Introduction to READ Act Goals

Local Literacy Plan Submission Planning Template

Credit to Abi Swenson, Crosslake Community School DLL

Purpose: The purpose of this template is to assist District Literacy Leadership Teams in organizing and planning for completing the district Local LIteracy Plan (LLP), due for submission on or before June 15, 2026. On May 1st, 2026, the LLP reporting portal will be accessible through the MDE Education Identity and Access Management (EDIAM) Security System. **Please note that this template is for planning purposes only. The LLP must be completed within EDIAM Security System**

The Local Literacy Plan reporting portal is still in development and therefore, questions within the template may not align exactly with the questions in the LLP reporting portal. This planning template was developed based on guidance in 2025, and revised with updates in 2026. Therefore, if using this template to begin planning is helpful for you, please proceed, but keep in mind there may be some misalignment with the final submission.

2026 Literacy Plan Sections:

- Read Act Goals **(UPDATED for 2026)**
- Screening Tools K-3
- Screening Tools 4-12 **(UPDATED for 2026)**
- Student Screening Data Submission **(NEW for 2026)**
- Screening Summary Student Counts Grades K-3
- Dyslexia Screening Summary Student Counts Grades K-3
- Screening Summary Student Counts Grades 4-12 **(REQUIRED 2026)**
- Data-Based Decision Making for Action
- Parent Notification and Involvement
- Tier 1 (Core) Curricular Resources
- Literacy Intervention Resources **(UPDATED for 2026)**
- Literacy Aid Funds
- Professional Development Plan
- Professional Development Educator Count
- Multi-tiered System of Supports (MTSS)
- Dual Language Immersion Programs **(NEW for 2026)**

Section 1: READ Act Goals

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The goal of the Minnesota READ Act is "to have every 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)*

1.1. Restate the district or charter school's literacy goal(s) for the 2025-26 school year. This should be copied from the 2025-26 Local Literacy Plan.

Our goal is to increase our elementary student proficiency rate from 63.2% to 70%.
In the middle school, the goal is to increase the students' proficiency rate from 57.9% to 60%.

1.2. Describe what was implemented or changed to make progress towards the goal(s).

To meet these goals we:

- Continued to deepen our K-2 implementation of UFLI
- Began 3-8 implementation of Functional Morphology
- Piloted Arts and Letters (a Knowledge Building Curriculum) to complement UFLI in K-2
- Implemented CaptiREADBasix diagnostic assessment 4-12
- Trained staff members in how to use CaptiReadBasix data to drive instruction and intervention
- Worked to provide intervention support for students who are reading below grade level

1.3. Describe how current student performance differs from the literacy goal detailed in the READ Act.

Our elementary student proficiency rate this year was 62.1% proficient.
Our middle school student proficiency is 62.1% proficient.

1.4. State the district or charter school's literacy goal(s) for the 2026-27 school year.

Pillager Public School's literacy goal for 2026-27 is to focus on supporting tier 1 classroom instruction. In the elementary, our staff will be supported with structured planning, instructional coaching, and support as they implement EMERGE!, a structured literacy curriculum. In the middle school, all content teachers will begin STRIVE's L.I.T.E.R.A.C.Y Course: Unlocking Literacy for All Content Area Teachers. This will be a 2 year professional development plan for Pillager Middle School Content Teachers. In addition our Phase 2 educators will begin the STRIVE L.I.T.E.R.A.C.Y Course: Unlocking Literacy for All Educators which will be completed before June 30, 2027.

Our goal is for all classroom teachers to move 4 students upward in benchmark categories, while maintaining the number of students who are at or above benchmark on the FastBridge Screening Report, using the Early Reading in K-1 and aReading in grades 2-10. We will use Fall 2026 data as the starting data point and Spring 2027 as the ending data point.

1.5. If a District Literacy Lead has been designated in the MDE Organization Reference Glossary (MDE-ORG), their information will appear on this page. If the person completing the survey is not the same as is listed, the contact information can be updated in question 5 of section 1. However, updating the contact information on the survey will not update MDE-ORG.

