Minnesota READ Act Literacy Plan

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

For

Northland Learning Center (6076-50)

Date Submitted to the State 06/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Northland Learning Center (6076-50). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). 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

Northland Learning Center (6076-50)'s literacy goal(s) for the 2025-26 school year:
NLC will have effective and relevant instruction within a positive school climate that will lead students to career readiness. NLC staff will learn and implement a universal screening process, using FastBridge, to ensure accessibility and equitable identification of reading proficiency and dyslexia across all student groups. Data will be disaggregated to identify and address disparities among Native American students. NLC will use evidence-based intervention methods to support students not reading at grade level and will monitor progress
equitably. We will ensure that interventions are effective for all students, including Native American.

The following was implemented or changed to make progress towards the goal(s):
To make progress toward these goals, Northland Learning Center (NLC) focused on building staff capacity and implementing literacy systems aligned with the Science of Reading. During Year 1, 95% of staff and coordinators completed CAREI-ALL or LETRS Reading professional development, with five additional staff members currently participating in CAREI-ALL training. All paraprofessionals supporting reading instruction completed READ Act training to establish a common foundation in evidence-based literacy practices.
NLC implemented a universal screening process using FastBridge assessments and provided ongoing staff training on administration, data analysis, and interpretation. Fall, Winter, and Spring benchmark assessments were completed for all students to identify reading needs, monitor growth, and support equitable identification of students at risk for reading difficulties and dyslexia.
As part of READ Act requirements, NLC also implemented Phase 2 diagnostic screening using Capti Read Basix for students in grades 4-12 who were identified through FastBridge as not reading at grade level.
Following each benchmark window, staff participated in data digs and review meetings to analyze student performance. These discussions informed instructional planning and efforts to address achievement gaps. Through professional learning, universal screening, diagnostic assessment, and data-driven decision-making, NLC has strengthened its ability to provide equitable literacy support and improve reading outcomes for all students.

The following describes how Northland Learning Center (6076-50)'s current student performance differs from the literacy goal detailed in the READ Act:
Current student performance remains below the READ Act goal of ensuring all students achieve reading proficiency. Spring FastBridge data indicate that only 27% of Northland Learning Center (NLC) students are reading at or above grade level in AutoReading and 26% are at or above grade level in aReading. Performance varies across programs, with Alternative Learning Center (ALC) students demonstrating higher proficiency rates (50% in AutoReading and 43% in aReading) than students in the Focus Special Education program (12% in AutoReading and 15% in aReading).

These results indicate that a significant percentage of students continue to require targeted literacy support and intervention to meet grade-level expectations. The data also highlight the need for continued implementation of evidence-based literacy instruction, universal screening, diagnostic assessment, and progress monitoring to accelerate student growth. NLC will continue to use FastBridge and Capti Read Basix data to identify student needs, monitor intervention effectiveness, and address achievement gaps as the school works toward the READ Act goal of improving reading proficiency for all students.

Northland Learning Center (6076-50)'s literacy goal(s) for the 2026-27 school year:
NLC will have effective and relevant instruction within a positive school climate that will lead students to career readiness. NLC staff will continue to implement a universal screening process, using FastBridge and CaptiReadBasix, to ensure accessibility and equitable identification of reading proficiency and dyslexia across all student groups with the goal of 40% of students being at or above grade level. Data will be disaggregated to identify and address disparities among Native American students. NLC will use evidence-based intervention methods to support students not reading at grade level and will monitor progress equitably. Literacy Interventions will be completed and progress monitored using Science of Reading resources.

The Local Literacy Lead, Christine Hautala, for Northland Learning Center (6076-50) has an FTE of .10

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The Literacy Lead participates in building Administrative meetings, provides professional development and support for assessments, data analysis, and progress monitoring, and supports classroom implementation of the Science of Reading Pillars in the classrooms.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:
MDE Read Act Literacy Lead License List
Yes
Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Northland Learning Center (6076-50) Local Literacy Plan is posted on the district website at https://www.northlandsped.org/

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.

Northland Learning Center (6076-50) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Northland Learning Center (6076-50) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	STAR
	Grade 1	Vendor Composites using vendor benchmarks	STAR
	Grade 2	Vendor Composites using vendor benchmarks	STAR
	Grade 3	Vendor Composites using vendor benchmarks	STAR

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Northland Learning Center (6076-50) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

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

Northland Learning Center (6076-50) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Northland Learning Center (6076-50) 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	1	CTSTR	1	CTSTR	2	CTSTR
1st	5	CTSTR	6	CTSTR	7	CTSTR
2nd	1	CTSTR	2	CTSTR	2	CTSTR
3rd	6	CTSTR	4	CTSTR	6	CTSTR

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Northland Learning Center (6076-50) 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.

