Minnesota READ Act Literacy Plan

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

For

Detroit Lakes Public School Dist. (0022-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Detroit Lakes Public School Dist. (0022-01). 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 (2025)

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1. Read Act Goals

District or Charter School Literacy Goals

Detroit Lakes Public School Dist. (0022-01)'s literacy goal(s) for the 2025-26 school year:

Detroit Lakes Public Schools will increase overall reading proficiency as measured by MCA's to be above 60% in 2024-25. We will continue to utilize STAR Assessment to measure overall proficiency in Reading throughout our district. We will increase our STAR proficiency growth from 52.6% to 60% in spring of 2024-25. These increases will be positively influenced by our READ Act training and implementation of systematic reading instructional strategies.

Detroit Lakes Public Schools will suc cessfully implement each phase of the READ Act as measured by successfully training 100% of teachers who teach reading.

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

We do not have our MCA's so we would not be able to measure this. Our STAR data has shown and increase of..... At the elementary level we are using Fastbridge this year. In the transitional time, it is difficult to write these goals. We transitioned to Fastbridge and we do not have MCA data. We cannot report this at this transitional time. Our professional learning goal for the READ act was met.

The following describes how Detroit Lakes Public School Dist. (0022-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We do not have our MCA's so we would not be able to answer this Our STAR data has shown an increase from 52.6% to 61.5% proficiency. At the elementary level we are using Fastbridge this year. In the transitional time, it is difficult to measure these goals. We transitioned to Fastbridge and we do not have MCA data so therefore we cannot measure this at this time.

Detroit Lakes Public School Dist. (0022-01)'s literacy goal(s) for the 2026-27 school year:

During the 2026-2027 school year, Detroit Lakes Public Schools will improve literacy outcomes by increasing the percentage of students meeting grade-level reading benchmarks and proficiency expectations by at least 1 percentage point districtwide, as measured by FastBridge, Capti, and MCA Reading assessment data. Progress will be monitored through fall, winter, and spring benchmark assessments and reviewed through the district MTSS process

The Local Literacy Lead, Renee K Kerzman, for Detroit Lakes Public School Dist. (0022-01) 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 role is an additional responsibility assigned within my existing 1.0 FTE position and is not a separate stand-alone role. Due to district size and financial considerations, Detroit Lakes Public Schools is not able to add a separate staff member for this position. As the Director of Curriculum, Instruction, and Technology, I am already embedded within district leadership structures and literacy systems work.

I actively engage with both the District Administrative Team and the Principal Administrative Team through regular meetings focused on instructional leadership, student achievement, curriculum, assessment, and implementation planning. In addition, I facilitate the district Teaching and Learning Team and oversee the district MTSS framework, which allows for ongoing collaboration regarding literacy instruction, intervention systems, assessment practices, and student support processes.

Through these leadership structures, I work closely with principals, instruction al staff, interventionists, and teacher leaders to support implementation of evidence-based literacy practices aligned to READ Act expectations and Minnesota standards. Ongoing communication, collaborative planning, data review, and professional learning discussions are embedded within these existing district systems and leadership

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)

- CARE|All Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Detroit Lakes Public School Dist. (0022-01) Local Literacy Plan is posted on the district website at

https://www.dlschools.net/departments/teaching-and-learning

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.

Detroit Lakes Public School Dist. (0022-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Detroit Lakes Public School Dist. (0022-01) 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	local
	Grade 1	MDE Composites	local
	Grade 2	MDE Composites	local
	Grade 3	MDE Composites	local

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

Detroit Lakes Public School Dist. (0022-01) will be utilizing the following screening tool(s) in 2026-27:

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

Detroit Lakes Public School Dist. (0022-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Oral Language Screener in Fastbridge will be added.

