

Minnesota READ Act Literacy Plan

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

For

Northland Community Schools (0118-01)

Date Submitted to the State 06/01/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Northland Community Schools (0118-01). 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 Community Schools (0118-01)'s literacy goal(s) for the 2025-26 school year:

Northland aims to increase the percentage of students reading at or above grade level, by focusing on 100% of students having 1 or more years of growth in reading.

To achieve this goal, Northland will focus on the following:

Phase 1 educators will continue and complete their Professional Development on LETRS, while working through Volume 2 during the 2025-2026 school year.

Train staff on interpreting Universal and Dyslexia Screening assessments and data for 4th-12th grade

To refine our MTSS system, we will implement a Tier 1 foundational skills curriculum for all K-5th grade students. Then utilize the data to determine which students need additional Tier 2 and Tier 3 interventions.

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

All our Phase 1 educators, including our 4th and 5th grade classroom teachers continued their LETRS Volume 2 training. New Phase 1 educators to our district, started the LETRS Volume 1 training. K-5 classrooms implemented the core curricula, Functional Phonics and Morphology for foundational skills. All students, regardless of disability category, received this Tier 1 instruction within the general education classroom. Additionally, our Tier 2 reading interventionists utilized Functional Phonics for small group, Tier 2 reading instruction. These interventions occurred during each grade level's "power hour". During this new 60 minute, small group instructional time, students were grouped and given instruction based on their benchmark screening data, and reviewed/adjusted every 5-6 weeks based on progress monitoring data. We also trained our MTSS staff on the new Capti READBasix assessment. Then we gave all 4th-12th grade teachers a training on how to implement the screening and determined that we would do the integrated approach and screen all 4th-12th grade students using Capti READBasix. Then all staff attended professional development to read the results and make recommendations for interventions and support.

The following describes how Northland Community Schools (0118-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Our spring FastBridge data shows that 59% of our K-12th grade students are reading below grade level. We have not met the READ Act goal of every child reading at or above grade level every year.

Northland Community Schools (0118-01)'s literacy goal(s) for the 2026-27 school year:

100% of K-12th grade students will show a minimum of 1 year's growth in reading, as measured by FastBridge assessments, and the number of students meeting or exceeding grade level benchmarks will increase by 10% from fall to spring.

Local Literacy Plan for Northland Community Schools (0118-01)

The Local Literacy Lead, Janessa Green, for Northland Community Schools (0118-01) has an FTE of .15

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

Our DLL is our elementary principal and meets weekly with the high school principal and superintendent to give updates and ask questions regarding the READ Act. Additionally, the DLL, as elementary principals, sits on the District Leadership and Site Leadership Teams.

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 Community Schools (0118-01) Local Literacy Plan is posted on the district website at

<https://www.isd118.k12.mn.us/district-b9/curriculum-instruction-and-assessments/instructional-plans>

2. Screening Tools K-3

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

Northland Community Schools (0118-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Northland Community Schools (0118-01) 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	Vendor Composites using district set benchmark-District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurately portray MCA scores.	NA
	Grade 1	Vendor Composites using district set benchmark-District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurately portray MCA scores.	NA
	Grade 2	Vendor Composites using district set benchmark-District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurately portray MCA scores.	NA

Local Literacy Plan for Northland Community Schools (0118-01)

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade 3	Vendor Composites using district set benchmark-District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurately portray MCA scores.	NA

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

No

3. Screening Tools 4-12

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

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

Yes

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

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Northland Community Schools (0118-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 8	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 5	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 9	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 10	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 6	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 11	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 12	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate
	Grade 7	3 time per year	District set benchmarks - District uses FastBridge vendor composites, but has increased the benchmark threshold to more accurate

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 Community Schools (0118-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Other - Word Recognition and Decoding, Vocabulary, Morphology, Reading Efficiency, and Sentence Processing

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Northland Community Schools (0118-01) 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	19	7	19	8	19	7
1st	14	3	14	4	14	4
2nd	16	3	18	2	17	4
3rd	20	4	19	5	19	6

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 Community Schools (0118-01) 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.

Northland Community Schools (0118-01) 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	19	11
1st	14	9
2nd	19	17
3rd	19	17

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 Community Schools (0118-01) 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 Northland Community Schools (0118-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	22	0	21	12	21	1
5th	37	0	37	21	33	0
6th	23	0	23	11	14	0
7th	17	0	17	9	11	0
8th	25	0	22	19	15	1
9th	17	0	16	8	11	2
10th	24	0	24	12	13	1
11th	15	0	13	9	7	2
12th	17	0	13	10	3	2

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 Community Schools (0118-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Northland's MTSS Framework utilizes the MnMTSS framework as a guide for implementation. K-12th grade students are universally screened three times per year. This data is viewed at a district and grade level. Grade level teams meet weekly to review data to determine if Tier 1 (universal) instruction is effective and 80% of students are making adequate progress and are proficiently meeting grade level standards. Curriculum maps are being created to determine how standards are being aligned and met within our curriculum resource.