Northland Learning Center (6076-50) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	2	CTSTR
1st	7	CTSTR
2nd	2	CTSTR
3rd	6	CTSTR

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

Northland Learning Center (6076-50) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

Northland Learning Center (6076-50) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

add nonsense words to grades 2-3 screening

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Northland Learning Center (6076-50) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	4	0	0	CTSTR	CTSTR	4
5th	12	7	4	CTSTR	CTSTR	5
6th	8	4	6	CTSTR	CTSTR	2
7th	12	4	4	CTSTR	CTSTR	8
8th	11	6	0	CTSTR	CTSTR	5
9th	19	12	5	CTSTR	CTSTR	7
10th	15	8	3	CTSTR	CTSTR	7
11th	16	9	1	CTSTR	CTSTR	6
12th	22	1	0	CTSTR	CTSTR	21

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.

Northland Learning Center (6076-50) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Focus Special Education Program and Area Learning Center (ALC) serve students who have not found success in traditional educational settings and require individualized instruction, smaller class sizes, and targeted academic and behavioral supports. Evidence-based literacy instruction is matched to student needs through a comprehensive review of multiple data sources, including FastBridge screening data, IEP goals, classroom performance, curriculum-based assessments, progress monitoring data, teacher observations, and diagnostic assessments.

During the 2025-26 school year, the program began implementing CAPTI Read Basix to provide additional diagnostic information for students performing below grade level and to better identify specific skill gaps in foundational reading skills. While staff also utilized STAR and other assessment systems, the use of multiple assessment tools created challenges in obtaining consistent and comparable data. As part of ongoing program improvement efforts, staff reviewed assessment practices and recognized the need to streamline data collection to ensure instructional decisions are based on high-quality, actionable information while reducing unnecessary testing demands on students.

Student literacy needs are identified through assessment data and individualized reviews conducted by teachers, special education staff, interventionists, and school leadership. Instruction and interventions are selected based on identified skill deficits and aligned with students' academic goals and IEP objectives. The program's focus on individualized instruction, smaller learning environments, and targeted support allows staff to address significant skill gaps while providing students with meaningful opportunities to achieve academic growth and meet their individualized goals.

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

The Focus Special Education Program and Area Learning Center (ALC) used a comprehensive data-review process to ensure evidence-based literacy instruction is matched to individual student needs. These programs serve students who have not experienced success in traditional educational settings and benefit from smaller class sizes, individualized instruction, additional adult support, and targeted support to address academic skill gaps and meet IEP goals.

Student needs are identified through a review of FastBridge screening data, IEP goals, classroom performance, curriculum-based assessments, teacher observations, and progress monitoring data. During the 2025-26 school year, CAPTI Read Basix was introduced to provide additional diagnostic information regarding foundational reading skills and help staff identify specific literacy deficits requiring intervention.

The Focus Program currently utilizes the Sonday System to provide structured, systematic, and explicit instruction in phonemic awareness, phonics, decoding, fluency, and spelling for students with significant reading needs. Based on a

review of student data and instructional practices, Focus will also implement UFLI Foundations during the 2026-27 school year to strengthen foundational reading instruction and provide additional support for students with identified skill gaps. Progress monitoring data is reviewed regularly to determine student growth and make instructional adjustments.

Throughout the 2025-26 school year, the ALC conducted a review of literacy instructional materials and student achievement data to identify gaps in programming and determine resources that better align with the Science of Reading and the needs of struggling readers. As a result of this review, the ALC plans to implement Read 180 during the 2026-27 school year to provide targeted reading instruction, intervention, and progress monitoring for students with significant literacy deficits.

Staff also recognized that the use of multiple assessment systems, including STAR, FastBridge, and other local measures, created challenges in obtaining consistent and actionable data while increasing testing demands on students. As part of continuous improvement efforts, the programs will streamline assessment practices by prioritizing FastBridge and CAPTI Read Basix as primary literacy assessment tools. This process will improve the quality and consistency of data used to make instructional decisions while reducing assessment burden and ensuring evidence-based instruction and interventions are appropriately matched to individual student needs.

