

Minnesota READ Act Literacy Plan

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

For

Lake Superior Public School Dist. (0381-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Lake Superior Public School Dist. (0381-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). 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 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Lake Superior Public School Dist. (0381-01)'s literacy goal(s) for the 2025-26 school year:

By spring of 2026 100% of Phase 1 Teachers will have completed LETRS and Early Childhood LETRS, including Bridge to Practice. By spring of 2026, the district's reading proficiency will increase from 42.0% (preliminary Spring 2025) to 54.4% as measured by all state accountability assessments (MCA and MTAS).

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

All of our Phase 1 teachers that started LETRS training in 2024 have successfully completed the 2 year program with over 95% proficiency. Due to the new MCA test and results begin delayed, we are unsure of our goal outcome in regards to the increase in proficiency. This will be updated in the fall.

The following describes how Lake Superior Public School Dist. (0381-01)'s current student performance differs from the literacy goal detailed in the READ Act:

As a district, we are making progress toward our goal of ensuring all students read at or above grade level. Our K-12 process for screening students in foundational literacy skills is in place and aligned with state guidelines. Instructional growth in implementing Science of Reading practices has increased through state required structured literacy training and the adoption of a new Tier 1 ELA curriculum in grades K-5. In addition, we are providing targeted Tier 2 and Tier 3 interventions for struggling readers using state-approved intervention materials to accelerate growth and support students in reaching grade-level proficiency. While we have not yet met our desired performance level, we are making steady progress by putting all of the necessary systems and supports in place to achieve this goal.

Lake Superior Public School Dist. (0381-01)'s literacy goal(s) for the 2026-27 school year:

SMART Goal #1- By the end of SY 26-27, all Phase 2 teachers will complete READ Act required literacy training through STRIVE with a score of 80% or higher. SMART Goal #2- By the end of SY 26-27, all instructional staff will engage in ongoing PLC work focused on strengthening Tier 1 ELA instruction, with the Strategic Plan goal of achieving at least 59.6% in order to be 70% by SY28-29 student proficiency as measured by the district universal screener. SMART Goal #3- By the end of SY 26-27, all teachers implementing universal screening will demonstrate fidelity of implementation through regular fidelity checks with a target of 95% or higher. SMART Goal #4- By the end of SY 26-27, staff will use screening data and data-based decision-making rules to guide instruction and interventions across all tiers of instruction.

Local Literacy Plan for Lake Superior Public School Dist. (0381-01)

The Local Literacy Lead, Pam Carlson, for Lake Superior Public School Dist. (0381-01) 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 is an active member of both district leadership team. The DLL completed the MnMTSS DLT Pathway training and will be highly involved in elementary SLT work and schoolwide literacy initiatives as those teams become stronger. The DLL serves on the District Leadership Team, Tier 2/3 Team, and co-leads the ELA Advisory Teams at both elementary and secondary levels.

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

Lake Superior Public School Dist. (0381-01) Local Literacy Plan is posted on the district website at

<https://www.isd381.k12.mn.us/district-information/policies-notifications/>

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.

Lake Superior Public School Dist. (0381-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Lake Superior Public School Dist. (0381-01) 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 vendor benchmarks	Diagnostic Screeners from LETRS are used with students below benchmark.
	Grade 1	Vendor Composites using vendor benchmarks	Diagnostic Screeners from LETRS are used with students below benchmark.
	Grade 2	Vendor Composites using vendor benchmarks	Diagnostic Screeners from LETRS are used with students below benchmark.
	Grade 3	Vendor Composites using vendor benchmarks	Diagnostic Screeners from LETRS are used with students below benchmark.

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

Lake Superior Public School Dist. (0381-01) will be utilizing the following screening tool(s) in 2026-27:

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

Lake Superior Public School Dist. (0381-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

In the 2026-2027 school year, all students will be given the additional Oral Repetition subtest. In Spring and Winter, OR will be given to those students scoring below benchmark.