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 Detroit Lakes Public School Dist. (0022-01) 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
MCA Reading	Grade 8	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark
Other - No data entered	Grade 8	2 time per year	Vendor Benchmark
	Grade 9	2 time per year	Vendor Benchmark
	Grade 10	2 time per year	Vendor Benchmark

	Grade 6	2 time per year	Vendor Benchmark
	Grade 11	2 time per year	Vendor Benchmark
	Grade 12	2 time per year	Vendor Benchmark
	Grade 7	2 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Detroit Lakes Public School Dist. (0022-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Detroit Lakes Public School Dist. (0022-01) 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, Detroit Lakes Public Schools will transition from screening only district-identified students with Capti ReadBasix to using Capti as the primary universal literacy screener in grades 4-12. This change will increase participation rates, provide more comprehensive screening data, and improve the district's ability to identify students who may be at risk for reading difficulties, including characteristics associated with dyslexia. The district will discontinue the use of STAR Reading as a universal screener in grades 6-12 and instead utilize Capti ReadBasix along with local assessment data, classroom performance, and teacher input to inform instructional and intervention decisions. This change will reduce the financial burden of maintaining multiple online assessment systems that measure similar literacy skills for the same group of students. The district is also committed to maximizing instructional time. Reducing the number of online assessments students are required to take will allow for more time spent in literacy instruction and intervention while still providing the data necessary to identify student needs and monitor progress. These changes support both effective resource allocation and the district's ongoing implementation of the READ Act.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Detroit Lakes Public School Dist. (0022-01) 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	161	63	158	59	163	54
1st	175	57	154	53	179	69
2nd	181	48	178	56	175	57
3rd	180	60	178	73	184	74

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 Detroit Lakes Public School Dist. (0022-01) 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.

Detroit Lakes Public School Dist. (0022-01) 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	163	109
1st	179	110
2nd	175	118
3rd	184	110

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

Detroit Lakes Public School Dist. (0022-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Detroit Lakes Public School Dist. (0022-01) 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, 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	199	199	66	0	66	5
5th	192	192	94	0	94	0
6th	193	193	49	0	48	4
7th	207	207	53	0	48	5
8th	196	196	66	0	56	6
9th	229	219	74	0	44	3
10th	221	198	28	0	21	3
11th	212	57	12	0	9	1
12th	228	0	0	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

Detroit Lakes Public School Dist. (0022-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Detroit Lakes Public Schools uses a comprehensive, data-informed process to ensure that evidence-based reading instruction and intervention are matched to individual student needs through a Multi-Tiered System of Supports (MTSS) framework.

Universal screening is conducted multiple times each year using FastBridge assessments in reading, including earlyReading, CBMreading, autoReading, and aReading, depending on grade level and student needs. Additional data sources include MCA results, classroom pe rformance, curriculum-based measures, teacher observations, and local benchmark assessments. Screening data is reviewed collaboratively by classroom teachers, interventionists, instructional coaches, principals, and support staff to identify students who may need additional support or enrichment.

For students identified as at risk, additional assessments are used to better determine specific literacy needs. Detroit Lakes Public Schools utilizes Capti ReadBasix to provide additional information rega rding foundational reading skills, including word recognition/decoding, vocabulary, morphology, sentence processing, reading efficiency, and reading comprehension. Diagnostic data is used to identify skill deficits, guide intervention planning, and support identification of characteristics of dyslexia as required under Minnesota's READ Act.

Instructional decisions are made collaboratively through grade-level teams, PLCs, MTSS teams. Teams regularly review student data to determine whether students are making adequate progress within core instruction or require supplemental intervention. Students needing additional support receive evidence-based interventions aligned to identified skill deficits. Interventions may include explicit instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, oral language, and comprehension.

The district prioritizes evidence-based literacy practices aligned to the Science of Reading and READ Act requirements. Core instructional resources and inte rvention materials are selected based on evidence of effectiveness and alignment to Minnesota standards however new aligned materials will be implemented in 2026-27. Teachers and intervention staff receive ongoing professional learning and coaching support related to structured literacy, data analysis, intervention delivery, and progress monitoring.

Student progress is monitored regularly using FastBridge progress monitoring tools and classroom-based assessments. Intervention intensity and supports are adjusted based on student responsiveness to instruction. Families are informed of student progress and supports through conferences, progress reports, and ongoing communication from school staff.

Through this continuous cycle of screening, assessment, evidence-based instruction, intervention, progress monitoring, and collaborative problem solving, Detroit Lakes Public Schools works to ensure literacy instruction is responsive to the needs of every learner.

