Minnesota READ Act Literacy Plan

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

For

Red Lake Public School District (0038-01)

Date Submitted to the State 05/26/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Red Lake Public School District (0038-01). 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

Red Lake Public School District (0038-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of students in Kindergarten through 5th grades who test in the high-risk category in the fall will decrease by 5% per grade level per year when tested in the spring as measured by Fast Bridge. 95% of the students in Kindergarten through 5th grades who test in the lowest level of risk in the fall will remain in the lowest level of risk when tested in the spring as measured by Fast Bridge. By the end of the 2025-2026 school year, tiered reading instruction will be installed and initially implemented at the elementary grade levels.
Objective 1: All Tier 1 instructors will receive training in the new ELA curriculum. Objective 2: All Tier 2 and Tier 3 instructors will receive training in the chosen interventions for the grade levels they serve. Objective 3: All Tier 1, 2, 3 reading instructors will implement their curriculum and interventions with fidelity as measured by routine walk throughs. Objective 4: Reading growth will be measured by Fast Bridge benchmark tests in the fall, winter, and spring.

The following was implemented or changed to make progress towards the goal(s):
All Tier 1 ELA instructors received professional development in implementing a comprehensive ELA curriculum, Benchmark Advance, in August and October. All Tier 2 and Tier 3 ELA intervention teachers received professional development in implementing Benchmark Phonics Intervention in August and October. Student universal screening data is analyzed to determine specific student needs in Tiers 1, 2, and 3. Adjustments are made to instruction after data analysis.

The following describes how Red Lake Public School District (0038-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals in order to meet grade-level benchmarks. Currently, we have 211 students reading at grade level K-12.

Red Lake Public School District (0038-01)'s literacy goal(s) for the 2026-27 school year:

The percent of students in Kindergarten through 12th grades who score in the high risk category in the fall will decrease by 5% per grade level per year when tested in the spring as measured by Fast Bridge.

95% of the students in Kindergarten through 12th grades who score in low risk and college pathway in the fall will remain in these lowest levels of risk when tested in the spring as measured by Fast Bridge.

By the end of the 2026-2027 school year, tiered reading instruction will be fully implemented at the elementary grade levels and initially implemented at the secondary grade levels.

Objective 1: Walkthroughs during reading instruction and teacher self-reporting checklists/surveys will continue as a way to measure successful implementation of tiered reading instruction and intervention at the elementary grade levels.

Objective 2: All elementary Tier 1, 2, 3 reading instructors will be fully trained in and demonstrate competency in the ELA curriculum and interventions for the grade levels they serve.

Objective 3: 100% of Phase 2 staff will have completed and passed the OL&LA Science of Reading training.

Objective 4: Walkthroughs during ELA instruction and teacher self-reporting checklists/surveys will be implemented at the secondary levels.

Objective 5: A schedule will be developed and implemented for Tier 2 and Tier 3 interventions at the secondary levels.

The Local Literacy Lead, Susan Olson, for Red Lake Public School District (0038-01) has an FTE of .20

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
District Literacy Lead reports bi-monthly to the District Leadership team (principals, superintendent, director of special services, MTSS team) and monthly to School Leadership teams who then report directly to teacher PLCs.

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

Red Lake Public School District (0038-01) Local Literacy Plan is posted on the district website at https://www.redlake.k12.mn.us

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.

Red Lake Public School District (0038-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Red Lake Public School District (0038-01) 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	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

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

Red Lake Public School District (0038-01) will be utilizing the following screening tool(s) in 2026-27:

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

Red Lake Public School District (0038-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The Oral Language Screening tool will be added as required by the READ Act.

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 Red Lake Public School District (0038-01) 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 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 10	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 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	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 10	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 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	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

Red Lake Public School District (0038-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Red Lake Public School District (0038-01) 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	96	11	102	2	102	4
1st	106	27	107	27	103	23
2nd	129	32	127	29	129	26
3rd	102	25	105	26	96	21

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 Red Lake Public School District (0038-01) 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.

Red Lake Public School District (0038-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	102	98
1st	103	80
2nd	128	101
3rd	94	74

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

Red Lake Public School District (0038-01) 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 Red Lake Public School District (0038-01) 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	119	119	84	88	84	35
5th	118	118	98	75	97	25
6th	84	84	40	49	40	56
7th	109	109	48	68	48	56
8th	118	118	42	65	42	79
9th	92	92	47	31	32	57
10th	101	101	28	30	16	72
11th	114	114	36	28	19	59
12th	120	9	0	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

Red Lake Public School District (0038-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Evidence-based curricula are used at all grade levels, K-12. Universal screening through Fast Bridge is administered three times per year. Data from Fast Bridge is used to determine student learning needs. Fast Bridge Screening to Intervention is used to match intervention instruction to student's targeted need.

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

Teachers in Tier 1 received professional development in implementing new evidence-based ELA curriculum K-12. Routine walk-through monitoring implementation fidelity were conducted as well as teacher self-reflection and reporting surveys. If the universal screener shows 70% of the class needs targeted support, the Tier 1 teacher modifies/differentiates instruction to meet those needs.