1.6. Submit the URL for the location of the Local Literacy Plan to be posted on the district website.
https://www.isd116.org/departments/teaching-and-learning

Updated for 2026-27: Questions specific to the DLL Role

1.7. How much FTE is designated for the DLL position?
Pillager Public School has designated 1.0 FTE for the district literacy lead position.

1.8. What degree of engagement does the DLL have with the district and / or school leadership team?
Pillager's district literacy lead is a member of the district administrative team as well as the district leadership team. The DLL and principals meet on a regular basis to discuss literacy needs in their respective schools.

1.9. What license(s) does the DLL hold?
K-6 Elementary Education - 180100 Elementary Education
K-12 English as a Second Language

1.10. Has the DLL completed the MDE approved READ Act PD?
Yes - LETRS
The DLL is also currently participating in STRIVE professional development
Guidance from MDE (updated 2026.04.17)

Reporting FTE on the Local Literacy Plan

- For those that attended our DLL session on Tuesday, you were made aware that DLL FTE will need to be reported (Section 1). Below is some guidance provided by MDE.
    - If the DLL responsibilities are an "added hat" to an existing 1.0 role, the FTE reported should reflect the portion of time dedicated specifically to DLL duties, rather than the full 1.0 FTE.
        - Estimate the percentage of the staff member's contracted time spent on DLL responsibilities
        - Report that portion as the DLL FTE in the LLP
- Examples
    - If approximately 10% of the individual's time is spent on DLL responsibilities → report 0.10 FTE

    - If responsibilities fluctuate, use a reasonable annualized estimate based on expected duties
- What Counts as DLL Time: You may consider time spent on:
    - Supporting READ Act implementation across the district
    - Coaching or supporting school-based staff
    - Coordinating screening, intervention, and training efforts
    - Supporting Local Literacy Plan development and implementation
    - Participating in Regional Literacy Network activities
- Key Consideration:
    - The goal is accurate reflection of time, not a perfect calculation
    - Districts have flexibility to determine this locally

District Literacy Lead Allowable Licenses (updated 2026.04.17)

MDE requires District Literacy Leads (Assignment Code 050200) to hold at least one of the following active licenses:

050195 Reading Leader
050196 Reading
050197 Elementary Remedial Reading
050198 Secondary Remedial Reading
050199 Secondary Developmental Reading
180100 Elementary Education
190200 Emotional or Behavioral Disorders (EBD)
190201 Learning Disabilities (LD)
190202 Autism Spectrum Disorder (ASD)
190300 Physically Handicapped
190302 Developmental Adaptive Physical Education (DAPE)
190310 Physical and Health Disabilities
190490 Oral and or Aural Deaf Education
190497 Deaf or Hard of Hearing (DHH)
190498 Blind or Visually Impaired (BVI)
190500 Early Childhood Special Education (ECSE)
199800 Developmental Disabilities (DD)
199801 Mild to Moderate Mentally Handicapped
199802 Moderate to Severe Mentally Handicapped
199803 Mildly Handicapped
199810 Academic and Behavioral Strategist (ABS)
940900 Reading Consultant

Section 2: Screening Tools K-3

SECTION 2: Screening Tools K-3

2.1. Identify which MDE approved screener system is being utilized for each grade level K-3.

- ☐ mCLASS with DIBELS 8th Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8th Edition
- ☑ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
- ☐ Grade level not served

2.2. Identify what criteria was used to determine benchmark for screener data for each grade level.

- ☐ `MDE composites
- ☑ Vendor composites using vendor benchmarks
- ☐ Vendor composites using district set benchmark. If this is chosen, an additional question will appear where the district set benchmark must be identified.
- ☐ Other: If this is chosen, an additional question will appear where an explanation can be written.
- ☐ Grade level not served

2.3. Identify any additional screeners used in grades K-3. Use "NA" if additional screeners were not used. N/A

2.4. Does the district plan to make changes to K-3 screening tools or criteria in the 2025-26 school year? No

2.5. If yes, which tool will be used in the 2026-27 school year?

- ☐ mCLASS with DIBELS 8th Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8th Edition
- ☐ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

2.6. Describe any other changes to screening tools or criteria in grades K-3 that will be implemented in the 2026-27 school year.