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 Lake Superior Public School Dist. (0381-01) 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
Capti ReadBasix	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

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

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

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

- Sentence Processing
- Reading Comprehension

Lake Superior Public School Dist. (0381-01) 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

Lake Superior Public School Dist. (0381-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

-Use Capti for Steps 1 and 2 for grades 4-12 -Use FASTBridge CBM in addition to Capti -Use Capti for PM every 6 weeks

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Lake Superior Public School Dist. (0381-01) 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	72	29	72	40	75	42
1st	74	23	73	25	74	26
2nd	62	35	62	39	65	42
3rd	81	48	84	56	85	62

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 Lake Superior Public School Dist. (0381-01) 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.

Lake Superior Public School Dist. (0381-01) 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	75	12
1st	74	13
2nd	65	9
3rd	85	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

Lake Superior Public School Dist. (0381-01) 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

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

Lake Superior Public School Dist. (0381-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Grades 2 and 3 will use a gated approach to screening.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Lake Superior Public School Dist. (0381-01) 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	86	83	35	0	22	2
5th	83	80	35	0	20	2
6th	79	77	77	0	14	0
7th	104	101	102	0	15	0
8th	106	101	100	0	9	0
9th	124	19	117	0	10	0
10th	112	10	107	0	5	0
11th	121	15	94	0	3	0
12th	96	13	79	0	3	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.

Lake Superior Public School Dist. (0381-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

During the 2026-2027 school year, Lake Superior School District will focus on strengthening implementation and sustainability its MnMTSS infrastructure developed during the 2024-2025 and 2025-2026 school years. The district will continue to strengthen school-level leadership teams by refining team structures, communication loops, and action planning processes to ensure alignment between district and school improvement efforts. The district will enhance Tier 2 and Tier 3 systems by refining decision-making processes, developing a clearly defined menu of evidence-based interventions, strengthening intervention documentation, and implementing more robust fidelity monitoring practices. A key priority will be strengthening Tier 1 systems and supports. The district will establish structures to support high-quality core instruction, develop a shared understanding of effective Tier 1 practices, and create processes for reviewing instructional practices and outcomes. This work will strengthen access to high-quality instruction for all students and reduce the need for more intensive interventions. The district will also develop more systematic family and community engagement practices by creating consistent processes for gathering, analyzing, and using stakeholder feedback to inform continuous improvement efforts. Additionally, the district will continue refining assessment and data-based decision-making systems by strengthening universal screening, progress monitoring, and data review practices to support timely and effective responses to student needs. These efforts will increase implementation fidelity, strengthen sustainability, and improve equitable outcomes for all students.

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

In grades K-5, Tier 1 instruction is differentiated through ongoing review of universal screening data, classroom assessment data, student work samples, and teacher observations. Following each universal screening window, grade-level teams participate in screening data review meetings to identify strengths and areas of need within their classrooms. Teams use FASTBridge Screening to Intervention reports and other data sources to develop classwide instructional plans and targeted small-group instructional supports designed to address identified needs. Teachers monitor the effectiveness of instructional strategies and make adjustments based on student performance and progress toward grade-level goals. Improving Tier 1 instruction, at all grade levels, is the area of focus for the 2026-2027 school year. This will include developing a formal process for monitoring fidelity and differentiating Tier 1 instruction.

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

Students are considered for targeted reading intervention based primarily on FASTBridge and CAPTI-ReadBasix universal screening results. Students scoring in the Some Risk or High Risk ranges on FastBridge assessments may be considered for Tier 2 intervention, while students scoring in the High Risk range may be considered for Tier 3 intervention.

CAPTI-ReadBasix data is also considered to identify students and to pinpoint their specific instructional needs. Once teams examine screening data and identify students who should be considered for intervention, they validate the need through review of multiple sources of data. This may include additional assessment information, classroom performance, work samples, grades, teacher observations, and progress data collected over time. Teams also consider potential factors that may have influenced assessment performance and verify that the identified need is consistent across measures. Although both elementary and secondary levels follow the process above, the teams that follow these processes differ. At the elementary level, these decisions are made at screening data review meetings. At the secondary level, the school's Student Assistance Team primarily makes these decisions; however, students may also be referred for intervention through the district's Early Warning System process .

