Minnesota READ Act Literacy Plan

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

For

Park Rapids Public School District (0309-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Park Rapids Public School District (0309-01). 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

Park Rapids Public School District (0309-01)'s literacy goal(s) for the 2025-26 school year:
Goal 1: Enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Park Rapids Area Schools school district.
Goal 2: Implement Phase 1 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Park Rapids Area Schools school district.
Goal 3: Develop a comprehensive system of screening for all K-12th grade students within the Park Rapids Area school district to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.

The following was implemented or changed to make progress towards the goal(s):
Goal 1: Enhanced Tier I foundational skills instruction in grades K-2 by implementing the UFLI (University of Florida Literacy Institute) curriculum. Designated a team of school/District leaders to attend MnMTSS training to better understand the foundations of MTSS and the MTSS process. Increased support and coordination through our Student Intervention Team (SIT) to facilitate seamless collaboration between teachers, parents, and external partners, ensuring holistic support for students across all tiers of the MTSS.
Goal 2: Provided Licensed Teachers with CORE OL/LA (Online Language Literacy Academy) training to enhance their understanding and application of evidence-based practices in literacy instruction, particularly focusing on the Science of Reading principles. Offered support staff an MN MDE approved training to equip them with the knowledge and skills necessary to support literacy development and implementation of instructional strategies across various educational settings.
Goal 3: Implemented the FastBridge screening process for all K-6th grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures. In grades 7-12, students used ROAR as a screener and then Capti ReadBasix as a diagnostic. Developing targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources. Park Rapids implemented a literacy WIN time for grade 3-6 to provide structured literacy tier 2 and tier 3 interventions at the students' ability levels to help increase foundational reading skills and close the achievement gap.

The following describes how Park Rapids Public School District (0309-01)'s current student performance differs from the literacy goal detailed in the READ Act:

There continues to be a proficiency gap between current student outcomes for some students in Park Rapids and the literacy goals outlined in the Read Act. Park Rapids is making improvements by providing professional development for teachers, ensuring all students receive core instruction based on the science of reading using systematic, explicit, evidence-based literacy instruction across all grade levels and all classrooms. Students who are performing below grade level are receiving a tier 2 or tier 3 structured literacy intervention to help close the gap and improve grade level proficiency.

Park Rapids Public School District (0309-01)'s literacy goal(s) for the 2026-27 school year:
The District will continue making progress on last year's goals:
Goal 1: Enhance the Multi-Tiered System of Support (MTSS) for students in grades K-12 within the Park Rapids Area Schools school district.
Goal 2: Continue to implement Phase 1 and begin implementing Phase 2 (MN READ Act) of professional development in the area of Literacy Instruction with a focus on the Science of Reading for educators within the Park Rapids Area Schools school district.
Goal 3: Continue to refine a comprehensive system of screening for all K-12th grade students within the Park Rapids Area school district to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency.
Park Rapids will use the school library media center as an extension to the classroom literacy instruction to enhance students foundational reading skills by providing access to the library materials and resources which contain high quality books. Media staff will collaborate with teachers on student levels, and guide children to high interest, leveled, and decodable book selections to meet individual student needs while encouraging students to pursue a lifelong interest in reading.

The Local Literacy Lead, Sue Keranen, for Park Rapids Public School District (0309-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The District Literacy lead collaborates with the District and School Leadership Teams to support effective instructional practices that will improve district wide student outcomes. Using state recommended spreadsheets, the Literacy lead collects, analyzes, and shares the literacy data with grade level teams to help guide literacy instructional decisions based on student needs.

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

Park Rapids Public School District (0309-01) Local Literacy Plan is posted on the district website at https://www.parkrapids.k12.mn.us/district/literacy-plan

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.

Park Rapids Public School District (0309-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Park Rapids Public School District (0309-01) 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	Sonday Assessment, CBM's
	Grade 1	MDE Composites	Sonday Assessment, CBM's
	Grade 2	MDE Composites	Sonday Assessment, CBM's
	Grade 3	MDE Composites	Sonday Assessment, CBM's

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

Park Rapids Public School District (0309-01) will be utilizing the following screening tool(s) in 2026-27:

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

Park Rapids Public School District (0309-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Our District will be adding Oral Language to our K-2 screening.