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

The Focus Special Education Program and Area Learning Center (ALC) is developing a comprehensive process to ensure evidence-based literacy instruction is matched to individual student needs. Students in these programs often require more intensive support than is available in traditional educational settings. Small class sizes and additional instructional staff allow for individualized instruction, targeted interventions, and frequent progress monitoring.

In the Focus Program, student IEP goals serve as the primary driver for instructional planning and intervention selection. Staff use FastBridge screening data, classroom performance, teacher observations, progress monitoring data, and CAPTI Read Basix diagnostic assessments to identify specific literacy skill deficits and monitor growth. The program currently utilizes the Sonday System and will implement UFLI Foundations during the 2026-27 school year to provide systematic, explicit instruction in foundational reading skills while supporting students in meeting their IEP goals.

During the 2025-26 school year, the ALC reviewed literacy instructional materials, student achievement data, and assessment practices to identify programming gaps and determine resources that better align with student needs and Science of Reading practices. As a result, the ALC will implement Read 180 during the 2026-27 school year to provide targeted literacy instruction and intervention for students with significant reading deficits.

Staff also identified the need to streamline assessment practices. While FastBridge, STAR, and other assessment tools were used, the volume of testing made it difficult to consistently analyze and apply data. Moving forward, the programs will prioritize FastBridge and CAPTI Read Basix as primary literacy assessment tools to provide more consistent, actionable data for instructional decision-making.

Across all programs, the district spent 2025-26 focused on strengthening benchmark assessment practices, reviewing curriculum and instructional resources, and identifying strong Tier 1 literacy supports. This foundational work will support the implementation of more targeted and intensive interventions during the 2026-27 school year to better

address individual student needs and improve literacy outcomes.
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:
The district is developing a multi-tiered system of support (MTSS) to monitor student reading progress and determine when interventions require intensification, modification, or discontinuation. Universal screening data from FastBridge and other district assessments are reviewed to identify students in need of additional support.
Students receiving Tier 2 and Tier 3 reading interventions are monitored regularly using progress monitoring measures aligned to their identified skill deficits. In the Focus program, student progress is reviewed quarterly in alignment with report card reporting periods, with instructional adjustments made based on individual student performance and IEP goals. During the 2025-26 school year, the Area Learning Center (ALC) focused on building staff capacity to interpret FastBridge and CAPTI benchmark data, review Tier 1 instructional effectiveness, and provide individualized supports to students based on identified needs.
Beginning in the 2026-27 school year, the district will implement a more formal data-driven process to identify students requiring Tier 2 and Tier 3 interventions. Intervention teams will review screening, diagnostic, progress monitoring, classroom performance, attendance, and teacher observation data to determine whether interventions should be intensified, modified, continued, or faded. Students demonstrating insufficient progress despite targeted interventions may be considered for additional problem-solving supports, including referral for a special education evaluation when appropriate. Ongoing data review will ensure interventions remain responsive to student needs and support continuous growth toward grade-level reading proficiency.
Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:
At the elementary level, all students receiving intensive reading supports are served through the Focus Setting IV special education program. Decisions regarding intervention changes are made by the student's educational team based on progress toward IEP goals, classroom performance, progress monitoring data, and benchmark assessment results. Students may exit a Tier 2 or Tier 3 intervention when they consistently demonstrate adequate progress toward grade-level expectations, meet targeted intervention goals, and show the ability to maintain success with less intensive supports. Following intervention reduction or discontinuation, students will continue to be monitored to ensure continued success within their instructional program.
At the secondary level (grades 7-12), students may be enrolled in either the Focus Setting IV special education program or the Area Learning Center (ALC). For students in Focus, intervention decisions are based on progress toward IEP goals and individual student data. For ALC students, intervention decisions will be based on benchmark assessment data, progress monitoring results, course performance, attendance, and other relevant indicators. Students may exit interventions when data demonstrates that targeted skill deficits have improved and they are able

to successfully access core instruction with reduced support.

As the Northland Learning Center continues to strengthen its Multi-Tiered System of Supports (MTSS), formal intervention entry and exit criteria for general education Tier 2 and Tier 3 interventions will be developed and incorporated into district MTSS procedures during the 2026-27 school year. These procedures will establish consistent decision rules, progress monitoring expectations, and intervention review processes across grade levels.

Continuous Improvement for Data-Based Decision Making for Action

Northland Learning Center (6076-50) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

During the 2026-27 school year, the Northland Learning Center will strengthen its data-based decision-making processes through the continued implementation of a comprehensive Multi-Tiered System of Supports (MTSS) framework. A primary area of focus will be the development of formal intervention procedures, including clearly defined entry and exit criteria, intervention documentation, and progress monitoring expectations for students receiving Tier 2 and Tier 3 reading supports.