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:

Students receiving Tier 2 and Tier 3 reading interventions participate in regular progress monitoring using FASTBridge progress monitoring measures aligned to the targeted skill area. Tier 2 students are typically progress monitored bi-weekly (minimum), while Tier 3 students are progress monitored weekly. Progress monitoring data are used by intervention staff to evaluate both student response and intervention effectiveness. This year, the Tier 2 and Tier 3 Leadership team developed decision rules to determine if intensification or fading of interventions should occur. The process includes reviewing the most recent four consecutive progress monitoring data points and comparing the student's trendline to the established goal line. If the trendline is steeper than the goal line or data points consistently exceed the goal line, the intervention is considered effective and the team may reduce the intensity of support or establish a new goal. If the trendline follows the goal line, the intervention is considered likely effective and the current plan is continued. If the trendline is flatter than the goal line or data points consistently fall below the goal line, the intervention is considered likely ineffective and the team considers intensifying the intervention, increasing dosage, modifying intervention delivery, or selecting a different evidence-based intervention. Prior to intensifying supports, the process includes examining implementation fidelity, including student attendance, engagement, intervention dosage, procedural adherence, and the extent to which the intervention was delivered as intended. Decisions regarding modifications or intensification are based on both student outcome data and fidelity data. Teams began piloting these decision rules in the second half of the 2025-2026 school year and will be using it in full force beginning Fall of 2026. These decision rules will be used during regularly scheduled progress monitoring meetings.

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

This year, the Tier 2 and Tier 3 Leadership Team developed decision rules to help determine when students should exit from Tier 2 or Tier 3 interventions at the elementary and secondary levels. Teams began piloting these rules during the second half of the 2025-2026 school year and will be fully implemented in 2026-2027. Decisions to exit students from Tier 2 or Tier 3 reading intervention will be made through a team-based review of multiple sources of data. Teams will examine progress monitoring data, universal screening results, classroom performance, work samples, teacher observations, and other relevant assessment information to determine whether the student has achieved the intended outcome. Students may be considered for reduced intervention intensity or exit from intervention when progress monitoring data indicate that intervention goals have been met or exceeded and the student's trendline demonstrates sustained progress toward grade-level expectations. Teams also consider whether the student can maintain success with less intensive support and whether performance is consistent across settings and measures. Prior to exiting intervention, teams will review implementation fidelity and student response data to ensure that observed growth is reliable and sustainable. Students exiting Tier 3 may transition to Tier 2 supports if continued monitoring is warranted. Students exiting Tier 2 supports will continue to receive differentiated Tier 1 instruction and participate in ongoing universal screening and classroom monitoring. If subsequent data indicate renewed concerns, the student may be reconsidered for supplemental or intensive intervention through the district's established problem-solving process.

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 Lake Superior Public School Dist. (0381-01) 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	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Parent teacher conferences
Grade 6	1 time per year	Letter sent home with student
Grade 7	1 time per year	Letter sent home with student
Grade 8	1 time per year	Letter sent home with student
Grade 9	1 time per year	Letter sent home with student
Grade 10	1 time per year	Letter sent home with student
Grade 11	1 time per year	Letter sent home with student
Grade 12	1 time per year	Letter sent home with student

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

Lake Superior Public School Dist. (0381-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Increased communication with secondary student families in grades 6-12.