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

Detroit Lakes Public Schools monitors the fidelity of Tier I literacy instruction through ongoing collaboration, instructional leadership, data review, peer review and professional learning. The district prioritizes consistent implementation of evidence-based literacy practices aligned to Minnesota READ Act requirements and the Science of Reading.

Principals, instructional coaches, and teacher teams regularly review classroom instructional practices, pacing, assessment data, and student outcomes to ensure core instruction is meeting the needs of students. Grade-level teams and PLCs collaborate to analyze screening and progress monitoring data, identify trends, and adjust instructional practices when needed. District and building leaders also conduct classroom walkthroughs and instructional observations focused on literacy instruction, student engagement, use of evidence-based practices, and alignment to district curriculum expectations and pacing guides.

Teachers differentiate Tier I instruc tion using multiple data sources, including FastBridge universal screening data, classroom-based assessments, MCA data, curriculum-based measures, observational data, and student work samples. Teachers use this information to provide flexible grouping,

targeted small-group instruction, differentiated support and enrichment opportunities, and adjustments to instructional pacing or delivery based on student need.

Tier I differentiation includes explicit and systematic instruction in foundational lite racy skills, vocabulary, fluency, oral language, and comprehension strategies. Teachers utilize evidence-based instructional routines and structured literacy practices within the core classroom environment to support all learners. Instructional practices are designed to provide modeling, guided practice, feedback, independent application, and ongoing monitoring of student understanding.

The district supports fidelity through ongoing professional development, collaboration, and instructional coachin g. Teachers receive training related to structured literacy, differentiated instruction, data analysis, and evidence-based instructional strategies. Instructional coaches and district leaders provide support through collaboration, co-planning, modeling, and professional learning opportunities.

Student data is reviewed regularly through PLCs, MTSS discussions, and collaborative problem-solving processes to determine whether Tier I instruction is effectively meeting student needs. When students are n ot demonstrating adequate progress within core instruction, teams determine whether additional supports, interventions, or diagnostic assessments are necessary.

Detroit Lakes Public Schools recognizes that strong Tier I instruction is foundational to literacy success and continues to refine instructional systems and practices to ensure high-quality instruction for all students.

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

Detroit Lakes Public Schools utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in need of supplemental (Tier 2) or intensive (Tier 3) reading intervention. Decisions regarding intervention support are based on multiple sources of data and collaborative problem-solving processes at both the elementary and secondary levels.

At the elementary level, students are identified for Tier 2 or Tier 3 intervention through review of FastBridge universal screening data, progress m onitoring data, classroom performance, teacher observations, curriculum-based assessments, and diagnostic assessment information when appropriate. Students performing below benchmark expectations, demonstrating insufficient growth, or showing significant skill deficits in foundational reading skills may be considered for intervention support. Diagnostic tools such as Capti ReadBasix may also be used to identify specific areas of need related to decoding, fluency, vocabulary, morphology, sentence processin g, and comprehension.

Tier 2 interventions are generally provided for students demonstrating mild to moderate skill deficits who require targeted supplemental instruction in addition to core literacy instruction. Interventions are typically delivered in small groups with increased frequency and targeted skill instruction aligned to identified student needs. Progress monitoring occurs regularly to determine responsiveness to intervention.

Tier 3 interventions are provided for students demonst rating significant or persistent reading difficulties, minimal responsiveness to prior interventions, or substantial gaps in foundational literacy skills. Tier 3 support typically involves more intensive, individualized instruction, increased intervention time, smaller group size, and more frequent progress monitoring. Diagnostic assessment data and problem-solving team discussions are used to guide intervention planning and intensity.

At the secondary level, intervention decisions continue to rely on multiple data sources, including FastBridge assessments, MCA results, classroom performance, course grades, teacher observations, local assessments, and diagnostic information when available. Secondary interventions focus on identified literacy needs such as decoding, fluency, vocabulary, comprehension, and academic reading skills necessary for success across content areas.

Elementary interventions are often more focused on foundational literacy development, while secondary interventions may in clude both foundational skill instruction and support for comprehension, vocabulary, fluency, and application of literacy skills within academic coursework. Secondary intervention scheduling may also consider student course schedules, graduation requirements, and access to credit-bearing coursework.