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 Park Rapids Public School District (0309-01) 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	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
Other - No data entered	Grade 8	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Park Rapids Public School District (0309-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Park Rapids Public School District (0309-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

All six subtests will be administered in 2026-2027. In grades 4-6, Capti ReadBasix will administered 3 times per year, and in grades 7-12 it will be administered once per year (in the Fall).

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Park Rapids Public School District (0309-01) 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	91	46	91	31	96	18
1st	101	27	105	33	104	38
2nd	108	41	108	49	108	47
3rd	104	59	108	68	106	64

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 Park Rapids Public School District (0309-01) 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.

Park Rapids Public School District (0309-01) 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	96	78
1st	104	63
2nd	108	87
3rd	106	55

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

Park Rapids Public School District (0309-01) 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 Park Rapids Public School District (0309-01) 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	109	109	52	52	49	4
5th	109	109	60	60	58	2
6th	120	120	60	60	58	4
7th	111	111	98	98	57	0
8th	114	114	79	79	49	0
9th	127	127	95	95	39	0
10th	100	100	65	65	28	1
11th	121	121	64	64	26	4
12th	107	107	74	74	29	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.

Park Rapids Public School District (0309-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Student literacy needs are identified through a systematic review of multiple data sources, with an emphasis on matching evidence-based instruction and intervention to specific skill deficits. Primary screening and diagnostic data are used to place students into appropriate instructional pathways and to guide instructional focus.

In grades 7-8, students identified with significant decoding and multisyllabic word-reading needs are provided targeted instruction using the Sonday Reading System. Student placement into this intervention is based primarily on Capti ReadBasix assessment data, which identifies deficits in foundational reading skills. Instruction focuses on explicit, systematic phonics and multisyllabic word instruction aligned to individual student needs.

In grades 9-12, students requiring additional literacy support are enrolled in Transitional Reading courses. Placement and instructional planning are guided by Capti ReadBasix scores, which provide detailed information across multiple literacy domains. Based on assessment results, students receive targeted instruction using Sonday components aligned to their identified areas of need, including phonemic awareness, phonics, multisyllabic word reading, and reading comprehension.

To further refine instructional planning and progress monitoring, additional diagnostic data may be collected using the Oral Language/Language Arts (OL/LA) Diagnostic Assessment. This data is used to confirm skill gaps, inform instructional adjustments, and ensure interventions remain responsive as students make progress.

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

The district uses multiple, coordinated processes to monitor fidelity of Tier 1 literacy instruction and to ensure instruction is differentiated to meet the diverse needs of learners.

The Literacy Lead plays a central role in monitoring fidelity through regular classroom walkthroughs and observations. During these visits, the Literacy Lead looks for alignment to approved literacy curriculum, evidence-based instructional practices, and appropriate use of instructional routines. Feedback is provided to teachers in a timely and supportive manner, with an emphasis on strengthening core instruction. When needed, the Literacy Lead also provides in-class modeling and targeted coaching to support effective implementation and differentiation strategies.

Fidelity checks embedded within the adopted literacy curriculum are used to monitor implementation at the classroom and grade-level. These checks include lesson structure, instructional pacing, and required instructional components. Data from curriculum-based fidelity tools is reviewed by instructional teams to identify trends, provide targeted professional development, and ensure consistency across classrooms.

To further strengthen Tier 1 instruction, the district plans to expand opportunities for peer observation during the upcoming school year. These peer observations will focus on effective differentiation practices, including small-group instruction, scaffolding, and strategic use of instructional supports. This collaborative approach is intended to build shared understanding of high-quality literacy instruction while reinforcing fidelity to curriculum and instructional

expectations.

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

The district uses clearly defined, data-driven criteria to determine student eligibility for Tier 2 (supplemental) and Tier 3 (intensive) reading interventions. Placement decisions are based on multiple data points, including universal screening results, diagnostic assessments, and vendor-recommended benchmarks to ensure interventions are appropriately matched to student needs.

Elementary School (Grades K-6)

At the elementary level, entrance into Tier 2 or Tier 3 reading intervention is determined primarily through universal screening data from FastBridge. Students scoring below vendor-provided benchmark expectations on the screener are flagged for additional review. FastBridge's recommended intervention plans are used to guide initial placement decisions and identify the intensity of support needed.

