

Minnesota READ Act Literacy Plan

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

For

Forest Lake Public School District (0831-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Forest Lake Public School District (0831-01). 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

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

The literacy goal of Forest Lake Area Schools for SY 24-25 is to ensure that all students receive high quality literacy instruction while having access to multi-tiered systems of support to meet individual student needs. Goal 1: By the end of the 2025-2026 school year, 100 percent of Phase I teachers will complete the district-selected Phase I professional development program, either LETRS or OL&LA. Goal 2: Educators will demonstrate increased confidence in applying explicit, direct, and systematic literacy instruction in daily classroom practice, supported by evidence-based curricular materials aligned with the science of reading. Goal 3: The district will refine its Multi-Tiered System of Supports (MTSS) framework by implementing intervention and assessment guidelines from the Minnesota Department of Education (MDE) and the READ Act, in conjunction with continued participation in MnMTSS COMPASS pathways. Goal 4: Increase the percentage of students at FLAS reading at or above grade level by 10 percent, as measured by proficiency on the Minnesota Comprehensive Assessments (MCAs).

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

To make progress toward our literacy goals, we implemented several key changes during the 2025-2026 school year. Goal 1: Prioritized Phase I professional development by continuing to provide dedicated time and support through our professional development calendar. As a result, more than 95 percent of Phase I teachers have successfully completed their training as of June 10, 2026. Goal 2: K-12 literacy perception survey data showed positive growth, including increased teacher confidence and more frequent use of structured literacy practices in instruction. Goal 3: Strengthened our Minnesota Multi-Tiered System of Supports (MnMTSS) framework by improving instruction across all tiers, refining systems to address grade-level standards and skill gaps, and enhancing feedback loops and communication to support student growth. Overall, these efforts strengthened core instruction, enhanced intervention systems, increased data-informed decision-making, and expanded support for students across the district. The systems, training, and instructional improvements implemented this year have established a stronger foundation for continued growth in student reading achievement.

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

The READ Act goal is for all students to read at grade level each year. Based on 2024-2025 MCA Reading results, approximately 50 percent of students in FLAS scored in the "Meets" or "Exceeds" proficiency categories, indicating that about half of students are reading at or above grade level as measured by the Reading MCA. However, additional assessment data presented later in this plan show growth in student achievement and literacy proficiency, suggesting progress that may not yet be fully reflected in statewide testing data. The 2025-2026 school year is the first administration of the new Reading MCA. Because this is a new assessment, official results will not be released until fall

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Forest Lake Public School District (0831-01)'s literacy goal(s) for the 2026-27 school year:

By the end of the 2026-2027 school year, the percentage of students at FLAS reading at or above grade level will increase from 50 percent to 60 percent, as measured by proficiency on the Reading MCA.

The Local Literacy Lead, Katie Lorenz, for Forest Lake Public School District (0831-01) 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 works with district and school leadership teams by coordinating systems to support READ Act implementation and structured literacy within an MnMTSS Framework. This includes facilitating data review, supporting instructional planning and professional learning, and helping teams use literacy and implementation data to guide decisions and next steps.

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

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

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

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Forest Lake Public School District (0831-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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

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

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 Forest Lake Public School District (0831-01) 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
FastBridge AutoReading	Grade 8	3 time per year	Vendor Benchmark
	Grade 9	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 9	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
MCA Reading	Grade 8	Other	Vendor Benchmark
	Grade 9	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 6	Other	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
	Grade 7	Other	Vendor Benchmark

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

- Word Recognition and Decoding

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- 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

Forest Lake Public School District (0831-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

Capti ReadBasix was used as a progress monitoring data point for some students receiving intervention services. While it provided additional information on student reading progress, it was not formally included in the district's progress monitoring plan.

Continuous Improvement for Screening Tools Used in Grades 4-12

Forest Lake Public School District (0831-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

For the 2026-27 school year, we are exploring the implementation of Capti ReadBasix as an additional universal screening tool for all students in grades 4-8. This potential change is intended to provide additional reading data across upper elementary and middle school grade levels and support the identification of students who may require targeted reading interventions and further assessment. For grades 9-12, we currently plan to continue using a gated screening approach informed by historical performance across multiple reading measures, including previous Fast Bridge Universal Screening data, Capti Read Basix data from the 2025-26 school year, and previous year's Reading MCA data.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Forest Lake Public School District (0831-01) 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	347	142	346	175	346	197
1st	313	130	314	170	315	212
2nd	357	165	367	214	368	214
3rd	338	178	342	199	344	193