Section 3: Screening Tools 4-12

SECTION 3: Screening Tools 4-12

Updated for 2026-27: Questions specific to the 4-12 approved screener, Capti ReadBasix

3.1. What process did the district use to identify students not reading at grade level? (2-step or integrated)
Grade 4: Integrated Approach
Grades 5-11: Gated Approach

3.2. If a two-step process was used, what tool was used in Step 1?
FastBridge

3.3. How often (frequency) was the tool administered?
3 Times: Fall, Winter, Spring

3.4. What criteria was used to determine which students were administered the Capti ReadBasix?
Students who demonstrated high or some risk on the FastBridge Screener were given the CaptiReadBasix

3.5. Which subtests were administered?
All students were given the Word Recognition and Decoding, Vocabulary, Morphology, and Reading Efficiency Subtests. Some students were also given Sentence Processing and Reading Comprehension.

3.6 Was Capti ReadBasix used for progress monitoring and if so, how was it used?
Capti ReadBasix was used for progress monitoring. Specific subtests were administered based on the skills that students were receiving intervention support for. The frequency depended on the skills taught, but at least 6 weeks occurred before the subtest assessment was readministered.

Section 4: Student Screening Data Submission

SECTION 4: Student Screening Data Submission

NEW for 2026: Questions specific to how the K-3 and 4-12 screening data will be submitted

4.1. How will the screening data be submitted? Vendor submission or district submission?

- If vendor submission, the user must confirm that omission of required data could result in the district being required to submit data directly to MDE.
- If district submission, the user must confirm that opting out of vendor submission places the responsibility on the district for reporting student data to MDE, in an MDE formatted spreadsheet.

Reminder regarding district and School identifiers:

- Complete district name as it appears in MDE ORG
- 4-digit district number (missing leading zeros are acceptable)
- Complete name for all schools as they appear in MDE ORG
- 3-digit school number for all schools (missing leading zeros are acceptable)
- District and school names should NOT be abbreviations or acronyms unless this is how the names are listed in MDE ORG

Reminder regarding student personally identifiable information

- 13-digit State Student ID (SSID) for each student screened (missing leading zeros are acceptable)
  - Often same as MARSS number
- Full first name
- Full last name
- Gender
- Birthday (DoB)

Updated - 2026.04.17

- District and School Identification Information

Section 5: Screening Summary Student Counts K-3

SECTION 5: Screening Student Counts K-3

In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, and the number of students at or above benchmark in the fall, winter, and spring. Enter zero (0) in the table if no students are in that category.

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	89	45	90	58	90	56
1	92	41	92	42	92	46
2	101	45	102	50	103	56
3	101	48	103	53	103	48

Section 6: Dyslexia Screening Student Counts K-3

SECTION 6: Dyslexia Screening Summary Student Counts Grades K-3

In this section districts will provide information about dyslexia screening in Grades K-3.

6.1. What process was used to administer the Nonsense Words subtest in Grades 2 and 3?

- ☐ **Integrated:** All students in Grades 2 and 3 were administered the Nonsense Words subtest
- ☐ **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
- ☐ **Gated:** ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest
- ☐ **Gated:** ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

6.2. What criteria was used to identify students demonstrating characteristics of dyslexia?

- ☐ MDE composites
- ☐ Vendor composites using vendor benchmarks
- ☐ Vendor composites using district set benchmark *(If this is chosen, an additional question will appear where the district set benchmark must be identified.)*
- ☐ Other: Explain *(If this is chosen, an additional question will appear where an explanation can be written.)*
- ☐ Grade level not served

6.3 Provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia. Enter zero (0) in the table if no students are in that category.

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	90	34
1	92	46
2	50	33
3	61	33

6.4. Does the district plan to make changes to dyslexia screening in grades K-3 in the 2026-27 school year. No

6.5. If yes, describe changes to dyslexia screening in grades K-3 that will be implemented in the 2026-27 school year.

Section 7: Dyslexia Screening Student Counts 4-12

106**Section 7: Dyslexia Screening Summary Student Counts for Grades 4-12**

Required for 2026 (formerly optional in 2025): Questions specific to the 4-12 screening counts.

In this section districts will indicate the number of students in each grade level, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening for grades 4-12. Enter zero (0) in the table if no students are in that category.