At both levels, intervention decisions are made collaboratively through PLCs, MTSS teams, grade-level meetings, and problem-solving discussions involving teachers, interventionists, instructional coache s, principals, and support staff as appropriate. Student progress is reviewed regularly, and intervention intensity, frequency, and instructional strategies are adjusted based on responsiveness to intervention data.

Detroit Lakes Public Schools recognizes that intervention entry criteria must remain flexible and responsive to student performance data to ensure students receive timely and appropriate literacy support.

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:

Detroit Lakes Public Schools utilizes a structured K-12 progress monitoring protocol within its Multi-Tiered System of Supports (MTSS) framework to determine whether Tier 2 and Tier 3 reading interventions are effectively meeting student needs and whether intervention intensification or modification is necessary.

Students receiving supplemental or intensive literacy interventions are progress monitored regularly using FastBridge progress monitoring tools, curriculum-based measures, classroom assess ments, intervention data, and teacher observations. The frequency of monitoring varies based on student need and intervention intensity. In general, Tier 2 students are monitored regularly to measure progress toward intervention goals, while Tier 3 students receive more frequent progress monitoring due to the increased intensity and individualized nature of support.

Progress monitoring data is reviewed collaboratively through PLC meetings, MTSS team discussions, grade-level problem-solving meetings , and intervention team reviews. Classroom teachers, interventionists, instructional coaches, principals, and support staff work together to analyze student growth trends, intervention attendance, responsiveness to instruction, and fidelity of intervention implementation.

Teams examine multiple sources of data when determining whether intervention adjustments are needed, including rate of improvement, benchmark progress, classroom performance, diagnostic assessment information, and consistency of s tudent growth over time and attendance. Students demonstrating adequate progress may continue current interventions, gradually reduce intervention support, or transition back to Tier I instruction with ongoing monitoring.

When students are not demonstrating sufficient progress, teams determine whether interventions should be intensified or modified. Intervention intensification may include increased instructional time, more frequent intervention sessions, smaller group size, additional explicit and systematic instruction, increased guided practice and feedback, or implementation of different evidence-based intervention strategies aligned to identified skill deficits.

Diagnostic assessments, including Capti ReadBasix when appropriate, may be used to further identify underlying literacy needs and refine intervention planning. Intervention decisions may also consider factors such as attendance, student engagement, language needs, and other barriers impacting student progress.

At the seco ndary level, progress monitoring additionally includes review of literacy demands across content areas, course performance, and student success within academic coursework. Secondary intervention planning may involve collaboration between literacy intervention staff and content-area teachers to support literacy skill development across instructional settings.

Families are informed of student progress and intervention supports through conferences, progress reports, and ongoing communication from scho ol staff. Detroit Lakes Public Schools recognizes that ongoing progress monitoring and responsive instructional decision making are essential components of an effective literacy intervention system.

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

Continuous Improvement for Data-Based Decision Making for Action

Detroit Lakes Public School Dist. (0022-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Detroit Lakes Public Schools continues to refine and strengthen its data-based decision-making processes, intervention criteria, and progress monitoring procedures to align with Minnesota READ Act requirements and district literacy goals.

Recent changes include increased consistency in universal screening practices, expanded use of literacy assessments, and more structured collaborative data review processes across grade levels and buildings. The district utilizes FastBridge screening and progress monitoring tools to identify K-5 students needing additional support, monitor growth, and inform instructional decisions throughout the school year.

The district has also implemented Capti ReadBasix as an additional literacy assessment to identify foundational reading skill deficits and characteristics of dyslexia for students in grades 4-12 This assessment provides detailed information related to decoding, vocabulary, morphology, sentence processing, reading efficiency, and comprehension, allowing interventions to be more precisely matched to student needs.

With the recent release of Minnesota's approved intervention list and option for training Phase 2 READ Act teachers in evidence-based intervention programs. This will strengthen intervention implementation and improve the use of assessment data to match students with appropriate instructional supports.