For Tier II and Tier III instruction, FastBridge and Capti ReadBasix data is also used to determine which students are in need of additional support. We use FastBridge and Capti ReadBasix subtests to help determine which specific skills students are needing more support and determine which interventions are most appropriate for the student or student group. These interventions are progress monitored weekly and progress is discussed every 5-6 weeks to determine progress, adjustments, or exiting the intervention. We monitor progress within FastBridge and track individual student data, progress, and interventions in EduClimber.

Any student scoring below grade level targets on FastBridge screening assessments are eligible to receive Reading Corps tutoring. Students in Reading Corps receive 20 minutes of intervention per day during the school day. Students receiving Reading Corps services are progress monitored on a weekly basis using a standardized curriculum-based measure (FastBridge Test of Letter Sounds, Fastbridge Test of Nonsense Words English, Fastbridge CBM-R). These data are graphed to ensure that students are making progress in Reading Corps interventions. Reading Corps coaches use these data to guide intensification and modification to intervention sessions. Intervention modification and change decisions are reliant on regular, direct observation of tutoring sessions and the assessment and analysis of intervention fidelity data, dosage data and student engagement data. Students must have two of the last three progress monitoring data points above the upcoming seasonal benchmark target to exit from Reading Corps tutoring interventions. Students who exit from Reading Corps continue to be progress monitored weekly using a 1-minute FastBridge probe until the end of the school year.

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

The administrators conduct frequent walkthroughs and observations to verify that Tier 1 instructions are implemented as intended. We also use frequent data review; teams look at universal screening scores, formative assessments, and engagement to determine if the core instruction is reaching at least 80% of students. When data reveals gaps, teachers differentiate instruction by using flexible small groups and scaffolding techniques-such as graphic organizers or tiered assignments-to adjust the process and content without lowering grade-level expectations.

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

At the elementary level, our data level teams review current Fastbridge results. If students are flagged, as some risk or high risk, then they are grouped with like-students and receive Tier 2 interventions. Some students that score a high risk and are not showing progress in current Tier 2 interventions, then receive Tier 3 interventions.

At the high school level, tier II interventions begin when the Student Teacher Assistant Team (STAT) uses Fastbridge data and current academic grades to determine specific student needs.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Teachers must first collect baseline data and then progress monitor the students once per week. At the end of this period, the Student Teacher Assistant Team (STAT) reviews the data in eduCLIMBER to check for progress and fidelity-ensuring the intervention was delivered as intended-before deciding whether to fade the support, modify the strategy, or move toward a Tier 3 intervention..

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

A student is typically considered for exit when they achieve three consecutive data points that meet or exceed the established grade-level benchmark goal. This ensures that the student's success is a consistent trend rather than a statistical outlier. Additionally, our districts typically wait until the next benchmark score, to see if the student scores in the "Low Risk" category on FastBridge to verify that their growth is sustainable across broader measures of reading proficiency.

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 Community Schools (0118-01) 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	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 1	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 2	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 3	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 4	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 5	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 6	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 7	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 8	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 9	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 10	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 11	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 12	1 time per year	Mailed letter

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Grade	Frequency of Notification	Method of Notification
Grade 12	2 times per year	Parent teacher conferences

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:

- Parent teacher conferences

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Northland Community Schools (0118-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	45
	Comprehensive	Grade 1	45
	Comprehensive	Grade 2	45
	Comprehensive	Grade 3	45
	Comprehensive	Grade 4	45
	Comprehensive	Grade 5	45

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Our district/charter school is committed to providing high-quality, evidence-based Tier 1 core instruction to all students. For the 2026-2027 school year, we have established a dedicated Literacy Committee that will meet 1-2 times per month to conduct a comprehensive curriculum resource review of all literacy materials. To ensure an objective, rigorous, and data-driven evaluation, the committee will operate with the expert facilitation and strategic support of Sourcewell.

The selection process will follow a structured, phased methodology to ensure full alignment with state standards and the Science of Reading. First, the committee will establish strict evaluation criteria utilizing research-backed rubrics

(such as EdReports or state-approved tools) focusing on text complexity, systemic foundational skills, and cultural responsiveness. Next, we will audit current student data to identify instructional gaps and screen potential Tier 1 resources against our rubrics.

After narrowing the field, the committee will gather feedback from teachers, specialized staff, and community stakeholders. This collaborative approach ensures the final selected curriculum is not only highly effective and evidence-based, but also practically viable for our educators and accessible to our diverse student body.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Our selection and implementation process spans the 2026-2027 school year and is structured into four distinct phases to ensure alignment, readiness, and instructional integrity.

During the Fall and Winter, the Literacy Committee will meet 1-2 times per month with Sourcewell to audit existing materials and screen new Tier 1 resources. Potential curricula will be rigorously evaluated against state standards and Science of Reading rubrics. A final selection will be made by late winter to ensure timely procurement. In the Spring, our focus will shift to strict standards alignment. Teams will map the new curriculum to state benchmarks, develop pacing guides, and establish vertical alignment across grade levels to eliminate any learning gaps.