7.1. Complete the following table.

Grade	Total in Grade	Administered a step-one screening tool (0 if integrated)	Administered Capti ReadBasix	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening
4th	103	0	103	All students were screened	63	
5th	106	101	52	52	45	
6th	107	100	40	40	33	
7th	109	104	50	50	38	
8th	116	114	60	60	31	
9th	106	104	40	40	26	
10	81	77	34	34	11	
11	76	55	38	38	20	
12	85	0	1	1	1	

Section 8: DBDM in Action

SECTION 8: Data-Based Decision Making for Action

In this section districts will discuss how READ Act screening data is used for data-based decision making to determine which students need more support in reading. This will include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

8.1. Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.

K-2: UFLI was the foundational skills curriculum implemented again this year in our K-2 classrooms. The weekly progress monitoring assessments were administered and the UFLI portal was used to help teachers determine which students needed additional support based on their weekly assessments. In addition, FastBridge screening and additional diagnostic assessments were given to prioritize which students received Title 1, ADSIS, and mentor program intervention support.

Grade 3: Because this was our second year implementing UFLI and the third grade students had not completed the UFLI scope and sequence, therefore, third grade teachers completed the UFLI scope and sequence and then began Series 1 of Functional Morphology.

Grade 4: Fourth grade teachers started Series 1 of Functional Morphology right away in the fall. We also administered the CaptiReadBasix this fall and used that data to drive WIN time instruction. Students were divided by skill based on the Capti Road map. UFLI was used for students still needing phonemic awareness and phonics instruction. The Advanced Word Study resource was used to support students ready for multisyllabic word instruction.

8.2. Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.

This is an area that we have identified needs improvement as we implement EMERGE! During the 2024-2025 school year, when we implemented UFLI, purposeful support and instructional support was given to all teachers during the implementation process. Coaching and support shifted to our Arts and Letters piloting classrooms this year and the data demonstrates that instructional coaching and support needs to continue beyond the first year of implementation.

8.3. Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.

Elementary: After the FastBridge Screener, a diagnostic is given for all the kids in high risk or some risk on the nonsense words assessment and/or CBM words per minute and accuracy. The diagnostic used was either the LETRS Phonics and Word Reading Survey or the UFLI Intervention Placement Test. Students were then placed in an intervention group based on skills needing additional support. They moved to a Tier 3 when progress monitoring (including modifications to the intervention and prerequisite skills assessed and applied) showed minimal or no growth. A child might also be moved to tier 3 when their behavior negatively impacted their own learning or the learning of the other group members.

Secondary:
FastBridge was administered to our secondary students. The gated procedure was used to administer the CaptiReadBasix. Because there is only 1 trained literacy intervention teacher (available 2 periods of the day) and one trained interventionist (available 1 period of the day), the Capti data was then analyzed to prioritize students based on the intervention prioritization on the Capti Road Map.

8.4. How often is progress monitoring data collected for students in Tier 2?

- ☐ More than once a week
- ☐ Once a week
- ☑ Once every two weeks
- ☐ Once a month
- ☑ Other: explain
- ☐ Middle school students were progress monitored using the specific subtests that aligned with skills being taught during intervention. At least 6 weeks of specific skill instruction took place before Middle school Students were progress monitored using Capti subtests.

8.5. How often is progress monitoring data collected for students in Tier 3?

- ☐ More than once a week
- ☐ Once a week
- ☑ Once every two weeks
- ☐ Once a month
- ☐ Other: explain
- ☐ This year, we did not get to the point where we had the capacity to provide tier 3 intervention support.

8.6. Provide the K-12 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.

The elementary approach to intensitifications or modifications is based on 3 questions: Are the students Learning it? Retaining it? Generalizing it?

Is the child learning it in the first place? No.
Find where the breakdown is happening - check the prerequisite skill.
If the prerequisite skill is good: More modeling, modify the intervention to an easier subskill within the skill.
If the prerequisite skill isn't good, go back and teach that skill.

Is the child learning it, but not retaining it? Yes
Increase the repetition and when feasible, practice again later in the day.
More review and practice, practice, practice on word lists and fluency.

