

Minnesota READ Act Literacy Plan

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

For

Lake City Public School District (0813-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Lake City Public School District (0813-01). 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 \(2024\)](#).

Table of Contents

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

1. Read Act Goals

District or Charter School Literacy Goals

Lake City Public School District (0813-01)'s literacy goal(s) for the 2025-26 school year:

Bluff View Elementary Growth Goals: The students at Bluff View Elementary School will meet or exceed a median student growth percentile of 60 when compared to initial level peers on the FastBridge Learning measures (earlyReading/aReading & earlyMath/aMath) from fall to spring during the 25-26 school year. Bluff View Elementary: Reading Proficiency Goal: 65% of the students at Bluff View Elementary School will be proficient in reading as measured by Fastbridge Learning measures (earlyReading/aReading) in the spring of 2026. Lincoln HS: By the end of the 2025-26 school year, 95% of our graduating class will be classified as College OR Career Ready by the Lake City Scorecard. (Reading focus goal)

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

Bluff View Elementary: Our district literacy lead (also our K-6 instructional coach) attended all DLL meetings, collaborated with our RLN literacy coach on instruction and data analysis, participated in Dyslexia 4-12 workshops, and completed an MTSS book study. This learning guided evidence-based K-6 instructional coaching. Kindergarten and 1st grade implemented a Tier 1 sight-word fluency intervention and 2nd grade implemented a Tier 1 phonics intervention- all with large success in the area of reading accuracy and proficiency. Grades K-6 utilized a Walk to Read model guided by evidence based practices for readers who were not proficient. Our PLC focused on implementing the 2020 ELA Standards, and we created a multilingual learner data spreadsheet to better guide future ML services. Family engagement increased through monthly literacy features in our school newsletter linked to the Families Read Toolkit. We also improved Student Achievement Team protocols through the development of a clear flowchart. Lincoln HS: Each professional learning community created action plans focused on growth toward our Lake City Scorecard. Each teacher created a personalized goal in their yearly goals centered on meeting the school's reading goal above. We administered the Capti test to those student who met the requirements. Our English PLC focused on implementing the 2020 ELA standards into their classes. They also analyzed student data from the Capti and will be developing plans next year as they complete their Read Act training.

The following describes how Lake City Public School District (0813-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Bluff View Elementary Growth Goals: The students at Bluff View Elementary School will meet or exceed a median student growth percentile of 60 when compared to initial level peers on the FastBridge Learning measures (earlyReading/aReading & earlyMath/aMath) from fall to spring during the 25-26 school year. Current performance is median of 47% for Early Reading/aReading (goal not met) Bluff View Elementary Reading Proficiency Goal: 65% of the students at Bluff View Elementary School will be proficient in reading as measured by Fastbridge Learning measures (earlyReading/aReading) in the spring of 2026. Current performance is aReading 62% (goal not met) and our Early

Local Literacy Plan for Lake City Public School District (0813-01)

Reading performance is 69% (goal met). Lincoln HS: By the end of the 2025-26 school year, 95% of our graduating class will be classified as College OR Career Ready by the Lake City Scorecard. (Reading focus goal) - final data is still coming in, but right now we have already met our 95% goal for having all Lincoln students college or career ready.

Lake City Public School District (0813-01)'s literacy goal(s) for the 2026-27 school year:

Bluff View Elementary Growth Goals: The students at Bluff View Elementary School will meet or exceed a median student growth percentile of 55 when compared to initial level peers on the FastBridge Learning measures (earlyReading/aReading & earlyMath/aMath) from fall to spring during the 26-27 school year. Bluff View Elementary: Reading Proficiency Goal: 65% of the students at Bluff View Elementary School will be proficient in reading as measured by Fastbridge Learning measures (K-earlyReading/1- RCBM/ 2-6 aReading) in the spring of 2027. Lincoln High School: HS: By the end of the 2026-27 school year, 95% of our graduating class will be classified as College OR Career Ready by the Lake City Scorecard. (Reading focus goal)

The Local Literacy Lead, Amy Heise, for Lake City Public School District (0813-01) has an FTE of .50

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

In this role of instructional coach, the district literacy lead is hands on every single day with both teachers and administration, and even with our paraprofessionals. Our lead organizes and leads trainings, reviews best practices at monthly faculty meetings, contributes to monthly parent newsletters, meets with administration weekly to review progress and best practices, leads our PLC team with an emphasis on reading, and assists and guides curriculum choices and emphasis units. She was a major influence on our change in kindergarten and first grade to add more site word practice earlier, which has boosted our student reading ability from years past.