To further refine intervention placement, diagnostic data is collected using the Sonday Spelling Assessment, which provides detailed information on students' phonics and spelling skill development. In addition, CORE Diagnostic Assessments and Capti ReadBasix data may be used to identify foundational reading skill gaps, particularly for students demonstrating persistent difficulties. Students demonstrating moderate skill deficits typically receive Tier 2 supplemental instruction, while students with significant or persistent deficits across multiple data points are considered for Tier 3 intensive intervention.

Secondary School (Grades 7-12)

At the secondary level, entrance into Tier 2 or Tier 3 reading intervention is primarily based on vendor benchmarks from Capti ReadBasix. Students scoring below established benchmark thresholds are identified for targeted literacy support. Capti ReadBasix's recommended intervention pathways are used to determine appropriate placement and instructional focus areas.

Students with moderate skill gaps may receive Tier 2 supplemental intervention embedded within literacy support courses or targeted instructional blocks, while students with more significant or long-standing reading deficits are placed into Tier 3 intensive intervention, which includes explicit, systematic instruction aligned to their identified needs.

Across both elementary and secondary levels, placement decisions are reviewed by instructional teams and supported through ongoing progress monitoring to ensure students receive the appropriate level of intervention and instructional intensity.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

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:

The district uses consistent, evidence-based progress monitoring protocols across grades K-12 to evaluate the effectiveness of Tier 2 and Tier 3 reading interventions and to determine when instructional intensification or modification is necessary. Progress monitoring data is reviewed regularly by instructional staff to ensure interventions remain responsive to student needs.

Elementary School (Grades K-6)

In grades K-6, progress monitoring for students receiving Tier 2 or Tier 3 reading intervention is conducted using Sonday Mastery Checks. These checks are administered regularly throughout instruction to assess student mastery of taught skills in phonemic awareness, phonics, spelling, and decoding. Teachers also use the FastBridge CBM probes for progress monitoring fluency and overall reading proficiency. Results are used to determine whether students are making adequate progress within the intervention sequence.

If mastery data indicates insufficient progress, instructional teams adjust the intervention by increasing instructional intensity, adjusting pacing, providing additional practice opportunities, or modifying group size. Students demonstrating consistent mastery across multiple checks may be considered for reduced intensity or transition out of intervention, with continued monitoring to ensure maintenance of skills.

Secondary School (Grades 7-12)

In grades 7-12, progress monitoring for Tier 2 and Tier 3 reading intervention is conducted using Capti ReadBasix. This assessment provides ongoing data related to foundational reading skills and comprehension, allowing teachers to monitor growth over time and evaluate the effectiveness of targeted instruction.

Capti ReadBasix data is reviewed at regular intervals to determine whether students are responding adequately to intervention. Students showing limited or no progress may receive intensified support through increased instructional time, more explicit instruction, or a shift in instructional focus based on identified skill gaps. Students demonstrating sufficient progress may have their intervention modified or gradually faded while continuing to receive targeted support as needed.

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

The district uses clearly defined, data-driven criteria to determine when students are ready to exit Tier 2 (supplemental) or Tier 3 (intensive) targeted reading intervention. Exit decisions are based on multiple data points demonstrating sustained skill mastery and the ability to apply skills within core literacy instruction.

Elementary School (Grades K-6)

At the elementary level, exit from Tier 2 or Tier 3 intervention is determined through a combination of Sonday Mastery Checks and CORE OL/LA diagnostic assessment data. Students must demonstrate consistent mastery of targeted foundational reading skills, including phonemic awareness, phonics, spelling, and decoding, as measured through Sonday Mastery Checks over multiple instructional cycles.

In addition, CORE OL/LA diagnostic assessments are reviewed to confirm that student performance meets or approaches grade-level expectations and that gains are transferable to Tier 1 instruction. Students exiting intervention continue to receive support through differentiated core instruction, with ongoing monitoring to ensure continued progress and maintenance of skills.

