Local Literacy Plan Report

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Pelican Rapids Public Schools (0548-01)'s literacy goal(s) for the 2025-26 school year:

Implementation of LETRS Training for teachers over the next two years will allow us to tackle our decoding skills deficiency. This strategic approach will equip educators with the essential knowledge and tools to effectively teach phonics and bolster students' decoding skills.

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

LETRS training for all K-6 teachers has been completed as well as OL&LA training in the high school. UFLI was added to tier 1, 2, and 3 instruction in grades K-6. The LA teachers aligned the new Minnesota LA standards in K-6. The English department implemented Into Literature Curriculum and vertically aligned MN new standards in 7-10 grades.

The following describes how Pelican Rapids Public Schools (0548-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Pelican Rapids literacy plan was to get teachers trained. It is hard to gauge student performance because the testing has changed due to changes in the Read Act requirements.

Pelican Rapids Public Schools (0548-01)'s literacy goal(s) for the 2026-27 school year:

All teachers will use effective instructional practices to meet the diverse needs of students, implement Tier 1 curriculum with fidelity, and use student data to guide instruction so all students can achieve grade-level reading proficiency.

The Local Literacy Lead, Derrick Nelson, for Pelican Rapids Public Schools (0548-01) has an FTE of 1.00

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

Mr. Nelson is involved in the Instructional Leadership team at Viking Elementary which meets monthly. He also is involved in the

meetings that take place every other week with the Superintendent and High School Principal.

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

Pelican Rapids Public Schools (0548-01) Local Literacy Plan is posted on the district website at

https://www.pelicanrapids.k12.mn.us/district/plans-reports

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.

Pelican Rapids Public Schools (0548-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Pelican Rapids Public Schools (0548-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Pelican Rapids Public Schools (0548-01) will be utilizing the following screening tool(s) in 2026-27:

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

Pelican Rapids Public Schools (0548-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will conduct the oral language screener per the Read Act requirements.

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 Pelican Rapids Public Schools (0548-01) 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	2 time per year	Vendor Benchmark
	Grade 5	2 time per year	Vendor Benchmark
	Grade 6	2 time per year	Vendor Benchmark
NWEA MAP	Grade 8	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	2 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

Pelican Rapids Public Schools (0548-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Pelican Rapids Public Schools (0548-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Pelican Rapids Schools will use Capti for fall and winter screening for the 2026-2027 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Pelican Rapids Public Schools (0548-01) 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	70	43	68	38	68	30
1st	62	21	61	27	62	21
2nd	71	18	68	19	67	20
3rd	66	18	66	31	70	32

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 Pelican Rapids Public Schools (0548-01) 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.

Pelican Rapids Public Schools (0548-01) 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	69	38
1st	63	41
2nd	68	47
3rd	68	38

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

Pelican Rapids Public Schools (0548-01) 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 Pelican Rapids Public Schools (0548-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	68	68	42	42	34	0
5th	66	66	39	39	32	0
6th	54	54	28	28	16	0
7th	64	56	26	26	12	0
8th	59	49	27	27	14	0
9th	56	51	20	20	4	0
10th	65	57	24	24	8	0
11th	64	0	0	CTSTR	CTSTR	0
12th	61	0	0	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

Pelican Rapids Public Schools (0548-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

K-12 teachers use a systematic, data-driven process to ensure that all students receive instruction and intervention aligned with their specific reading needs. This ensures that each student receives the right level of support, at the right time, with the right tools, based on multiple data points and collaborative planning.

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

Students are screened (Fall, Winter, Spring) using FastBridge early Reading (grades K-3), AReading (3-6), NWEA Map Growth Reading (7-10), and Capti (grades 4-10). These tools identify students who may be at risk for reading difficulties based on nationally normed benchmarks. The data from the testing and screening will help to drive Tier 1 instruction.

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

Students identified as below benchmark undergo further evaluation using diagnostic assessments such as LETRS Phonics and Word-Reading Survey, CORE Phonics Surveys, and UFLI Foundations Intervention Placement Test. These assessments provide in-depth information about specific skill deficits in areas such as phonemic awareness, phonics, and decoding. We have also reviewed past interventions and assessments.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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:

Grade-level teams and interventionists meet regularly in Professional Learning Communications (Collaboration) meetings to analyze screening, diagnostic and anecdotal data. The team uses this information to determine appropriate level of support (Tier 1 and Tier 2) and to match students with targeted, evidence-based interventions.

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

Performance is within grade-level norms on most recent universal screening as well as common formative assessments. Teacher observation and classroom performance confirm reading skills are strong enough for success in core instruction without additional support. To exit tier 3, the student will meet or exceed benchmark within the current of next assessment window, or the student may transition to Tier 2 if showing adequate progress. Decision is made collaboratively by the Collaboration Team.

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 Pelican Rapids Public Schools (0548-01) 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
	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:

- More than one of the above

Continuous Improvement for Parent Notification

Pelican Rapids Public Schools (0548-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

We are working on a more formal letter that will be sent to parents with student data and ways that parents can help their student. Our school website had added a Read Act list of ways that parents can help their students.