Collaboration within PLCs, MTSS teams, and intervention problem-solving teams has increased to ensure student data is reviewed re gularly and instructional decisions are responsive to student performance. Teams utilize multiple data sources, including universal screening data, progress monitoring results, classroom assessments, teacher observations, and diagnostic assessments when determining intervention placement and support needs.

The district is also working toward greater consistency in intervention documentation, fidelity monitoring, and communication among classroom teachers, interventionists, instructional coaches, an d administrators. Educlimber is being expanded to include the intervention module, creating a more systematic process for documenting interventions, monitoring student progress, and sharing information across grade levels and buildings.

Progress monitoring procedures continue to evolve to support timely instructional adjustments. Staff regularly review progress monitoring data to determine whether students are responding adequately to interventions and whether instructional approaches, intervention intensity, group size, frequency, or duration should be adjusted. Ongoing professional learning is also increasing staff capacity to interpret literacy assessment data and apply findings to instruction.

At the secondary level, literacy data is increasingly incorporated into discussions regarding course performance, intervention planning, and support across content areas. Through Q Comp and district literacy goals, all teachers share responsibility for supporting literacy development. The district is also exploring scheduling adjustments to provide more intentional intervention opportunities.

Detroit Lakes Public Schools recognizes that continuous improvement of data-based decision-making systems is essential to providing responsive, evidence-based literacy instruction and intervention that supports the needs of all learners.

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 Detroit Lakes Public School Dist. (0022-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Parent teacher conferences
Grade 6	Other - up to 3 times per year	Digital messaging
Grade 7	Other - up to 3 times per year	Digital messaging
Grade 8	Other - up to 3 times per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time 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

Continuous Improvement for Parent Notification

Detroit Lakes Public School Dist. (0022-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Expand the secondary parent involvement options and require a communication plan at all levels. Communication and involvement varies by the level of the students however we plan to increase this at the 6-12 level.

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 Detroit Lakes Public School Dist. (0022-01), 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 - F & P and teacher developed	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60
Other Curriculum - Heggerty	Other	Kindergarten	15
	Other	Grade 1	15
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	20
	Foundational	Grade 1	20
	Foundational	Grade 2	20
	Foundational	Grade 3	20

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

This year, Detroit Lakes Public Schools engaged in a comprehensive review process to identify an evidence-based Tier 1 core curricular resource. The district examined curricular materials identified by the Minnesota Department of Education (MDE) as highly aligned or partially aligned to Minnesota standards and READ Act expectations. Review teams also utilized the evaluation rubrics and guidance provided on the READ Act website to support the selection process.

Teacher teams, instructional staff, an d administrators reviewed the alignment of potential resources to Minnesota academic standards and benchmarks, with particular attention to evidence-based instructional practices, literacy components grounded in the Science of Reading, assessment tools, and support for diverse learners. Staff members also examined the usability of materials, instructional coherence across grade levels, and opportunities for differentiation and intervention support.

Following the review phase, educators had opportun ities to pilot and try out selected materials in classrooms to gather feedback regarding student engagement, instructional effectiveness, and ease of implementation. Feedback from staff throughout the process helped inform final

recommendations and decision-making. The district also considered professional development supports, implementation needs, and long-term sustainability when selecting the curricular resource.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

Detroit Lakes Public Schools utilized a multi-year process to select and implement an evidence-based Tier I literacy curriculum. During the 2024-25 and 2025-26 school years, teacher leaders studied the revised Minnesota Academic Standards and shared learning through PLCs and grade-level teams. District MTSS teams analyzed student achievement and literacy screening data to identify strengths, gaps, and instructional needs.

The district implemented FastBridge as its universal screening and progress m onitoring system, with 2025-26 representing the second full year of implementation. Staff participated in ongoing professional learning related to literacy assessment, data analysis, and instructional decision-making.

During the 2025-26 school year, the elementary ELA curriculum review team evaluated materials identified by MDE as highly aligned or partially aligned to READ Act expectations. Teachers piloted resources and used MDE curriculum review rubrics to evaluate standards alignment, evidence-based literacy practices, and implementation supports. Budget and sustainability considerations were also reviewed.