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 Lake Superior Public School Dist. (0381-01), 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	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60
	Foundational	Grade 3	60
	Foundational	Grade 4	60
	Foundational	Grade 5	60
Other Curriculum - Heggerty	Foundational	Kindergarten	15
	Foundational	Grade 1	15
	Foundational	Grade 2	15
Other Curriculum - Superkids 2015	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
Other Curriculum - Wonders	Comprehensive	Grade 3	70
	Comprehensive	Grade 4	70
	Comprehensive	Grade 5	70

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: The district used it's curriculum adoption process. During this process, a team of administrators and K-5 teachers researched and reviewed curricula that were aligned to state standards and met the qulaifications outlined in EdReports. Several K-4 teachers piloted two different curricula and completed the district review process using the Reading League Curriculum Evaluation tool. The results of this, along with teacher feedback, guided our selection and purchase of Funcitonal Phonics and Morphology for our foundational skills and Fishtank Learning for our knowledge

building.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: We began meeting in April of 2025. Functional Phonics and Morphology was implemented in Fall 2025 with training taking place in August and October. Training will continue with 4 additional sessions in the 26-27 school year. Fidelity checks by the administrators and the local literacy leads were done using the fidelity checklist provided by FPM. During this implementation, teachers were also piloting the 2 knowledge building curricula. The team met in February for the review process and the Fishtank Learning was presented to the school board for approval at the May board meeting. Train the Trainer sessions will take place with grade level representatives and administration in July, with all staff onboarding during teacher workshop in September. Teachers also have access to the online curriculum and are beginning their learning with asynchronous modules over the summer. Standards alignment will continue to take place during PLC's.

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

Lake Superior Public School Dist. (0381-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Fishtank Learning for Knowledge Building will be implemented 60-90 minutes/day replacing Superkids and Wonders.

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 Lake Superior Public School Dist. (0381-01) 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
Orton Gillingham	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
SRA Reading Lab	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
	Tier 3	Grade 9	30
	Tier 3	Grade 10	30
	Tier 3	Grade 11	30
	Tier 3	Grade 12	30
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
Other Resources - EdMark, Go for the Code	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
Other Resources - FASTBridge	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - FASTBridge	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
Other Resources - Functional Phonics and Morphology	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
	Tier 2	Grade 6	25
	Tier 2	Grade 7	25
	Tier 2	Grade 8	25
	Tier 2	Grade 9	25
	Tier 2	Grade 10	25
Other Resources - Heggerty	Tier 2	Kindergarten	10
	Tier 2	Grade 1	10
	Tier 2	Grade 2	10
	Tier 2	Grade 3	10
Other Resources - Kilpatrick	Tier 2	Grade 4	10
	Tier 2	Grade 5	10
Other Resources - SPIRE	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
Other Resources - Walpole-McKenna	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25

Continuous Improvement for Literacy Intervention Resources

Lake Superior Public School Dist. (0381-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Intermediate and Secondary use of Rewards Program for Tier 2. Continue to examine additional resources as needed.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Lake Superior Public School Dist. (0381-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$46,679

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

\$46,679

READ Act Literacy Aid

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

Lake Superior Public School Dist. (0381-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$51,922

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.

Lake Superior Public School Dist. (0381-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Lake Superior Public School Dist. (0381-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

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:

Meeting with Local Literacy Lead to review Bridge to Practice materials to ensure adequate understanding of subject matter.

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:

Key fidelity measures include classroom walkthrough and observation data using structured rubrics, (Functional Phonics and Morphology and LETRS for Administrators) that look for explicit instructional practices (clear learning targets, modeling, guided practice, and independent application), systematic skill progression, and differentiation based on student need. Tier 2 and Tier 3 meetings to ensure high-quality, evidence-based literacy materials are used and/or purchased for instruction across all grade levels. Members of our school leadership team will conduct monthly walk through data meetings measuring fidelity of...exploring resources needed.

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:

Grade-level and content-area PLCs are used to reinforce coaching feedback, share effective practices, and monitor progress over time. Grade level data meetings also occur 3x/year in conjunction with the MTSS process. This continuous

Local Literacy Plan for Lake Superior Public School Dist. (0381-01)

cycle of data review, coaching, and reflection ensures consistent implementation of high-quality literacy instruction across all K-12 classrooms. Functional phonics additional trainings, LETRS Admin tools, Bridge to Practice

The following changes in instructional practices have impacted students:

FastBridge fall/winter/spring data indicate that there are fewer students in "high-risk" groups as the school year progressed. K-5 classroom goals were met based on student achievement.