Is the child retaining, but not generalizing? yes. Teach them how we want them to use it. Example: practice reading from core curriculum textbooks, library books, posters in the hall, fluency & intonation

The child moved to Tier 3 when none of that was effective and continued to monitor if the child was learning the targeted skill in the first place, remembering it, and applying it.

Secondary - The CaptiReadBasix subtests were used to progress monitor our secondary students. We only administered the specific subtest based on the skill instruction students were receiving.

8.7. Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.
Elementary: Students are exited from Tier 2 when screening or intervention data shows a child is on grade level with peers. The intervention data included reading fluency along with the mastery of the targeted skill.
Students are exited from Tier 3 when screener data shows the child has significantly closed the gap and the intervention data shows the child has mastered a prerequisite skill and is progressing with a trend line that fits with another intervention group. The other way students are exited from Tier 3 intensive title or Reading Corps intervention is when the MnMTSS process is followed where the child was discussed with our Student Assistance Team where plans were created and followed, then the child was referred to the Child Study Team, which recommended the child be assessed and they qualified for Special Education services.

Secondary: Students were exited from tier 2, when they met CaptiReadBasix criteria for the specialized skill being taught during tier 2 instruction.

8.8. Does the district or charter school use personal learning plans for literacy? No

8.9. If yes, for which students is the district or charter school utilizing a personal learning plan for literacy? Check all that apply:

- ☐ All students not reading at grade level
- ☐ Students receiving supplemental (Tier 2) support
- ☐ Students receiving intensive (Tier 3) support

8.10. If yes, briefly describe what components are included in the personal learning plans.

8.11. Does the district plan to make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2026-27 school year?
Yes

8.12. If yes, describe changes to data-based decision making for action that will be implemented in the 2026-27 school year.

Classroom teachers will be more involved in the CaptiReadBasix data analysis and planning for tier 2 support and instruction. This will help them become more familiar with their students' needs and ideas for meeting those needs.

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Section 9: Parent Notification & Involvement

7SECTION 9: Parent Notification and Involvement

9.1 Are parents or guardians notified when children are identified as not reading at grade level? If yes, the district will respond to 4.2 to 4.6. If selection is no, survey will skip to question 4.7.
yes

9.2. Identify all grade levels in which parents are notified. The check all that apply, options will include grades K to 12.
K-12

9.3. For grades selected in 9.2, what is the frequency of parent notification?

- ☐ 3 times per year, after screening window
- ☐ 2 times per year
- ☐ 1 time per year
- ☑ Other: Explain

9.4. If "other" is chosen above, please explain further.
K-4: 3 Times
5-8: 2 Times
9-11: 1 Time

9.5. What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? Check all that apply:

- ☐ Digital messaging (email, text, or communication app)
- ☐ Parent teacher conferences
- ☐ Mailed letter
- ☐ Letter sent home with student
- ☑ Other: Describe

Fall and Winter - Family Report shared at Conferences
Spring - Family report sent home with Elementary Students

9.6. What is included in the parent notification? Check all that apply:

- ☑ 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
- ☐ Other: Describe

9.7. How are families or the community engaged around literacy? Check all that apply.

- ☐ Family engagement nights
- ☑ Parent teacher conferences
- ☐ School events
- ☑ Other: Describe

UFLI Parent Portal -
UFLI Parent Support - District literacy lead modeled the home practice sheet with student for parents in s personalized session.

9.8. Does the district plan to make changes to parent notification in the 2026-27 school year?
No - We will continue with the plan of informing parents using the FastBridge family report and the CaptiReadBasix family report for students that take the Capti assessment. The only change would be to increase the secondary reporting times.

9.9. If yes, describe the changes to parent notification and involvement that will be implemented in the 2026-27 school year.

Section 10: Core Curricular Resources Grades K-5

SECTION 10: Core Curricular Resources Grades K-5

In this section districts will indicate the curricula used for core reading instruction at each grade level K-5. They will also indicate how the curriculum is used and the minutes per day of instructional delivery.