Following curriculum adoption in spring 2026, teacher training will occur during summer and fall 2026. Ongoing professional development, coaching, PLC collaboration, and administrative support will continue throughout the 2026-27 school year. Fidelity will be monitored through classroom observations, coaching cycles, and PLC discussions. Student achievement, FastBridge screening resul ts, and progress monitoring data will be reviewed regularly to evaluate implementation effectiveness and guide continuous improvement.

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

Detroit Lakes Public School Dist. (0022-01) will make the following changes to Tier I (Core) curricular resources for the 2026-27 school year:

Described above. We will be implementing a new comprehensive core curriculum. HMH Into Reading. These will be significant changes and ongoing professional learning and team collaboration time will be part of our plan. We will embed learning through use of instructional coaches working with teams.

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 Detroit Lakes Public School Dist. (0022-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	10

	Tier 2 & 3	Grade 1	10
	Tier 2 & 3	Grade 2	10
	Tier 2 & 3	Grade 3	10
	Tier 2 & 3	Grade 4	10
	Tier 2 & 3	Grade 5	10
UFLI	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
Other Resources - Individualized support in classrooms SPIRE in Tier 3	Tier 3	Kindergarten	20
	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
	Tier 3	Grade 5	20
	Tier 3	Grade 6	20
	Tier 3	Grade 7	20
	Tier 3	Grade 8	20
	Tier 3	Grade 9	20
	Tier 3	Grade 10	20
	Tier 3	Grade 11	20
	Tier 3	Grade 12	20

Continuous Improvement for Litearcy Intervention Resources

Detroit Lakes Public School Dist. (0022-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

During the 2026-27 school year, Detroit Lakes Public Schools will strengthen literacy intervention systems across grades K-12. During the initial year of implementation, intervention guidance and resources became available throughout the school year, limiting full implementation. Instructional coaches and Student Intervention Teams provided support to teachers as resources became available.

In 2026-27, elementary, special education, intervention, and secondary staff will have increased training in the Science of Reading through READ Act professional learning. This will improve teachers' ability to analyze assessment data, identify student needs, and implement targeted interventions.

The district will continue to utilize evidence-based intervention resources, including PRESS, UFLI, SPIRE, Read Naturally, and morphology-based interventions at the secondary level. Capti and local assessment data will be used to identify students needing support and monitor progress.

Instructional coaches and St udent Intervention Teams will continue to assist with intervention planning, implementation, and progress monitoring to improve consistency and effectiveness across the district.

Of note, the described intervention times above are estimates and are for some students, not all. There is not option to add narrative or to say it is 3 times per week etc.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Detroit Lakes Public School Dist. (0022-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$117,099

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

$117,099

READ Act Literacy Aid

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

Detroit Lakes Public School Dist. (0022-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$111,712

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

$96,909

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

Will use towards the purchase of approved curriculum materials.

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds
MDE approved READ Act professional development	Read Act Literacy Aid
Cost of substitute teachers to allow teachers to complete literacy professional development	Read Act Literacy Aid
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid

Professional development on evidence-based literacy screening and progress monitoring tools	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.

Detroit Lakes Public School Dist. (0022-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

04/01/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Detroit Lakes Public School Dist. (0022-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

05/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

We have not had any issues with the 80% proficiency rate. However we do have trained coaches ready to provide support as needed. We have had teachers who had trouble just staying on the timeline. In those cases, we had them subbed out and then had a work sessions with an instructional coach for support as needed.

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:

Detroit Lakes Public Schools utilizes multiple systems and processes to monitor implementation fidelity and support continuous improvement in literacy instruction across grades K-12. Our goal is not only to adopt evidence-based literacy practices, but also to ensure they are implemented consistently and effectively across classrooms and buildings.

Building principals conduct regular classroom observations and walkthroughs as part of their instructional leadership responsibilities. During these obse rvations, administrators look for evidence of systematic, sequential, explicit, and diagnostic literacy instruction aligned to Minnesota standards and district expectations. Principals also provide feedback and support to teachers regarding instructional practices, intervention delivery, and alignment to pacing guides and benchmarks.

Teacher teams collaboratively develop and utilize pacing guides, common expectations, and instructional frameworks through Professional Learning Communities (PLCs). PL C teams regularly review instructional practices, analyze student learning data, and document discussions and next steps through PLC notes and collaborative planning processes. These structures help support consistency of instruction across grade levels, courses, and buildings.