The Spring and Summer months will be dedicated to comprehensive professional development. Initial training will launch for instructional coaches and administrators, followed by intensive, hands-on workshops for all teaching staff prior to the new school year. This training will focus on core components, differentiation, and digital resources.

Finally, the Fall rollout will initiate our ongoing fidelity and support phase. School leadership and coaches will conduct regular classroom walkthroughs using standardized fidelity checklists to ensure the curriculum is implemented as intended. Monthly data reviews and professional learning communities (PLCs) will provide continuous, targeted support for teachers and monitor student growth.

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 Community Schools (0118-01) 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
UFLI	Tier 3	Kindergarten	25
	Tier 3	Grade 1	25
	Tier 3	Grade 2	25
	Tier 3	Grade 3	25
	Tier 3	Grade 4	25
	Tier 3	Grade 5	25
Other Resources - FastBridge Provided Resources	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Functional Phonics and Morphology	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Functional Phonics and Morphology	Tier 2 & 3	Grade 6	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Northland Community Schools (0118-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$16,968

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

\$3,200

READ Act Literacy Aid

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

Northland Community Schools (0118-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$13,859

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

12: Professional Development Plan

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

Northland Community Schools (0118-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

For teachers who do not achieve the 80% proficiency threshold, administration provides targeted support by identifying the specific modules where the educator struggled. This assistance includes individualized instructional coaching focused on those specific content areas, supplemented by peer coaching opportunities. By pairing these educators with colleagues who have mastered the material, the district ensures a collaborative, non-evaluative path to proficiency that translates directly into improved classroom practice.

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:

To monitor fidelity, administrators conduct frequent walkthroughs and observations using standardized checklists to ensure the five areas are taught through a structured, gradual release model. These checks verify the use of evidence-based materials, systematic pacing, and adherence to instructional routines designed to maximize student learning.

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:

The district ensures high-quality instruction in the five reading areas by facilitating instructional rounds and video self-reflection cycles. Instructional rounds allow collaborative teams to observe systematic routines in action, fostering a shared understanding of evidence-based practices across classrooms. Simultaneously, teachers use video recordings of their own lessons to objectively analyze their delivery and adherence to explicit instructional models. These tools, combined with targeted feedback from administration, help increase teacher expertise and ensure consistent, rigorous core instruction for all students.

The following changes in instructional practices have impacted students:

The transition to evidence-based instruction, anchored by all classroom teachers completing LETRS training, has

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established a unified foundation of expertise across the district. By pairing this shared knowledge with a foundational skills curriculum implemented with high fidelity, we have seen substantial student growth. Qualitative feedback shows students now name phonics and morphology as their favorite subjects, while quantitative data reveals significant improvements in word segmenting and nonsense word assessments for Kindergarten and 1st grade. Furthermore, 94% of 2nd graders and 78% of 3rd graders demonstrated typical or aggressive growth, proving that systematic, research-aligned instruction directly drives high levels of literacy achievement.

Northland Community Schools (0118-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district implements culturally responsive literacy practices by integrating indigenous perspectives into its core governance, specifically by including the Indian Education Director on both District and Site Leadership Teams. This leadership structure is supported by the DreamCatcher program, which provides specialized professional development to help teachers align evidence-based literacy instruction with students' cultural backgrounds. Through this partnership and targeted training, educators learn to bridge systematic instruction with culturally affirming practices, ensuring that the literacy framework is both academically rigorous and deeply inclusive.

Northland Community Schools (0118-01) 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):

The district has expanded its literacy professional development to ensure all instructional staff, not just lead teachers, are equipped with evidence-based strategies. A major focus has been our support staff; following the completion of READ Act training by all paraprofessionals in 2024-2025, we have partnered with Sourcewell this year to deepen their expertise. This supplemental training provides paraprofessionals with advanced, practical techniques in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), directly supporting the Foundational Reading and Reading Benchmarks of the ELA Standards.

Furthermore, professional development has extended into the secondary level, where high school teachers are currently focusing on vocabulary instruction within the content areas. This initiative aligns specifically with the Exchanging Ideas and Writing strands of the ELA Standards, as it empowers students to master academic language and use discipline-specific vocabulary to communicate complex thoughts effectively across all subjects. These combined efforts ensure a comprehensive, K-12 approach to literacy that reinforces standard-aligned instruction in every classroom and support setting.

Continuous Improvement for Professional Development Plan

Northland Community Schools (0118-01) will make the following changes to the professional development plan for the 2026-27 school year:

In the 2026-2027 school year, all of our high school teachers will participate in STRIVE training. In addition to the 3 synchronous STRIVE sessions, our teachers will meet collaboratively monthly to have further discussions about this

professional development training.

We will also work with our region to provide LETRS, Volume 2 training to our Phase 1 teachers that joined our school in Fall 2025.

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)	3	3	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	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	4	4	0	0
K-3 Classroom teachers	4	4	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	3	3	0	0
K-12 Special Education educators responsible for foundational reading instruction	7	5	2	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	2	0	0	2
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	1	0	0	1
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).

0

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 Community Schools (0118-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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 Community Schools (0118-01) does not include a DLI Program