Grade 10	45

Continuous Improvement for Literacy Intervention Resources

Big Lake Public School District (0727-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

During the 2026-2027 school year, Big Lake Schools will implement Phonics for Reading in grades 4-12 in Tier 2/3 and REWARDS Intermediate in grades 4-6 in Tier 2.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Big Lake Public School District (0727-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$159,845

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

\$121,569

READ Act Literacy Aid

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

Big Lake Public School District (0727-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$126,091

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$102,844

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

The remaining funds will be used for payments of stipends to teachers for completing Phase I and Phase II required literacy professional development outside of contract time.

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	Both
Employing a reading intervention specialist	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
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.

Big Lake Public School District (0727-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Big Lake Public School District (0727-01) 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:

Local Certified Facilitator

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

Local Certified Facilitators 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. Big Lake Local Certified Facilitators will identify 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:

Big Lake 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. Our fidelity data includes indicators for phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as more sensitive indicators for specific instructional practices such as word chaining and introducing sounds and letters to students.

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

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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 frequently, 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 sessions that provide support for teachers in components where performance is weak. Teachers who data do not meet expectations are provided individual coaching and support by building Peer Coaches and the District Literacy Lead.

The following changes in instructional practices have impacted students:

Investing in professional learning around evidence-based practices and high-quality instructional materials (HQIM) has fundamentally shifted our literacy instruction toward a systematic, explicit, and diagnostic approach. District-wide FAST reading data from grades K-10 confirms this shift is driving a consistent transformation in student achievement. In grades K-2, we prioritize the explicit instruction of foundational skills. Teachers and interventionists use HQIM and diagnostic data to target gaps in phonemic awareness and phonics. This focus has yielded consistent gains in decoding and fluency, ensuring our youngest learners begin each year with a stronger foundation than previous cohorts. Our emphasis on rigorous, grade-level texts is working. This is especially evident in third grade, where oral reading fluency scores have nearly doubled over the past few years. Building student automaticity has freed up the cognitive energy needed for comprehension, which has since stabilized and improved. Adopting HQIM in grades 6-8 has established a coherent, sequential ELA curriculum that bridges elementary and middle school. For example, a 6th grader entering in Fall 2025 started with a significantly higher baseline than a 6th grader in 2021. This continuity allows teachers to spend less time on remediation and more on deep, new learning. Growth in national percentiles further proves our impact. While many middle and high school cohorts started below the 50th percentile in 2021-22, most grades now begin at or above it. Notably, one cohort climbed from the 36th percentile in 6th grade to the 54th by 10th grade, proving that explicit, diagnostic instruction effectively closes achievement gaps. Ultimately, the data shows that our systematic approach has helped students overcome foundational struggles and achieve their true academic potential.

Big Lake Public School District (0727-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Big Lake Schools added work around culturally responsive practices to our Teachers Development/Evaluation Rubric in the Fall of 2025. As part of this work, our schools are engaging in Implicit Bias training. We will continue adding to our work around culturally responsive practices proactively over the next years.

Big Lake Public School District (0727-01) 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):

Big Lake Schools will continue our ELA standards alignment in 2026-27. This will include aligning our ELA curriculum to

the 2020 MN ELA standards and interrogating the curriculum to identify where there may be gaps in order to address and fill them.

Continuous Improvement for Professional Development Plan

Big Lake Public School District (0727-01) will make the following changes to the professional development plan for the 2026-27 school year:

In addition to the literacy-focused professional development listed above, all teachers in Big Lake Schools will engage in research-based practices in vocabulary in the 2026-27 school year. This will include professional development, grade-level work at PLCs and in staff meetings, coaching and support from Peer Coaches, district Math Coaches, the District Literacy Lead, the District MTSS Coordinator, and building administrators. This initiative ties directly to the 2020 ELA standards by way of direct, explicit vocabulary instruction, the inclusion of multisyllabic word decoding, and the use of practices including response writing and academic conversation. Big Lake teachers will learn how to: identify vocabulary in three tiers, select the most impactful words to teach, integrate physical responses, display supportive word walls, write student-friendly definitions, break down words into syllables and morphemes, engage students in talking and writing with and about words they are learning in a vocabulary notebook, increase the complexity of language used with students, make appropriate modifications and accommodations to vocabulary instruction and practice, and formatively and summatively assess student word knowledge. Teachers who were not included in MDE's requirements for Structured Literacy Training will engage in district-provided Structured Literacy Training in four sessions throughout the year, ensuring that all Big Lake teachers, paraprofessionals, and administrators have a foundational understanding of literacy and its impact on all content areas and disciplines.

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)	21	21	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	99	99	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	9	9	0	0
K-3 Classroom teachers	41	41	0	0
K-12 Teachers holding English as a second language licenses	3	3	0	0
K-12 Reading Intervention Teachers	7	7	0	0
K-12 Special Education educators responsible for foundational reading instruction	51	51	0	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	7	7	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	32	27	0	5
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	11	3	0	9
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	40	40	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).

99

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.

Big Lake Public School District (0727-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Big Lake Public School District (0727-01) 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.

Big Lake Public School District (0727-01) does not include a DLI Program