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 Forest Lake Public School District (0831-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Forest Lake Public School District (0831-01) 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	346	48
1st	315	32
2nd	368	72
3rd	344	56

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

Forest Lake Public School District (0831-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Forest Lake Public School District (0831-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

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	425	424	184	0	149	0
5th	395	390	161	0	143	0
6th	455	424	112	0	63	0
7th	433	416	101	0	53	0
8th	438	417	126	0	44	0
9th	518	0	162	0	87	1
10th	459	0	143	0	41	4
11th	478	0	139	0	33	1
12th	488	0	79	0	6	4

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.

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

Our district uses a data-driven decision-making approach to ensure students receive literacy instruction and interventions tailored to their individual needs. Universal screening data is collected three times per year, providing timely and accurate data on student performance and growth. Over the past several years, our district has established clear decision-making criteria for identifying students who require intensive reading intervention. We have also strengthened our use of diagnostic assessments by developing greater clarity around assessment administration, data analysis, and the interpretation of results to identify specific skill deficits. This process ensures that students are matched with targeted, evidence-based interventions that address their individual needs. More recently, professional learning has focused on intervention intensification, equipping educators with the knowledge and strategies needed to increase the intensity of instruction when students are not making expected progress. We recognize that these systems and practices are most fully developed at the elementary level, where processes for universal screening, diagnostic assessment, intervention matching, and progress monitoring have been consistently implemented. At the middle and high school levels, particularly in grades 9-12, we will continue to refine and strengthen our approach. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

School leaders and instructional staff regularly review student outcome data, including universal screening and classroom assessment results, to evaluate the effectiveness of core instruction and identify areas where additional support may be needed. While we have not yet implemented a formal fidelity monitoring protocol consistently across all schools, we recognize the importance of ensuring that evidence-based literacy practices are delivered as intended. Several schools have begun using practice profiles developed by site-based instructional leadership teams to define, support, and monitor the implementation of high-impact instructional strategies. Expanding and strengthening these efforts remains a key priority within our ongoing MnMTSS and literacy improvement work.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Criteria for Tier II support is determined by common formative grade-level assessments. Tier II provides an opportunity to provide targeted reteaching and enrichment focus on essential grade-level skills and standards. For K-3, tier II supports also include Reading Corp services. Students qualify for reading Corp based on performance data from letter sound assessments, nonsense word fluency and CBMR assessments. Criteria for Tier III supports are based on student performance on early Reading subtests and CBMR, with students scoring below the 25th percentile identified for more intensive intervention. At the middle school level, students qualify for Tier III literacy support based on scores below the 25th percentile on identified FastBridge universal screening assessments. Tier III supports also include targeted instruction identified in a student's IEP and service minutes provided through special education.

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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:

Our district has established a K-8 progress-monitoring process to guide decisions about when reading interventions should be intensified, modified, faded, or considered for additional evaluation. Progress-monitoring data is reviewed regularly to evaluate student response to intervention. After approximately 3-6 data points have been collected, depending on monitoring frequency, intervention teams analyze the student's trend line and rate of growth. If the trend line is flat or demonstrates insufficient growth toward established goals, the intervention plan is adjusted by increasing the intensity of support, adjusting instructional strategies, or increasing the frequency and/or duration of intervention sessions. When students demonstrate positive response to intervention and achieve three consecutive progress-monitoring data points above the 25th percentile benchmark, intervention teams consider gradually reducing the frequency and/or duration of intervention services. Progress monitoring continues during this phase to ensure that gains are maintained and that students continue to make adequate progress. Students remain in intervention and continue to be monitored until they consistently perform above the 40th percentile benchmark. This process helps ensure that students have demonstrated sustained growth and achievement before exiting intervention support. For students who continue to experience significant reading difficulties despite targeted intervention and whose progress-monitoring data remains consistently below the 25th percentile, intervention teams review the student's instructional history, intervention data, and response to support to determine appropriate next steps. Our progress-monitoring protocol provides a structured framework for using student data to guide instructional decisions and ensure that reading interventions are responsive to individual student needs across all grade levels.