10.1. Does the district serve students in any grades between K and 5? yes

10.2. If yes, please indicate which K-5 grades the districts or charter serves. The check all that apply, options will include grades K to 5. Districts will then indicate how many different core curricula are used for each grade, level K-5. **Eg*: If K is selected, how many core curricula are implemented in Kindergarten?***

10.3. For each core curricula indicated above districts will need to provide:

Name of the Core Curricula
The following dropdown will include a list of all MDE/CAREI reviewed core curricula and their level of alignment with structured literacy. This list is presented in alphabetical order. The last option on the list is "other" to be used for any core curricula districts utilize that was not reviewed by MDE and CAREI. Select the "other" option. ONLY if the curricula used is not listed. A list of the curricula reviewed by MDE/CAREI can be found on the MDE

- ☐ 95 Phonics Core Program (95 PCP)
    - ☐ K-3, 2020
    - ☐ 4-5, 2023 (Partially Aligned)
- ☐ Amplify Core Knowledge Language Arts (CKLA)
    - ☐ K-5, 2022 (Partially Aligned)
- ☐ ARC Core
    - ☐ K-5, 2017 Edition, 2022 and 2023 Print Run (Not Aligned)
- ☐ Benchmark Advance
    - ☐ K-5, in press (Partially Aligned)
- ☐ Bridge to Reading Foundational Skills Kit (Heggerty),
    - ☐ K-2, 2023 (Partially Aligned)
- ☐ Bridge2Read, Serve Minnesota,
    - ☐ K-3, 2024 (Highly Aligned)
- ☐ Collaborative Literacy
    - ☐ K-2, 2021
    - ☐ 3-5, 2023 (Minimally Aligned)
- ☐ EL Education Open Up,

- [ ] K-5, 2017 (Highly Aligned)
- [ ] Foundations A-Z (Learning A-Z),
  - [ ] K-5, 2023 (Not Aligned)
- [x] Functional Phonics+Morphology,
  - [x] K-5, 2023 (Highly Aligned)
- [ ] Fundations,
  - [ ] K-3, 2012 (Non-ranked)
- [ ] HMH Into Reading,
  - [ ] K-5, 2022 (Partially Aligned)
- [ ] Imagine Learning EL Education
  - [ ] K-5, 2019 (Partially Aligned)
- [ ] Magnetic Reading Foundations
  - [ ] K-2, 2023 (Highly Aligned)
- [ ] myViewLiteracy
  - [ ] K-5, in press (Minimally Aligned)
- [ ] Open Court Reading
  - [ ] K-5, 2023 (Minimally Aligned)
- [ ] Ready4Reading
  - [ ] K-3, 2023 (Minimally Aligned)
- [ ] Really Great Reading: Countdown
  - [ ] Kindergarten, 2017; Blast Foundations Grade 1, 2014; HD Word,Grade 2, 2015 (Partially Aligned)
- [ ] The Superkids Reading Program
  - [ ] K-2, 2017 (Minimally Aligned)
- [x] UFLI Foundations
  - [x] K-2, 2022 (Highly Aligned)
- [ ] Wit & Wisdom
  - [ ] K-5, 2023 (Highly Aligned)
- [ ] Wonders
  - [ ] K-5, 2023 (Partially Aligned)
- [ ] Other (If this is chosen, an additional question will appear where the title of the “other” curricula can be written)

Curriculum Type

Choose how this curriculum is being utilized.

- [ ] Comprehensive
- [ ] Foundational
- [ ] Knowledge Building

- ☐ Supplemental
- ☐ Other

Instructional Delivery Minutes per Day
Indicate the minutes per day of instructional delivery for the curriculum chosen.

10.4. Does the district plan to make changes to core curricula resources in grades K-5 in the 2026-27 school year? Yes - we will be adopting EMERGE!

10.5. If yes, describe the changes to core curricular resources in grades K-5 that will be implemented in the 2026-27 school year.
This year we used UFLI and Functional Morphology for foundational skills and we piloted Arts and Letters K-2. The decision has been made to adopt and implement EMERGE! K-4 next year

Section 11: Reading Interventions K-12

SECTION 11: Reading Interventions Grades K-12

UPDATED for 2026: Questions specific to Tier 2 and Tier 3 resources

In this section districts will indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each K-12 grade level. Note: Tier 2 and Tier 3 intervention resources do not have to be different.