Lake Superior Public School Dist. (0381-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Recognizing that many students have limited exposure to experiences outside of their local communities, the district intentionally incorporates literature and informational texts that broaden students' understanding of diverse cultures, perspectives, and experiences while also honoring and valuing the histories, traditions, and strengths of our local communities. The district will continue to build staff capacity through ongoing professional learning focused on culturally responsive literacy practices and evidence-based reading instruction. Support will include: Collaborative planning opportunities within Professional Learning Communities (PLCs) to examine instructional practices and student outcomes. Coaching and administrative support to help teachers incorporate culturally relevant texts, background knowledge, and student experiences into literacy instruction. Review of curriculum resources and classroom libraries to ensure representation of diverse perspectives and experiences. Use of student achievement and engagement data to identify strengths, gaps, and opportunities for continuous improvement. The district's goal is to ensure that all students see themselves represented in literacy instruction while developing the foundational reading, writing, speaking, listening, and language skills necessary for academic success.

Lake Superior Public School Dist. (0381-01) 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
- Other, explain

Requested district consultation and coaching support as needed.

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):

K-5 teachers will be engaging in self-paced modules over the summer to better prepare for curriculum implementation in the fall. In addition, grade level representatives will attending train the trainer sessions to support teachers throughout the year. Grade level bands were also given the opportunity to work on aligning assessments and knowledge building ELA units with the new standards. K-5 staff will also complete 12 additional hours of Functional Phonics and Morphology during year 2 of implementation.

Continuous Improvement for Professional Development Plan

Lake Superior Public School Dist. (0381-01) will make the following changes to the professional development plan for the 2026-27 school year:

The secondary ELA team will begin the process of curriculum review, pilot, and purchase of materials that align with the science of reading as well as the 2020 ELA standards in order to implement in 27-28.

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	6	1	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	26	20	6	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	6	6	0	0
K-3 Classroom teachers	16	16	0	0
K-12 Teachers holding English as a second language licenses	1	0	0	1
K-12 Reading Intervention Teachers	7	6	1	0
K-12 Special Education educators responsible for foundational reading instruction	9	8	1	0
Pre-K through grade five Curriculum Directors	1	0	1	0

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Employees who select literacy instructional materials for grades pre-K through grade five	2	0	2	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	15	7	8	0
Teachers who provide reading instruction to students in dual language immersion programs	1	0	1	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	7	0	7	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	26	22	4	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).

42

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.

Lake Superior Public School Dist. (0381-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Lake Superior Public School Dist. (0381-01) has participated in MDE MnMTSS professional learning:

Yes

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

Lake Superior Public School Dist. (0381-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

During the 2026-2027 school year, Lake Superior School District will focus on strengthening implementation and sustainability its MnMTSS infrastructure developed during the 2024-2025 and 2025-2026 school years. The district will continue to strengthen school-level leadership teams by refining team structures, communication loops, and action planning processes to ensure alignment between district and school improvement efforts. The district will enhance Tier 2 and Tier 3 systems by refining decision-making processes, developing a clearly defined menu of evidence-based interventions, strengthening intervention documentation, and implementing more robust fidelity monitoring practices. A key priority will be strengthening Tier 1 systems and supports. The district will establish structures to support high-quality core instruction, develop a shared understanding of effective Tier 1 practices, and create processes for reviewing instructional practices and outcomes. This work will strengthen access to high-quality instruction for all students and reduce the need for more intensive interventions. The district will also develop more systematic family and community engagement practices by creating consistent processes for gathering, analyzing, and using stakeholder feedback to inform continuous improvement efforts. Additionally, the district will continue refining assessment and data-based decision-making systems by strengthening universal screening, progress monitoring, and data review practices to support timely and effective responses to student needs. These efforts will increase implementation fidelity, strengthen sustainability, and improve equitable outcomes for all students.

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.

Lake Superior Public School Dist. (0381-01) does not include a DLI Program