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)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Local Literacy Plan for Lake City Public School District (0813-01)

Lake City Public School District (0813-01) Local Literacy Plan is posted on the district website at

<https://assets-rst7.schooltoday.com/rst7files/uploads/sites/769/2025/06/23082500/Lake-City-Local-Literacy-Plan.pdf>

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 City Public School District (0813-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Lake City Public School District (0813-01) 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	none
	Grade 1	Vendor Composites using vendor benchmarks	none
	Grade 2	Vendor Composites using vendor benchmarks	none
	Grade 3	Vendor Composites using vendor benchmarks	none

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

No

3. Screening Tools 4-12

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

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

Yes

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

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

The table below details the screening tool(s) used by Lake City Public School District (0813-01) 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 AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
FastBridge CBMReading	Grade 4	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
FastBridge aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 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
MCA Reading	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 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

Local Literacy Plan for Lake City Public School District (0813-01)

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

- Sentence Processing
- Reading Comprehension

Lake City Public School District (0813-01) 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

Lake City Public School District (0813-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will be dropping the FB Auto Reading test in grades 4-6 as we will get that information from the Capti ReadBasix. We will complete all 6 subtests in Capti ReadBasix as this year we only completed the 4 required for 4-12.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Lake City Public School District (0813-01) 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	60	22	60	49	62	54
1st	77	54	76	43	77	42
2nd	86	39	86	43	86	46
3rd	69	42	67	40	66	42

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 City Public School District (0813-01) 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 City Public School District (0813-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using district set benchmarks - High Risk

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	62	5
1st	77	9
2nd	86	20
3rd	66	8

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 City Public School District (0813-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

Lake City Public School District (0813-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Oral Repetition Fastbridge K-2 as required by MDE.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Lake City Public School District (0813-01) 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	87	87	40	0	6	0
5th	66	66	30	0	6	0
6th	81	81	26	0	12	0
7th	93	93	28	0	24	2
8th	89	89	17	0	3	2
9th	103	103	18	0	7	4
10th	86	86	14	0	4	6
11th	99	99	16	0	6	6
12th	97	97	3	CTSTR	CTSTR	5

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 City Public School District (0813-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Lake City Public School District uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs: All K-6 students are screened three times a year using FastBridge in the areas of reading, math, and behavior. Following the Fall and Winter screening windows, each grade-level team meets for a 2.5-hour data review with our interventionists, administrators, instructional coach, school psychologist, and social worker. During these meetings, we analyze student data to identify needs and ensure each child is matched with the appropriate support. This process is combined with regular monitoring by classroom teachers and our Student Achievement Team (SAT) which helps us provide every student with evidence-based instruction and, when needed, targeted intervention. Grades: 7-9: All students are screened Fall, Winter and Spring with aReading. Teachers analyze the data to determine who meets the criteria for receiving a class intervention.

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

K-6: We monitor fidelity and support differentiation of Tier 1 instruction through a combination of instructional coaching and administrative walkthroughs. Each teacher participates in a coaching cycle that includes 5-10 classroom sessions with our instructional coach, who uses a curriculum fidelity tool to guide the process. Differentiating Tier 1 instruction is often a key focus within these cycles. In addition, our administrative team conducts biweekly walkthroughs in every classroom. We also gather feedback through an end-of-year staff survey on curriculum implementation and monitor pacing across grade levels three times per year. We use Fastbridge data to guide if our curriculum is meeting the needs of our students. Grades 7-12: Our PLC's are very systematic and have teachers work through assessment protocols, data analysis and peer review for Tier 1 instruction.

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

Initial Identification K-6: The student must meet 2 out of 3 indicators below in order to qualify for a Tier 2 intervention.

FastBridge (national percentile below 15th percentile) K- early reading, K-early math Grade 1-nonsense words and/or early rdg/1-early math and/or decomposing numbers 2-6-CBM's, aReading, 2-6 aMath, Automaticity, CAP, Unit Assessments 7-9: The student must score below the 15% on aReading and this is looked at in combination with class grades and teacher judgement.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

Local Literacy Plan for Lake City Public School District (0813-01)

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:

Grades K-6: Students who have 6 consecutive data points that occur below the goal line indicate a change in intervention is needed as well as an intervention trend less than 1.5. Grades 7-9: Progress monitoring occurs for students below the 15% in aReading in both Tier 2 and 3.

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

Grades K-6: A student is performing at or above the 15th percentile on FastBridge or a trend line that is 6 consecutive points above the goal line. Grades 7-9: Fastbridge aReading score above 15% along with class grades and teacher observations. discretion.

Continuous Improvement for Data-Based Decision Making for Action

Lake City Public School District (0813-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

With the addition of giving the Capti ReadBasix to students in grades 4-12 that are not proficient, we will need to develop protocols for making decisions using that data. Those decisions have not been identified at this time.

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 City Public School District (0813-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 1	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 2	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 3	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 4	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 5	1 time per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 6	1 time per year	Letter sent home with student
	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?