At the secondary level, the Area Learning Center (ALC) will move from providing individualized supports based primarily on benchmark and classroom data to implementing formalized reading interventions for students identified through FastBridge, CAPTI, and other diagnostic measures. Intervention teams will use screening, benchmark, classroom performance, attendance, and progress monitoring data to identify student needs, select appropriate interventions, and determine the intensity of support required.

Progress monitoring procedures will also become more systematic. Students receiving Tier 2 and Tier 3 interventions will have their progress monitored regularly using measures aligned to the targeted reading skill area. Data will be reviewed by instructional teams at scheduled intervals to determine whether interventions should be continued, intensified, modified, or faded. The district will establish decision rules to guide these determinations and ensure consistency across programs.

In the Focus Setting IV program, quarterly progress monitoring aligned with report card periods will continue, with intervention decisions based on student performance data, progress toward IEP goals, and instructional needs.

Across all programs, increased use of assessment data and structured review processes will support timely instructional adjustments and improved outcomes for students requiring targeted reading interventions.

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 Northland Learning Center (6076-50) 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	Mailed letter
Grade 1	3 times per year	Mailed letter
Grade 2	3 times per year	Mailed letter
Grade 3	3 times per year	Mailed letter
Grade 4	3 times per year	Mailed letter
Grade 5	3 times per year	Mailed letter
Grade 6	3 times per year	Mailed letter
Grade 7	3 times per year	Mailed letter
Grade 8	3 times per year	Mailed letter
Grade 9	3 times per year	Mailed letter
Grade 10	3 times per year	Mailed letter
Grade 11	3 times per year	Mailed letter
Grade 12	3 times per year	Mailed letter

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:

- Other

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 Northland Learning Center (6076-50), 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 - Sonday	Foundational	Kindergarten	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60
	Foundational	Grade 3	60
	Foundational	Grade 4	60
	Foundational	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district uses a data-driven process to select evidence-based instructional resources that address identified student needs and improve literacy outcomes. Through analysis of FastBridge benchmark data, CAPTI assessments, classroom performance, and instructional reviews, staff identified foundational reading skills as a significant area of need.District leadership and teachers reviewed current instructional practices, identified gaps in literacy instruction, and examined research-based resources aligned with the science of reading. As a result, the district selected UFLI Foundations as a supplemental Tier 1 resource to strengthen instruction in phonemic awareness, phonics, decoding, and other foundational literacy skills. The district also identified a need for highly individualized literacy supports for students in the Focus Setting IV program and the Area Learning Center. After reviewing evidence-based intervention programs, Reading 180 was selected due to its ability to provide differentiated instruction, targeted skill development, adaptive learning opportunities, and progress-monitoring tools that support diverse student needs. The district will continue to review student performance and implementation data to evaluate the effectiveness of these resources and make adjustments through its continuous improvement and MTSS processes.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
During the 2025-26 school year, the district reviewed student literacy data, including FastBridge benchmark assessments, CAPTI assessments, classroom performance data, and instructional practices to identify areas of need.

This review revealed significant gaps in foundational reading skills and the need for more individualized literacy supports. Based on this analysis and a review of evidence-based resources aligned with the science of reading, the district selected UFLI Foundations and Read 180 for implementation beginning in the 2026-27 school year.
Prior to implementation, district leadership and the literacy lead will provide professional development and implementation support to staff. Focus program staff will receive training on both UFLI Foundations and Read 180 to support instruction aligned with student IEP goals and individualized learning needs. Staff serving students in grades 7-12, including those in the Area Learning Center, will receive training on Read 180 to support targeted literacy instruction and intervention.
Throughout the 2026-27 school year, district leadership and the literacy lead will provide ongoing coaching, technical assistance, and implementation support. Fidelity checks will include classroom observations, review of instructional practices, and ongoing data analysis to ensure resources are implemented as intended. Student progress and assessment data will be reviewed regularly to evaluate effectiveness and inform instructional adjustments.

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

Northland Learning Center (6076-50) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:
Yes, add UFLI K-2 and Read 180 in both Focus and ALC.