Secondary School (Grades 7-12)

At the secondary level, exit decisions are based on progress monitoring data collected using Capti ReadBasix over a sustained period of 6-8 weeks. Students must demonstrate consistent growth and meet vendor-recommended benchmark thresholds indicating adequate proficiency in identified skill areas.

Capti ReadBasix data is reviewed by instructional teams to confirm that progress is sufficient and that students can successfully access core literacy instruction with Tier 1 supports alone. Students exiting Tier 2 or Tier 3 intervention may continue to receive targeted supports within core or transitional literacy courses, as appropriate, with continued monitoring to ensure ongoing success.

Continuous Improvement for Data-Based Decision Making for Action

Park Rapids Public School District (0309-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

At the elementary level (Grades K-6), changes will focus on increasing fidelity in the use of progress monitoring data to guide both entrance into and exit from Tier 2 and Tier 3 reading interventions. Clearer protocols will be established to ensure that intervention placement and exit decisions are consistently aligned with documented progress monitoring results. In addition, regularly scheduled data review meetings will be implemented to support teams in examining assessment data, verifying that appropriate data sources are being used, and determining whether students are responding adequately to intervention. These structures are intended to improve instructional matching and ensure interventions are responsive to students' demonstrated literacy needs.

At the secondary level (Grades 7-12), teachers will implement more consistent monitoring and reassessment of student literacy data using Capti ReadBasix at 6-8 week intervals. This timeline will align with mid-term and end-of-trimester checkpoints, allowing instructional teams to more effectively evaluate student progress and adjust intervention intensity or placement as needed. This approach will support greater flexibility for students to enter, intensify, or exit interventions in a timely manner based on current data.

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 Park Rapids Public School District (0309-01) 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	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	1 time per year	Digital messaging
Grade 8	1 time per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

No

In grades 7-12, we are not sharing services being provided as those services were still being determined.

Families or the community are engaged around literacy through the following:

- Parent teacher conferences

Continuous Improvement for Parent Notification

Park Rapids Public School District (0309-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Families and students will be provided with their proficiency scores, the services being provided to the students, and what parents can do at home.

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 Park Rapids Public School District (0309-01), 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
Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
Literacy committee used MDE recommendations, reviewed resources that aligned with guidance from MDE, and chose a comprehensive resource.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
August 2023, district leaders reviewed MN ELA standards, the pillars of literacy, Science of Reading research, and structured literacy principles to establish selection criteria. In October 2023, leadership reviewed READ Act professional development requirements to ensure alignment between curriculum, instruction, and required staff training.
December 2023, the district conducted a K-6 ELA literacy resource review to evaluate current instructional materials.
January 2024 continued exploration of ELA professional development options available through MDE, followed by a review of MDE-recommended curriculum materials in February 2024.
In April 2024, UFLI was selected as a foundational skills resource to bridge instructional gaps while the district continued

the full curriculum adoption process. In May 2024, the district revised its adoption timeline based on updated MDE guidance and district recommendations.

The district selected OL&LA for literacy professional development and established two district facilitators to support training, coaching, and fidelity monitoring. In September 2025, a formal K-6 ELA resource review process was launched. Between October 2024 and February 2025, district teams reviewed multiple ELA curriculums to assess standards alignment, instructional coherence, differentiation, and implementation support.

In March 2025, curriculum recommendations were presented to the school board, resulting in approval of Open Court for grades K-5 and Amplify for grades 6-7. Full implementation of Open Court (K-5) and Amplify (6-7) began in September 2025, supported by professional development, ongoing coaching, and fidelity checks to ensure high-quality implementation aligned to district literacy goals.

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 Park Rapids Public School District (0309-01) 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
Sonday	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
	Tier 2 & 3	Grade 7	45
	Tier 2 & 3	Grade 8	45
	Tier 2 & 3	Grade 9	45
	Tier 2 & 3	Grade 10	45
	Tier 2 & 3	Grade 11	45
	Tier 2 & 3	Grade 12	45

Continuous Improvement for Litearcy Intervention Resources

Park Rapids Public School District (0309-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Grades 7-12 will be providing interventions for students who are determined to not be reading at grade level proficiency, including a transitional reading course for students who need more direct instruction. They will begin implementing the Imagine Sonday reading program to address gaps in foundational literacy skills.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Park Rapids Public School District (0309-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$82,347

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

$82,587

READ Act Literacy Aid

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

Park Rapids Public School District (0309-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$66,899

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
Contracting or employing a District Literacy Lead	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.