Yes

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 City Public School District (0813-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Grade 1	25
	Foundational	Grade 2	25

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Our district adopted CKLA reading in K-5 in the 2023-2024 school year after looking at the reports that were available (this was prior to MDE evaluating programs). This was led by admin but one teacher per grade level had input in the decision. We also made school visits to schools using the curriculum. We adopted UFLI in the 2024-2025 school year. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: We are not currently looking at any new Tier 1 resources but will start with the MDE recommendations in the future.

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 City Public School District (0813-01) 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
Sunday	Tier 3	Grade 1	25
	Tier 3	Grade 2	25
	Tier 3	Grade 3	25
	Tier 3	Grade 4	25
	Tier 3	Grade 5	25
	Tier 3	Grade 6	25
UFLI	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
Other Resources - Read Naturally Live	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
	Tier 2 & 3	Grade 6	25
Other Resources - Rewards	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
	Tier 2	Grade 7	15
	Tier 2	Grade 8	15
Other Resources - aLearn	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25

Local Literacy Plan for Lake City Public School District (0813-01)

Continuous Improvement for Literacy Intervention Resources

Lake City Public School District (0813-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Our district is looking to purchase Sounds Partners (Sopris West) as an additional K-2 intervention.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Lake City Public School District (0813-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$46,790

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

\$64,623

READ Act Literacy Aid

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

Lake City Public School District (0813-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$28,325

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

\$47,209

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

Funds are allocated for the salary of the district literacy lead, dyslexia screener, benchmark screener, professional development substitute costs, and reading intervention curriculum.

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	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 City Public School District (0813-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/10/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Lake City Public School District (0813-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

06/01/2027

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:

We did not have any teachers who needed this support in Phase 1.

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:

Grades K-6: 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: Administrators conduct biweekly 5-10 minute walk-throughs of every classroom. We have an instructional coach who also observes each classroom every 6 weeks all year. We use Fastbridge testing results to guide additional conversations and action plans with specific teachers. Based on the results of the fidelity data and Fastbridge data, coaching support and feedback is implemented. Grades 7-12: At the 7-12 level, fidelity data is collected through teacher observations, PLC collaboration, and student performance data to ensure evidence-based literacy instruction is implemented consistently across content areas. Teachers use formative assessments, benchmark data, writing samples, and other measures to adjust instruction and support student literacy growth. They use this data within their PLC's to ensure curricular alignment, accurate assessment, and student learning.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five

Local Literacy Plan for Lake City Public School District (0813-01)

areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Grades K-6: Our instructional coach is both LETRS and CORE trained and attended the MTSS book study with SSC along with trainings on Adolescent Dyslexia. ALL teaching staff that utilizes the Amplify CKLA curriculum completes a coaching cycle with our instructional coach. The knowledge gained by our instructional coach and teachers in our Read Act training (both LETRS and CORE) is integrated into these coaching cycles and discussions. In some cases there is also coaching support based on Fastbridge testing results.

The following changes in instructional practices have impacted students:

Kindergarten Early Reading Proficiency: Increased by 19% since 2022-2023 1st grade RCBM Proficiency: Increased by 17% since 2022-2023 2-6th Grade aReading Proficiency: Increased by 2% since 2022-2023 7th Grade: aReading Proficiency: Increased by 16% since 2022-2023 8th Grade: aReading Proficiency: Increased by 8% since 2022-2023 9th Grade: aReading Proficiency: Increased by 12% since 2023-2024

Lake City Public School District (0813-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Grades K-6: Our school has worked closely with Melanie Lawrence through Compass. She came to our building and did Professional Development in the fall for our K-6 on Culturally Responsive Practices. We also had Melanie come to our building to do classroom walkthroughs with our administration and our administration went over her observations at a staff meeting. Grades K-12: Our local Teacher Development Evaluation team just worked with Compass on improving our Teacher evaluation tool to include the 2022 model of Danielson along with questions in the pre and post conference that relate to cultural responsive practices

Lake City Public School District (0813-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

For the 2026-2027 school year, our RLN Allison Schmidt will be coming to our school in January to do PD for grades 3-12 on multi-syllabic word reading (reading standards) I would anticipate our district doing PD on Capti Readbasix results and how to use this data in addition to our FB data (reading standards) Our K-6 instructional coach will continue to work with all licensed staff through coaching cycles (reading, writing and exchanging ideas).

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)	10	2	8	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	3	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	4	4	0	0
K-3 Classroom teachers	16	16	0	0
K-12 Teachers holding English as a second language licenses	2	1	1	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	14	14	1	0
Pre-K through grade five Curriculum Directors	2	2	0	0

Local Literacy Plan for Lake City Public School District (0813-01)

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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	15	2	13	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

30

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 City Public School District (0813-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Lake City Public School District (0813-01) has participated in MDE MnMTSS professional learning:

Yes

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 City Public School District (0813-01) does not include a DLI Program