The district also utilizes an MTSS (Multi-Tiered System of Supports) framework to examine literacy data and intervention effectiveness. Teams review screening, diagnostic, and progress-monitoring data from tools such as Fast Bridge and district assessments to identify student needs and evaluate whether instruction and interventions are producing expected growth.

As part of READ Act implementation, the district continues to strengthen systems for evidence-based literacy instruction through ongoing professional development, curriculum alignment work, and study of Minnesota literacy benchmarks and science of reading practices. Fidelity is further supported through teacher collaboration, instructional coaching, administrat or support, curriculum implementation monitoring, and review of intervention practices.

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:

Detroit Lakes Public Schools has continued to strengthen systematic, sequential, explicit, and diagnostic literacy practices through implementation of MTSS structures, data-informed instruction, progress monitoring, professional learning, and increased alignment to Minnesota literacy benchmarks and evidence-based instructional practices. While this work is ongoing, the district is already seeing positive indicators in student outcomes and instructional consistency.

Teachers are increasingly utilizi ng literacy data to guide instructional decisions and interventions. Through the use of screening and progress-monitoring tools such as FastBridge, teams are better able to identify student needs earlier and provide targeted supports. PLC teams and MTSS processes have strengthened staff understanding of student performance data and helped ensure interventions are more timely and responsive.

The district has also increased consistency in instructional expectations through collaborative pacing guides , curriculum review processes, and ongoing professional learning connected to evidence-based literacy instruction and the science of reading. As a result, teachers have greater clarity regarding priority standards, instructional sequencing, and foundational literacy skill development.

Student outcome evidence includes improved use of progress-monitoring data, increased alignment between instruction and identified student needs, and stronger systems for intervention and support. District teams are o bserving improved student engagement during literacy instruction, stronger collaboration between general education and intervention staff, and more consistent use of instructional routines and literacy strategies across classrooms.

In addition, literacy data conversations now occur more regularly at the classroom, grade-level, building, and district levels. These processes allow staff to monitor student growth over time and make instructional adjustments more quickly when students are not demonstra ting expected progress.

The district recognizes that literacy improvement is ongoing and continues to build systems that support sustainable growth. Ongoing implementation of READ Act requirements, evidence-based instructional practices, staff collaboration and professional learning, and data analysis will continue to strengthen student literacy outcomes across grades K-12.

The following changes in instructional practices have impacted students:

Because the district is still in the early stages of implementing instructional practices aligned to the READ Act, it is too soon to attribute significant changes in student achievement outcomes directly to these efforts. State assessment results were not available at the time of this report, and local assessment data has not yet demonstrated consistent districtwide gains.

However, the district has made substantial progress in implementing more systematic, sequential, explicit, and diagnostic liter acy practices. Evidence of impact can be seen through increased consistency in instructional practices, greater staff knowledge of the science of reading, and improved alignment between core instruction, intervention, and assessment systems.

During the 2025-26 school year, elementary teachers, special education staff, instructional coaches, and administrators completed professional learning in evidence-based literacy practices through the Minnesota Reading to Ensure Academic Development (READ) Act requirements. Teachers have increased their use of explicit instruction, structured literacy routines, progress monitoring, and data-based decision-making. The district has also strengthened intervention systems through the use of evidence-based programs and more consistent review of student data.

The district has improved its ability to identify students at risk for reading difficulties through the use of screening and diagnostic assessments, allowing interventions to be matched more closely to st udent needs. In addition, literacy teams are using assessment data more consistently to monitor student progress and make instructional adjustments.

The district will continue to monitor local assessment data, progress monitoring data, and state assessment results to evaluate the long-term impact of these instructional changes on student outcomes. As implementation becomes more established, the district anticipates stronger evidence of impact on student achievement and reading proficiency.

Detroit Lakes Public School Dist. (0022-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Detroit Lakes Public Schools has continued to strengthen culturally responsive practices through curriculum review, professional learning, collaborative planning, and intentional efforts to increase representation and relevance within classroom instruction. The district recognizes that culturally responsive literacy practices help improve student engagement, belonging, access to learning, and academic outcomes for all students.