Park Rapids Public School District (0309-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/05/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Park Rapids Public School District (0309-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary
- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

05/05/2027

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:

Any teachers who did not meet training proficiency will join next year's cohort.

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:

Primary sources of fidelity data include classroom observations and instructional walkthroughs conducted by school administrators and the Literacy Lead. During these visits, observers look for evidence that instruction is systematic, sequential, and explicit, including clear lesson structure, intentional skill progression, explicit modeling, guided practice, and ongoing checks for understanding. Observations are aligned to district literacy expectations and approved instructional materials.

Curriculum implementation checklists are also used to monitor fidelity to adopted literacy programs. These checklists assess required instructional components, pacing, lesson routines, and use of diagnostic and formative assessment data to inform instruction. Checklist data helps ensure consistency across classrooms and identifies patterns that may require additional support or clarification.

Coaching cycles provide an additional layer of fidelity data. Through coaching conversations, in-class modeling, and follow-up observations, the Literacy Lead gathers evidence of instructional implementation and teacher responsiveness

to feedback. Teacher reflection and debriefing following observations further contribute to fidelity data by capturing teachers' instructional decision-making and use of diagnostic information.

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:

Park Rapids School District uses fidelity data to drive a coordinated system of coaching support and instructional feedback to ensure that all K-12 teachers consistently implement evidence-based literacy instruction with fidelity. Coaching structures are designed to be responsive, job-embedded, and aligned to district literacy expectations. Instructional observation data, walkthrough findings, and curriculum implementation checklists are reviewed by administrators and the Literacy Lead to identify instructional strengths and areas for growth. This data is used to prioritize coaching supports and to tailor feedback to individual teacher needs. Coaching cycles may include pre-observation planning, in-class modeling, co-teaching, guided practice, peer observations, and/or follow-up observations to support implementation of systematic, sequential, and explicit instruction.

Feedback provided to teachers is specific and actionable, with a focus on core components of evidence-based literacy instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coaching conversations also address the use of structured instructional routines, student engagement strategies, checks for understanding, and immediate corrective feedback. Teachers are supported in using diagnostic and formative assessment data to adjust instruction and better meet student needs.

The following changes in instructional practices have impacted students:

Park Rapids School District has implemented an ongoing, district-wide shift in literacy instruction grounded in the Science of Reading and structured literacy principles. This instructional shift emphasizes systematic, sequential, explicit, and diagnostic evidence-based practices designed to improve student outcomes and increase grade-level proficiency across K-12.

As part of this system change, teachers have strengthened instructional consistency through explicit foundational skill instruction, intentional modeling, guided practice, immediate corrective feedback, and routine use of diagnostic and progress monitoring data. These instructional practices have improved teachers' ability to identify specific skill gaps and respond with targeted instruction aligned to student needs.

At the elementary level, evidence of impact is most clearly demonstrated in grades 3 and 4. Through regular data analysis, teachers identified priority areas of need and implemented a WIN (What I Need) intervention block to provide targeted, ability-based instruction. During WIN time, students receive focused instruction in foundational literacy skills using structured routines and evidence-based strategies. Progress monitoring data is used to adjust groupings and instructional focus to ensure responsiveness.

As a result of these instructional changes, students have demonstrated measurable growth on district benchmark assessments and state assessments in grades 3 and 4. Teachers have observed improved decoding accuracy, increased fluency, and stronger application of foundational skills during core instruction. The combination of explicit instruction, targeted intervention, and consistent progress monitoring has contributed to improved student performance and more timely instructional adjustments.

Collectively, these outcomes indicate that the district's shift toward systematic, sequential, explicit, and diagnostic literacy instruction is positively impacting student learning and strengthening overall literacy achievement across grade levels.

Park Rapids Public School District (0309-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Park Rapids Area Schools is committed to ensuring all students have equitable access to high-quality literacy instruction while honoring and reflecting the cultural and linguistic diversity within the district. The district recognizes literacy as a foundational skill that supports long-term academic success and provides students with opportunities to access learning across all content areas.