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 Pelican Rapids Public Schools (0548-01), 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
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	20
	Foundational	Grade 1	20
	Foundational	Grade 2	20
	Foundational	Grade 3	20
	Foundational	Grade 4	20
	Foundational	Grade 5	20

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

The Instructional Leadership team at Viking Elementary School is in the process of looking at new curriculum for LA. We have been using the list of Read Act approved curriculums. Viking Elementary has received several samples of different curriculums from different vendors and have narrowed down our decision to three different curriculums. Next year we will be looking at these three curriculums in

vendors and have narrowed down our decision to three different curriculums. Next year we will be looking at these three curriculums in relations to the new LA standards as well has having each grade pilot the curriculums at each grade level.

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

Viking Elementary School will be picking a new LA curriculum this coming year and implementation will take place in the fall of 2027. Training will take place in August of 2027. We will continue to work with Lakes Country Coop to help us with standard alignment as well as fidelity checks with walk throughs and observations.

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

Pelican Rapids Public Schools (0548-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

We will be using UFLI in K-6 grade this coming year as well as Heggerty in K-2.

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 Pelican Rapids Public Schools (0548-01) 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
READ 180	Tier 2	Grade 7	45
	Tier 2	Grade 7	50
	Tier 2	Grade 8	45
	Tier 2	Grade 8	50
	Tier 2	Grade 9	45
	Tier 2	Grade 9	50
	Tier 2	Grade 10	45
	Tier 2	Grade 10	50
	Tier 2	Grade 11	45
	Tier 2	Grade 11	50
	Tier 2	Grade 12	45
	Tier 2	Grade 12	50
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

	Tier 2 & 3	Grade 6	30
Other Resources - Heggerty	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
Other Resources - Rewards	Tier 2	Grade 7	45
	Tier 2	Grade 8	45
	Tier 2	Grade 9	45
	Tier 2	Grade 10	45
	Tier 2	Grade 11	45
	Tier 2	Grade 12	45

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Pelican Rapids Public Schools (0548-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$32,626

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

$32,626

READ Act Literacy Aid

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

Pelican Rapids Public Schools (0548-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$34,348

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

$30,379

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

Funds have been committed for staff stipends after completion of Read Act Training

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Both

12: Professional Development Plan

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

Pelican Rapids Public Schools (0548-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

05/21/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Pelican Rapids Public Schools (0548-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

05/20/2026

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:

We have not had any of our teachers score below 80%.

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:

Teachers have done a scope and sequence and vertical alignment with the new LA standards. Administrators will as well as staff from LCSC will conduct both scheduled and unscheduled walk throughs to monitor fidelity. Teachers will follow the scope and sequence which will incorporate the systematic, sequential, explicit, and diagnostic evidence-based instruction.

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:

Pelican Rapids Schools works with Lakes Country Services Co-Op in Fergus Falls for support in coaching support. Peer observations are conducted twice a year, and positive take aways are reported during PLC's. Monthly date review meetings will guide adjustments to instructional practices.

The following changes in instructional practices have impacted students:

Over the past year, the elementary and high school have begun to implement more explicit and systematic instruction. These instructional shifts have led to the beginning of measurable improvements in student outcomes and stronger alignment across classrooms and grade levels. Students are demonstrating stronger mastery of phonics and decoding due to more explicit instruction, and teachers are using assessment data to help group students and provide instruction to match specific skill needs.

Pelican Rapids Public Schools (0548-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Pelican Rapids teachers are at the beginning stages of learning how to integrate culturally responsive practices into all area of instruction with a focus on literacy. When we choose a new language arts curriculum, we will keep cultural quality that is embedded as a priority.

Pelican Rapids Public Schools (0548-01) engaged with the Regional Literacy Network through the following:

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

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Pelican Rapids Schools teachers will gain a deepening understanding of ELA standards and vertical alignment. Viking Elementary School will be piloting three different State Approved Curriculums during this coming school year. The high school is adding Into Literature for grades 7 & 11 for this coming school year. This will be the first year that grades 7-11 will have the same curriculum.

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)	7	7	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	2	2	0	0
K-3 Classroom teachers	15	15	0	0
K-12 Teachers holding English as a second language licenses	3	3	0	0
K-12 Reading Intervention Teachers	8	8	0	0
K-12 Special Education educators responsible for foundational reading instruction	6	6	0	0
Pre-K through grade five Curriculum Directors	0	0	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	7	7	0	0
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).

0

- Site Disclaimer (https://education.mn.gov/MDE/about/MDEDEV_001316)
- Privacy Statement (https://education.mn.gov/MDE/about/MDEDEV_001315)
- Minnesota.gov (http://mn.gov/portal/)
- Help (https://education.mn.gov/MDE/about/MDEDEV_001317)

- Copyright 2025
- Minnesota Department of Education

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.

Pelican Rapids Public Schools (0548-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Pelican Rapids Public Schools (0548-01) has participated in MDE MnMTSS professional learning:

Yes

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

Pelican Rapids Public Schools (0548-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Establish a sustainable pre-K through 12th grade MnMTSS infrastructure; collaborative leadership, braiding funding streams, data-systems, system-wide PD, data-based decision making, communication, and handbook development

15. Dual Language Immersion Programs