One major area of focus has been the integration of authentic and diver se literature across grade levels and content areas. Staff have worked to embed literature written by American Indian authors and other diverse voices into classroom instruction to provide students with opportunities to engage with multiple perspectives, experiences, cultures, and histories. This work moves beyond isolated activities and instead focuses on incorporating culturally responsive materials into ongoing literacy instruction, discussion, writing, and inquiry practices.

The district also s upports culturally responsive practices through collaborative teacher teams, Professional Learning Communities (PLCs), MTSS processes, and ongoing professional development. Teachers work together to review instructional resources, analyze student data, discuss student engagement, and examine ways to make instruction more accessible and meaningful for learners. Professional learning opportunities connected to literacy instruction, the science of reading, student engagement, and culturally responsive practi ces are provided as part of the district's continuous improvement efforts.

District leadership, instructional coaches, and principals support implementation through classroom observations, feedback, coaching conversations, and collaborative planning. Teachers are encouraged to create inclusive learning environments that value student voice, build positive relationships, and provide access to rigorous, standards-aligned instruction for all students.

As part of ongoing support, the district pl ans to continue expanding culturally responsive instructional resources, strengthening staff professional learning opportunities, and embedding culturally responsive literacy practices within curriculum review and instructional planning processes. The district views this work as an ongoing process of reflection, growth, and continuous improvement designed to support both student achievement and student belonging across grades K-12.

Detroit Lakes Public School Dist. (0022-01) engaged with the Regional Literacy Network through the following:

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

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):

We believe in ongoing embedded professional development. Our instructional coaching model and the use of Q Comp goals in literacy enable us to do a district wide goal of using Q A R strategy. We meet collaboratively as teams on inservice days as well as building teams during their PLC time. We had an American Indian author deliver a keynote address and work with our district American Indian department staff and AIPAC in the fall. We have a very high turn out across our district and throughout the regio n for our district hosted Indigenous Education Young Writer and Young Artist competition/event.

Continuous Improvement for Professional Development Plan

Detroit Lakes Public School Dist. (0022-01) will make the following changes to the professional development plan for the 2026-27 school year:

We have new materials for our elementary curriculum and our training plan will have a focus on implementation and support.

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 I

Phase I: 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)	16	16	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	105	105	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	13	13	0	0
K-3 Classroom teachers	32	32	0	0
K-12 Teachers holding English as a second language licenses	2	2	0	0
K-12 Reading Intervention Teachers	9	9	0	0
K-12 Special Education educators responsible for foundational reading instruction	32	32	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for grades pre-K through grade five	7	7	0	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	21	0	0	21
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	1	0	0	1
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	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).

105

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.

Detroit Lakes Public School Dist. (0022-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Detroit Lakes Public School Dist. (0022-01) has participated in MDE MnMTSS professional learning:

No

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

Detroit Lakes Public School Dist. (0022-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Detroit Lakes Public Schools recognizes that continuous improvement is essential to meeting the literacy needs of all students. During the 2026-27 school year, the district will continue to strengthen its MTSS framework through a greater focus on data-based decision making, core instruction, and intervention effectiveness.

At the elementary level, efforts will focus on implementing a new evidence-based core literacy curriculum aligned to READ Act requirements. Staff will utilize classroom assessmen t data, FastBridge screening results, and progress monitoring data to evaluate student learning and make instructional adjustments. The district will also continue refining intervention systems to ensure students receive timely support based on identified literacy needs.

At the secondary level, the district will place increased emphasis on understanding and utilizing Capti ReadBasix data to identify literacy strengths and areas of need. Staff will continue building knowledge of adolescent literacy and research-based instructional practices while exploring and implementing effective interventions to address foundational reading skills, vocabulary, morphology, fluency, and comprehension.

Across all grade levels, PLCs and MTSS teams will continue to review student data, monitor intervention effectiveness, and adjust supports as needed. The district also plans to expand the use of Educlimber intervention documentation tools to improve communication, consistency, and tracking of student supports.

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.

Detroit Lakes Public School Dist. (0022-01) does not include a DLI Program