Culturally responsive practices are embedded in both instructional planning and professional learning. At the elementary level, staff meetings and professional development sessions will include ongoing learning aligned to relicensure standards, including cultural awareness, culturally responsive pedagogy, and instructional practices that support inclusive learning environments. These learning opportunities are designed to help teachers reflect on their instructional practices and strengthen their ability to connect literacy instruction to students' cultural and linguistic backgrounds.

The district also supports culturally responsive literacy instruction through intentional selection and use of classroom and school library resources. Library collections are being expanded to reflect the cultures represented within the district community, including bilingual texts (such as English/Spanish and English/Ojibwe materials) that support both literacy development and cultural connection. In addition, resources that reflect Native American histories, cultures, and perspectives are supported through collaboration with district Indian Education programming.

Teachers are supported in implementing culturally responsive literacy practices through ongoing coaching, collaboration, and professional learning focused on integrating culturally relevant texts and examples into reading instruction. This includes guidance on selecting diverse texts, facilitating student discussion, and building background knowledge in ways that are culturally affirming while maintaining alignment to structured literacy practices.

Together, these efforts ensure that culturally responsive practices are not isolated initiatives but are integrated into professional development, instructional planning, and literacy resource selection to support equitable access and engagement for all learners.

Park Rapids Public School District (0309-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Regularly scheduled professional development sessions are provided for all K-12 staff to deepen implementation of structured literacy practices and evidence-based instruction aligned to reading and writing standards. These sessions focus on strengthening instructional practices such as explicit reading instruction, comprehension strategies, writing

instruction across genres, and student discourse routines that support the "exchanging ideas" strand of the ELA Standards.

At the secondary level, targeted professional development is provided to support content-area teachers in integrating literacy practices into all subject areas. This includes instruction in disciplinary vocabulary development, explicit writing instruction within content areas, and strategies to improve students' reading comprehension and ability to engage with complex texts. These practices ensure that literacy instruction extends beyond ELA courses and supports student success across all disciplines.

Teachers participating in Phase 1 READ Act implementation who still require training receive ongoing support from district Literacy Leads through CORE OL&LA professional learning. This training strengthens teacher knowledge and instructional practices in foundational reading skills, comprehension instruction, and writing development aligned to structured literacy principles.

Phase 2 staff will begin READ Act-aligned training (CORE OL/LA) in the 2026-2027 school year, expanding district capacity to deliver consistent, evidence-based literacy instruction across all grade levels.

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)	15	14	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	70	70	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	8	8	0	0
K-3 Classroom teachers	19	19	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	5	5	0	0
K-12 Special Education educators responsible for foundational reading instruction	20	19	0	1
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	3	3	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	6	6	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	1	1	0	0
Employees who select literacy instructional materials for grades 6-12	10	8	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	2	2	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).

70

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.

Park Rapids Public School District (0309-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Park Rapids Public School District (0309-01) has participated in MDE MnMTSS professional learning:

Yes

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

Park Rapids Public School District (0309-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Park Rapids Area Schools will continue to strengthen its MTSS framework with a focus on improving consistency, clarity, and data-based decision-making across all tiers of support. A key area of development will be the continued growth and refinement of the district MnMTSS leadership team. This team will focus on building collective capacity, skills, and knowledge to support consistent implementation of MTSS practices across buildings. Their work will include guiding systems-level implementation, supporting staff understanding, and ensuring alignment between academic and intervention systems. The district will also implement ongoing monitoring of current MTSS practices to ensure fidelity and consistency in how supports are delivered. This includes reviewing instructional systems, intervention structures, and data use practices to identify areas of strength and opportunities for improvement. At the elementary level, regularly scheduled data meetings will be implemented to support consistent progress monitoring and data-based decision-making. These meetings will focus on reviewing student progress data, evaluating intervention effectiveness, and making timely instructional adjustments based on student response to intervention.

In addition, the district will further clarify and communicate entrance and exit criteria for Tier 2 and Tier 3 interventions. This work is intended to ensure that staff have a clear and consistent understanding of how students are identified for support and how decisions are made regarding movement within the MTSS framework.

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.

Park Rapids Public School District (0309-01) does not include a DLI Program