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

We use progress-monitoring data and student growth trend lines to determine when students are ready to exit reading intervention services. For all students receiving intervention support, individualized growth goals are established and aligned to the 75th percentile rate of growth. An exit from reading intervention services is considered when students have 3-6 consecutive progress-monitoring data points above the 30th percentile benchmark and data shows evidence of sustained progress toward their goal. Before exiting intervention, intervention teams review the student's overall performance, trend-line data, and classroom achievement to ensure that success is likely to be maintained within core instruction alone. For students who do not demonstrate adequate response to intervention, additional problem-solving and data review occurs. While this process is well established in grades K-8, it has not yet been systematically defined at the secondary level, specifically in grades 9-12. Refining and formalizing intervention decision-making processes at the high school level remains an area of ongoing development.

Continuous Improvement for Data-Based Decision Making for Action

Forest Lake Public School District (0831-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Continued growth, specifically at the secondary level in grades 9-12.

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 Forest Lake Public School District (0831-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency 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	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 1	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 2	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 3	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 4	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 5	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 6	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method
Grade 7	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method

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Grade	Frequency of Notification	Method of Notification
Grade 8	3 times per year	Other - Families are informed of reading concerns and student progress through multiple communication method

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

Continuous Improvement for Parent Notification

Forest Lake Public School District (0831-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

We recognize an opportunity to strengthen communication and family engagement at the secondary level, particularly in grades 9-12, by providing families with even more consistent and meaningful information about reading achievement and student progress toward grade-level reading proficiency.

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 Forest Lake Public School District (0831-01), 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
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

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

To select an evidence-based Tier 1 instructional resource, we initiated a comprehensive instructional review process in early 2022. At the time, our Tier I resource was a dated 2007 edition of Reading Street, which no longer met the current instructional expectations and identified needs. A collaborative review team was established, including district leaders, general education teachers, special education staff, and English learner educators. A key strength of this team was their strong foundational knowledge of structured literacy, as many members were either fully trained in LETRS or actively participating in the training. The selection process focused on identifying resources aligned with the MN ELA Standards and the principles of structured literacy. The team evaluated materials based on their ability to provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Curriculum Launch: We selected Benchmark Advance in Spring 2022 and fully implemented the program during the 2022-2023 school year. Teacher Development: After initial vendor-supported training, we have sustained teacher growth through ongoing, job-embedded literacy coaching, including targeted support for educators new to the district. Data-Driven Improvements: This school year, we began analyzing the CAREI report to identify specific curriculum gaps. Small teams are now developing targeted solutions to address these areas and strengthen student

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learning outcomes.

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

Forest Lake Public School District (0831-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

For the 2026-2027 school year, we will implement the UFLI curriculum at multiple sites. This follows a successful pilot in
For the 2026-2027 school year, we will implement the UFLI curriculum at multiple sites. This decision follows a
successful pilot in Kindergarten and 1st grade classrooms focused on foundational word recognition and phonics
instruction. UFLI will replace the Benchmark Advance phonics and word recognition lessons in these classrooms.

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

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
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
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Other Resources - REWARDS	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Repeated Reading	Tier 2	Grade 6	10

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Repeated Reading	Tier 2	Grade 7	10
	Tier 2	Grade 8	10

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Forest Lake Public School District (0831-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$258,021

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

\$258,021

READ Act Literacy Aid

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

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

\$230,174

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$115,174

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

We plan to use funds to support strong reading instruction for all students. This includes MDE-approved READ Act professional development, paying for substitute teachers so staff can attend training, and providing stipends for teachers who complete literacy training.

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
Employing a reading intervention specialist	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Both
Cost of substitute teachers to allow teachers to complete literacy professional development	Both
MDE approved READ Act professional development	Both

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

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

Vendor Provided Facilitator

Forest Lake Public School District (0831-01) 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:

Our district actively supports teachers who do not achieve 80% proficiency on approved training post-tests through a growth focused, non-punitive approach. Rather than retaking assessments in isolation, teachers participate in reflective, collaborative conversations with administrators or department supervisors to identify specific areas for growth. This personalized approach values teacher effort and looks beyond assessment scores. When needs are identified, administrators coordinate targeted coaching sessions with instructional coaches to strengthen structured literacy-aligned instructional practices. This system emphasizes continuous professional growth and effective classroom implementation over test performance.