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 Northland Learning Center (6076-50) 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
Sonday	Tier 2 & 3	Kindergarten	60
	Tier 2 & 3	Grade 1	60
	Tier 2 & 3	Grade 2	60
	Tier 2 & 3	Grade 3	60
	Tier 2 & 3	Grade 4	60
	Tier 2 & 3	Grade 5	60
	Tier 2 & 3	Grade 6	60

Continuous Improvement for Litearcy Intervention Resources

Northland Learning Center (6076-50) will make the following changes to literacy intervention resources for the 2026-27 school year:

Adding Read 180

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Northland Learning Center (6076-50) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$6,071

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

$6,071

READ Act Literacy Aid

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

Northland Learning Center (6076-50) received the following amount of READ Act Literacy Aid in the 2024 school year:

$5,481

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

$1,200

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

Stipends for teachers who completed phase 1 and will be completing phase 2 training in 2026-27.

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
Other, explain below - Literacy Lead salary and teacher stipend	Both

12: Professional Development Plan

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

Northland Learning Center (6076-50) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/31/2026

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:

All teachers have completed training at 80% proficiency or above. All staff receive support in implementing the Science of Reading from District Administration and the Literacy Lead.

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:

NLC reviewed multiple sources of fidelity data during the 2025-26 school year. The primary focus was on evaluating current instructional practices, reviewing diagnostic assessment processes, and identifying curriculum gaps. District administration and the Literacy Lead examined evidence of explicit instruction, foundational literacy practices, and alignment with the Science of Reading principles. The district reviewed FastBridge and Capti Read Basix screening data and classroom assessments to identify student learning needs and evaluate the effectiveness of current instructional resources. Staff feedback was also used to inform decisions to implement UFLI k-2 and adopt Read 180 district wide. Both curriculums were selected for their alignment with READ act.

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:

During the 2026-27 school year, professional development and reflective feedback will be used to support the implementation of systematic, sequential, explicit, and diagnostic literacy instruction aligned with the Science of Reading. Classroom observations conducted by school leadership and the literacy lead will provide fidelity data on instructional practices, use of curriculum resources, and implementation of evidence-based literacy strategies. This ongoing cycle of observation, feedback, and support will help ensure consistent implementation of literacy practices and strengthen instructional effectiveness across all K-6 classrooms.

The following changes in instructional practices have impacted students:

During the 2025-26 school year, reflection on the benchmark assessment data showing 27% of students at or above grade level as critical data to strengthen curriculum resources for staff who are supporting students with the greatest

needs. Data showed the need to build foundational skills into our specialized setting. This work has laid a foundation for enhanced instructional consistency, adding in targeted interventions, and improving outcomes for all learners during the 2026-27 school year.

Northland Learning Center (6076-50) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district has hired an Indian Education Liason to support staff and students in culturally responsive practices. The Indian Education Liaison has put together resources accessible by all staff to include daily videos and lessons surrounding the Seven Grandfather Teachings (wisdom, love, respect, bravery, honesty, humility, and truth). Staff also participate in professional development, such as Restorative Practices, which emphasis building relationships, honoring Indigenous knowledge and perspectives, and promoting student engagement, belonging, and academic success while celebrating culture and traditions.

Northland Learning Center (6076-50) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

UFLI and Read 180 implementation trainings. Phase 2 teacher's will be participating in STRIVE.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	34	32	2	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	15	12	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	20	20	0	0
Pre-K through grade five Curriculum Directors	2	2	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	4	0	0	4
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	0	0	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).

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The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Northland Learning Center (6076-50) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Northland Learning Center (6076-50) has participated in MDE MnMTSS professional learning:

No

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

Northland Learning Center (6076-50) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

As part of the 2026-27 MTSS enhancements at Northland Learning Center, Area Learning Center (ALC) teachers will participate in STRIVE READ Act Phase 2 training to strengthen their understanding of the Science of Reading and improve instructional practices in secondary classrooms. This training will focus on how reading skills develop, how to interpret literacy data, and how to implement explicit, evidence-based instruction aligned to student needs.

Teachers will apply this learning directly in classrooms through improved core instruction, differentiation, and targeted interventions. The training will also support effective use of UFLI Foundations and Read 180, ensuring alignment between instructional practices and intervention programming. Staff will strengthen their ability to use FastBridge and CAPTI data to guide instruction and monitor student progress.

This professional development will be integrated into the district's MTSS framework and will support more consistent, data-driven decision making during monthly ALC MTSS meetings. Overall, STRIVE READ Act Phase 2 training will enhance staff capacity, strengthen implementation of evidence-based literacy practices, and improve student reading outcomes at the secondary level.

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.

Northland Learning Center (6076-50) does not include a DLI Program