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

Students scoring from the 10th%ile -30%ile in the District on the universal screener are considered for Tier 2 intervention (as staffing allows). Students scoring below the 10%ile in the District on the universal screener are considered for Tier 3 intervention support (as staffing allows). These criteria are used K-12.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

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

Students in Tier 2 and Tier 3 are progress monitored weekly by an interventionist. Interventionists are trained in how to progress monitor with fidelity. Data collected is reviewed and informs next steps for students. The current intervention is continued if progress is being made and altered if there is no progress. Attendance and behavior data is also taken into consideration when analyzing student progress.

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

Data from Fast Bridge, the universal screener, is analyzed three times per year. If students move out of or into the determined thresholds, they may exit or enter Tier 2 or Tier 3, dependent upon staffing and scheduling.

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 Red Lake Public School District (0038-01) 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	Mailed letter
	3 times per year	Parent teacher conferences
Grade 1	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 2	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 3	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 4	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 5	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 6	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 7	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 8	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 9	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 10	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 11	2 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 12	2 times per year	Mailed letter

Grade	Frequency of Notification	Method of Notification
Grade 12	3 times per year	Parent teacher conferences

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

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

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

Yes

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

- More than one of the above

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 Red Lake Public School District (0038-01), 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
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The District had a curriculum review team that reviewed and researched several ELA curricula guided by the MDE READ Act suggestions. Curricula were analyzed for cultural responsiveness, keeping in mind that our student population is 98% Native American. We also kept our students' current reading abilities in the forefront, striving to choose materials that are guided by the Science of Reading and will help us close the learning gap.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
The selection process took place during the 24-25 school year. Implementation training took place in August 2025 and again in October 2025. Implementation fidelity checks took place bi-monthly and through teacher self-reflection and reporting surveys. ELA standards alignment is in place K-12. We are currently working on aligning the new curricula to the standards, as needed.

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 Red Lake Public School District (0038-01) 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
Other Resources - Benchmark Phonics Intervention and Read Right	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
Other Resources - IXL Language Arts	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30

Continuous Improvement for Litearcy Intervention Resources

Red Lake Public School District (0038-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Tier 2 and Tier 3 literacy intervention programming is in the planning stage for middle and high school. An intervention team will determine what curricula will best meet the needs of our students at the secondary level. The school leadership team is working on scheduling.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Red Lake Public School District (0038-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$50,540

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

$2,888

READ Act Literacy Aid

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

Red Lake Public School District (0038-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$57,553

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

$14,358

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

Remaining funds will be used for teacher stipends in completing the READ Act professional development (CORE OL&LA).

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
MDE approved READ Act professional development	Both

12: Professional Development Plan

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

Red Lake Public School District (0038-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/28/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Red Lake Public School District (0038-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

08/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

At this time, all teachers that have participated have passed with 80% or higher. Teachers are given support as needed throughout the course by the District Literacy Lead.

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:

During the 25-26 school year, routine walk-throughs were conducted by principals and the district literacy lead in grades K-5. Walk-through checklists are used to ensure the same information is being monitored by any evaluator. In addition, K-5 teachers do quarterly self-reflection checklists reviewing required components of the ELA curriculum based on the science of reading. Bi-annual teacher surveys are collected by the district literacy lead which mirror the teacher self-reflection checklist. This same process will be implemented in grades 6-12 during the 2026-27 school year.

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:

Walk-through tools have been created. Preliminary implementation of walk-throughs began this year. Teacher self-reflection and fidelity surveys were conducted. A feedback procedure will be implemented in the 26-27 school year.

The following changes in instructional practices have impacted students:

For grades K-5 there has been minimal growth during this implementation year. Continued professional development, ongoing support, and fidelity checks during the 26-27 school year will yield more growth.

For grades 6-12, the science of reading professional development is taking place this summer and evidence of impact with be tracked during the 26-27 school year.

Red Lake Public School District (0038-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Teachers received monthly professional development during the 2025-26 school year in the 8 competencies of Culturally Responsive Teaching: A Reflection Guide by New America. This professional development included readings, reflection, and discussion. In addition, teachers received monthly professional development in Anishinaabe culture and language. Monthly surveys were conducted to gather data regarding implementation of lessons that embed the Anishinaabe culture.

Red Lake Public School District (0038-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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

During the 26-27 school year, we will continue to participate in CORE OL&LA professional development for both Phase 1 and Phase 2 teachers. In addition, we are offering continued PD in the K-12 ELA curriculum implementation. There will be an updated ELA standards alignment K-12 which will include essential and support benchmarks and student learning targets.

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)	13	13	0	4
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	9	9	0	0
K-3 Classroom teachers	34	34	0	5
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	22	22	0	1
K-12 Special Education educators responsible for foundational reading instruction	16	15	0	2
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	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	25	13	0	25
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	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	11	0	0	25

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).

6

The PSLT was provided by:

Regional Literacy Network

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.

Red Lake Public School District (0038-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Red Lake Public School District (0038-01) has participated in MDE MnMTSS professional learning:

Yes

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

Red Lake Public School District (0038-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Continued development of Tier 2 and Tier 3 programming (curricula, staff training, progress monitoring) in all areas (academic, SEL, behavior, mental health) Continued improvement of Tier 1 instruction using OL&LA strategies, curricula strategies, PLC collaboration, fidelity checks, ongoing teacher support.

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.

Red Lake Public School District (0038-01) does not include a DLI Program