11.1. Reading Interventions

Example Table:

Grade	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
Kindergarten	Blend Phonics UFLI Onset rime Reading Corps	Onset rime Incremental rehearsal for letter sounds Reading Corps
1st Grade	Letter sound automaticity Blend Phonics UFLI PRESS Reading Corps	Incremental rehearsal for letter sounds Blend Phonics UFLI PRESS Reading Corps
2nd Grade	Blend Phonics Advanced Word Study UFLI PRESS Reading Corps	Incremental rehearsal for letter sounds Letter sound automaticity Blend Phonics UFLI PRESS Reading Corps
3rd Grade	Blend Phonics Advanced Word Study UFLI PRESS Reading Corps	Blend Phonics UFLI PRESS Advanced Word Study Reading Corps
4th Grade	Blend Phonics Advanced Word Study	Blend Phonics UFLI

	UFLI PRESS Readworks	PRESS Advanced Word Study Readworks
5th Grade	UFLI Advanced Word Study	
6th Grade	UFLI Advanced Word Study	
7th Grade	UFLI Advanced Word Study	
8th Grade	UFLI Advanced Word Study	
9th Grade	This is an area that we are looking to expand next school year.	
10th Grade	This is an area that we are looking to expand next school year.	
11th Grade	This is an area that we are looking to expand next school year.	
12th Grade	This is an area that we are looking to expand next school year.	

11.2. Does the district plan to make changes to reading interventions in grades K-12 in the 2026-27 school year?

Yes -

11.3. If yes, describe the changes to reading interventions in grades K-12 that will be implemented in 2026-27 school year.

Elementary - We will be analyzing the EMERGE! Curriculum to align our tier 2 instruction to match the language and procedures used in EMERGE! UFLI and Functional Morphology will be used for tier 2 support when needed.

Secondary - At this time, UFLI and the Advanced Word Study resource provided by the state is meeting our students' needs. As we continue to support our students and they grow, we are aware that we may need to purchase additional resources. We will continue to monitor the data and review Capti

recommended interventions. We are also exploring ways to incorporate tier 2 support in our high school.

Section 12: Literacy Aid Funds

SECTION 12: Literacy Aid Funds

In this section districts will respond to the following funding questions regarding annual Literacy Incentive Aid.

Regional Literacy Incentive Aid Amounts

12.1. What amount of literacy incentive aid was received in the 2025-26 school year?
$66,183.68

12.2. What amount of literacy incentive aid was spent in the 2025-26 school year?
$66,183.68

12.3. Check all eligible uses of literacy incentive aid for which funding was applied in the 2025-26 school year.

- [x] Professional development on using evidence-based literacy screening and progress monitoring tools
- [x] MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- [x] Contracting or employing a District Literacy Lead
- [ ] Employing a reading intervention specialist
- [x] Approved literacy screeners (this can include materials, training and coaching)
- [ ] Cost of substitute teachers to allow teachers to complete literacy professional development
- [x] Stipends for teachers completing literacy training
- [ ] Not applicable

Section 13: Professional Development Plan

SECTION 13: Professional Development Plan

13.1. Name of the approved professional development program selected for Phase 1 educators. Check all that apply.

- ☐ CORE OL&LA
- ☑ LETRS
- ☐ CAREIALL

13.2. Date of completion (or expected completion) for Phase 1 Professional Development: (MM/DD/YYYY format)
35 of the 46 staff completed LETRS in Spring 2025
The remaining staff members will complete the June 30, 2027

13.3. How were your synchronous sessions facilitated? Check all that apply:

- ☐ Vendor Provided Facilitator
- ☐ Local Certified Facilitator

13.4. If LCF was selected, did the LCF participate in the Community of Practice for Local Certified Facilitators?

13.5. Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.
#- 2 of our #46 staff members have completed their LETRS coursework at or above the 80% proficiency level. Coaching will be provided for any staff members who do not meet the 80% proficiency level.

13.6. Describe the fidelity data that is being 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.
Now that a decision has been made regarding a comprehensive ELA curriculum, we will begin training staff and working on proficiency profiles for teachers to use as guides as EMERGE! Is implemented. These profiles will be used to collect fidelity data which be used to drive professional development throughout the school year.