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:

Our teachers consistently engage in Professional Learning Community (PLC) discussions to analyze student outcomes alongside instructional strategies. Annual instructional perception surveys are used to monitor growth, with recent data indicating significant gains in teacher's implementation of core structured literacy components. Moving forward, our data-informed coaching will shift from a focus on general instructional delivery ("how you teach the skill") to more targeted support centered on maximizing student retention, meaningful connections, and active engagement across the

five core areas of 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:

To ensure equitable and systematic support across the district, our literacy instructional coaches use a strategic rotating schedule to provide ongoing feedback at every building. This coaching cycle is responsive to teacher and site-specific needs, supporting high-quality, evidence-based instruction. Coaches collaborate closely with teachers through co-planning, modeling instruction, and providing actionable feedback. These targeted efforts are aligned with school improvement and action plans for structured literacy.

The following changes in instructional practices have impacted students:

Changes in instructional practices grounded in explicit, evidence-based reading instruction have positively impacted student outcomes across the district. We have observed measurable growth in foundational literacy skills, as reflected in FastBridge screening data, which shows an increase in the percentage of students meeting or exceeding benchmark levels in phonemic awareness, phonics, and fluency. Our tiered intervention model has also reduced the number of students scoring in highRisk categories on FastBridge earlyReading subtests and measures. Qualitative feedback from teachers confirms that students are demonstrating greater confidence and independence during reading tasks. Together, this evidence shows that focused, high-quality literacy instruction and data-driven decision-making are driving meaningful improvements in student reading achievement and development.

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

Our district is committed to creating welcoming classrooms where all students feel seen, valued, and respected. As part of our culturally responsive literacy instruction, we have refined the language used within our MnMTSS framework to emphasize equitable access to rigorous, grade-level learning for all students. Tier I instruction serves as the primary vehicle for delivering grade-level standards through high-quality, culturally responsive literacy instruction with appropriate scaffolds that build on students' diverse backgrounds, experiences, and strengths. Tier II instruction is designed collaboratively to reteach, reinforce, and extend grade-level standards while responding to individual student needs. Tier III instruction provides targeted support to address skill gaps below grade level and IEP goals, with the goal of accelerating learning so all students can engage successfully with grade-level literacy standards and content. We continue to strengthen the implementation of culturally responsive strategies in literacy instruction by supporting teachers in integrating student identity, background knowledge, and meaningful texts into reading and writing instruction, as well as by aligning instructional practices to ensure all students can access and engage with complex grade-level literacy content. Through our Q Comp program, Peer Coaches use an updated, culturally responsive Danielson Observation Rubric to identify and support effective instructional practices. These tools promote meaningful coaching conversations focused on meeting the needs of diverse learners. Each school also has a Q Comp Site Facilitator who receives training in data analysis and professional learning facilitation. This preparation supports collaboration with school teams to identify barriers to student achievement and ensure all students have access to the instruction and support needed to succeed.

Local Literacy Plan for Forest Lake Public School District (0831-01)

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

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

During the upcoming school year, our district is committed to providing additional professional development focused on strengthening Tier I core instruction through a structured literacy lens. This work will support the intentional planning and implementation of high-quality core instruction for all students. In addition, we will provide training to equip educators with targeted Tier II reteaching and extension strategies. This will ensure that Tier II instruction is used effectively to support grade-level proficiency and is clearly aligned with the reading, writing, and language strands of the Minnesota ELA State Standards.

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)	30	28	2	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	58	35	13	10
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	38	38	0	0
K-3 Classroom teachers	69	63	6	0
K-12 Teachers holding English as a second language licenses	7	7	0	0
K-12 Reading Intervention Teachers	17	17	0	0
K-12 Special Education educators responsible for foundational reading instruction	51	43	8	0
Pre-K through grade five Curriculum Directors	3	2	0	1

Local Literacy Plan for Forest Lake Public School District (0831-01)

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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	23	0	0	23
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	7	0	3	4
Grades 6-12 Curriculum Directors	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	46	37	7	2

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).

72

The PSLT was provided by:

Regional Literacy Network

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.

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

Yes

The MnMTSS framework is being utilized:

Yes

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

Yes

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

Forest Lake Public School District (0831-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

In our MnMTSS framework, we have identified strengths in actively monitoring student progress and analysis of student outcome data. Next year, we intend to strengthen how we evaluate and measure program fidelity by expanding our use of practice profiles and self-monitoring tools tied to structured literacy practices and curricular resources. As a leadership team, we are exploring tools and resources from LETRS for Administrators to further support leaders in leading implementation of structured literacy.

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.

Forest Lake Public School District (0831-01) does not include a DLI Program