13.7. Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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.
In the past, all teachers have received coaching around foundational skills. As we move forward to implementing EMERGE, our prioritized focus will include planning and foundational skills instruction. Facilitation and coaching will be provided for both of these areas throughout year 1 and data will be collected and used to determine next steps.

13.8. Describe how the changes in instructional practices have impacted students and provide evidence of this impact.
In grades Kindergarten through 3, we implemented

13.9. How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.

Teacher evaluation - looking at language -principals used that component of
Next step - what does that look like in the classroom

Emerge! - plan, point out

13.10. How did the district engage with the Regional Literacy Network? Check all that apply.

- [x] Attended District Literacy Lead Community of Practice
- [ ] Attended Local Certified Facilitator Community of Practice
- [ ] Requested district support with implementation of evidence-based structured literacy practices
- [ ] Other, explain: (includes a textbox for the description)

13.11. Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing,and exchanging ideas) if applicable.

During the 2025-2026 school year, K-2 staff members continued to implement UFLI and the Arts and Letters knowledge building curriculum was piloted. 3-8 staff attended Functional Morphology training and morphology was implemented in tier 1. 4-12 staff also received CaptiReadBasix training.

13.12. Does the district plan to make changes to the professional development plan in the 2026-27 school year?
Yes

13.13. If yes, describe changes to the professional development plan that will be implemented in the 2026-27 school year.
K-4 will receive training, planning support, and coaching as we implement EMERGE!
5-8 Content teachers will begin 2 years of STRIVE training for content teachers
9-12 phase 2 teachers will complete the STRIVE Unlocking LIteracy for all Teachers training

Section 14: PD Educator Count

SECTION 14: Professional Development Educator Count

In this section districts will provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training. Enter zero (0) if no educators are in that category.

For the Grades 4-5 (or 6) Classroom Educators count, please include educators that the district deemed in need of training during Phase I. All other grade 4-6 educators should be reported in the Phase II educator count.

14.1 Educator Counts for Phase 1 Table:

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	5	5	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	17	16	1	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	7	7	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	11	5	6	0
PreK through grade 5 Curriculum Directors	2	1	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	15	13	2	

Phase 2: Educator Role	Total in District or Charter Organization	Completed Training	Training in Process	Need Training

Grades 4-12 Classroom Educators responsible for reading instruction	3	0	3	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	0	3	0
Grades 6-12 Instructional Support staff who provide reading support	29	24	5	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	2	0	2	0

Section 15: MTSS

SECTION 15: Multi-Tiered System of Supports (MTSS)

In this section districts will answer questions about MTSS. MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) framework and encourages districts to adopt this framework when implementing MTSS.

15.1. Is the district implementing a multi-tiered system of support framework?
Yes

15.2. If yes, is the district or charter school using the MnMTSS framework?
Yes

15.3. If yes, has the district participated in the MDE MnMTSS professional learning?
Yes - we have completed the District Semi-DLT

15.4. Does the district plan to make changes to MTSS in the 2026-27 school year?
Yes

15.5. If yes, describe changes to MTSS that will be implemented in the 2026-27 school year.
We plan to continue to use the Semi DLT data. This past year our focus was on background information. With the work completed this year, staff members are more knowledgeable of MnMTSS. Our focus will be shifting to Tier 1 instruction based on data and supporting practice change.
We have hired a new Director of Teaching and Learning who was a part of the Compass group at our regional network of support. We are excited to have her experience, expertise, and leadership on our team.

Section 16: Dual Language Immersion

SECTION 16: Dual Language Immersion Programs

NEW for 2026: Questions specific to Dual Language Immersion Programs (DLI)

Summary - questions still in development

16.1 The first question to the user will be if the district has a DLI program. If no, the user can move on. If yes, the user will need to respond to questions specific to:

- Partner language
- Name of school sites
- Grades included
- Percent of student in the DLI program, and
- Screening tools used by language

16.2 Schools with a DLI program will need to answer questions specific to:

- K-3 screening counts including number of students by grade, in the DLI program, screened, and reading at or above benchmark in spring.
- 4-12 screening including number of students by grade, in the DLI program, screened, identified a not reading at grade level, and number of students who opted out.