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# Local Literacy Plan Report

PDF

The Minnesota Department of Education posts each district and charter school's Local Literacy Plan report. This report is required by the Minnesota READ Act, MINN. STAT. 120.B12 (2024) and must be updated annually by June 15. This report includes a summary of the district's efforts to screen, identify and provide interventions to students who are not reading at grade level and students who demonstrate characteristics of dyslexia. Aggregate data are provided on universal and dyslexia screening in grades K-3 and screening for characteristics of dyslexia in grades 4-12. In addition, the report identifies the reading curricula used for core instruction and interventions, whether the district has adopted an MTSS framework, how the district has used their Literacy Aid funds and the number of educators who have completed the approved literacy professional development.

School Year

District

## Minnesota READ Act Literacy Plan

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

For

**Duluth Public School District (0709-01)**

Date Submitted to the State 06/03/2026

*This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Duluth Public School District (0709-01). 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

#### **Duluth Public School District (0709-01)'s literacy goal(s) for the 2025-26 school year:**

Duluth Public School will make incremental progress towards the READ Act goal of every MN child reading at or above grade level every year beginning in Kindergarten as measured by leveled indicators (FastBridge, MCAs, DRDP, Graduation rates).

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

Our district has made strengthening Tier 1 literacy instruction a guiding focus. All new K-2 staff received training in UFLI and structured literacy. ELL, Special Education teachers, and elementary classroom teachers completed or participated in LETRS professional development led by local certified facilitators in collaborative cohorts. We integrated Functional Phonics into our 3rd grade literacy block to strengthen foundational skills. During district-wide PD days, elementary teachers received LETRS implementation guidance on phonics, fluency, and comprehension. We used our newly established Literacy Frameworks for grades K-5 to provide consistent expectations, pacing, and curricular resources for structured literacy which included aligning the Wonders curriculum to research-supported instructional practices and the 2020 English-Language Arts Standards. During the year, we conducted literacy walkthroughs to monitor implementation of the Literacy Frameworks and used the data collected to identify instructional support needs within literacy classrooms. Through the Regional Literacy Network, we implemented new guidance on integrating multisyllabic decoding, morphology, and vocabulary into our secondary classes. We expanded our literacy screening to include screening students in grades 4-12 for characteristics of dyslexia with the state approved screener, Capti ReadBasix. Our use of literacy screening and progress monitoring was instrumental in data analysis teaming that drove responsive literacy instruction in Tiers 1-3.

#### **The following describes how Duluth Public School District (0709-01)'s current student performance differs from the literacy goal detailed in the READ Act:**

In August of each year, we identify the leveled indicators per grade level for the Local Literacy Plan goal. In August of 2025, the following goals were set for PreK-Grade 10. Literacy Readiness for Kindergarten Goal: % of 4 year old Duluth based preschool students at "low risk" spring 2026 is 25-49.9% higher than at "low risk" fall 2025 as measured by DRDP Phonemic Awareness. This goal was met by demonstrating growth from 56% (fall 2025) to 92% (spring 2026). Kindergarten Goal: % of students at "low risk" spring 2026 is 6.2-9.9%

more than the % at "low risk" fall 2025 as measured by FastBridge Letter Sounds. This goal was met by demonstrating growth from 61.1% (fall 2025) to 68.4% (spring 2026) First Grade Goal: % of students at "low risk" spring 2026 is 15.4-19.9% increase of at "low risk" fall 2025 as measured by FastBridge earlyReading Composite. This goal was not met at a proficient level by the district, but we were at a basic level of performance with a 10.22% growth average. Second Grade: % of students at "low risk" spring 2026 is 8-12.9% increase of at "low risk" fall 2025 as measured by FastBridge aReading. This goal was met at a Basic level. Grades 3-10 had goals connected to Spring 20 26 Reading MCA data that has not been released yet.

**Duluth Public School District (0709-01)'s literacy goal(s) for the 2026-27 school year:**

Duluth Public School will make incremental progress towards the READ Act goal of every MN child reading at or above grade level every year beginning in Kindergarten as measured by leveled indicators (FastBridge, MCAs, DRDP, Graduation rates).

**The Local Literacy Lead, Gretchen Karg, for Duluth Public School District (0709-01) has an FTE of 1.00**

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

The Literacy Lead schedules and manages READ Act and district level structured literacy professional development for PreK - 12th grade teachers, including monitoring and recording engagement and completion. The literacy lead engages with classroom teachers through instructional coaching and curriculum planning, attends data meetings to participate in data analysis, and works with district leadership teams on decision making and planning literacy improvement.

**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

**Duluth Public School District (0709-01) Local Literacy Plan is posted on the district website at**

<https://www.isd709.org/academics/k-12-curriculum-and-instruction>

## 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.**

**Duluth Public School District (0709-01) has administered an MDE approved K-3 READ Act screening tool**

Yes

**The table below details the screening tool used by Duluth Public School District (0709-01) 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	NA

	benchmarks	
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**

**Duluth Public School District (0709-01) will be utilizing the following screening tool(s) in 2026-27:**

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

**Duluth Public School District (0709-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:**

During the 26-27 school year, we will add the use of Fastbridge's Oral Language Screener in grades K-2.

**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 Duluth Public School District (0709-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.**

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
Other	Grade 12	1 time per year	District set benchmarks - Students were identified by analyzing attendance, behavior, and course completion data.

**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

**Duluth Public School District (0709-01) 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

**Duluth Public School District (0709-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:**

The district will change Step 1 in the gated approach. All students in Grades 9-12 will take ROAR in the fall screening window and Grades 4-8 will continue with FastBridge aReading. Students identified as not reading at grade level through Step 1 will then take Capti ReadBasix once during the fall screening window. Students in grades 9-12 may take Capti ReadBasix every 6-8 weeks during the school year for progress monitoring.

## 4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Duluth Public School District (0709-01) 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	568	323	588	313	593	265
1st	574	221	581	249	580	287
2nd	562	318	571	337	575	366
3rd	577	350	587	356	592	366

**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 Duluth Public School District (0709-01) 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.

Duluth Public School District (0709-01) 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	691	300
1st	669	337
2nd	341	196
3rd	314	187

**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

Duluth Public School District (0709-01) 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

**6. Dyslexia Screening Summary Student Counts Grades 4-12**

The following table displays the number of students in Duluth Public School District (0709-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. **NOTE:** demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	617	596	203	0	198	0
5th	606	584	207	0	204	0
6th	619	571	150	0	147	0
7th	619	567	162	0	152	0
8th	632	593	167	0	143	3
9th	668	500	154	0	117	0
10th	758	538	148	0	86	0
11th	808	494	184	0	100	2
12th	864	864	20	0	11	1

**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.**

**Duluth Public School District (0709-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:**

In grades K-8, school-based data review teams utilize Fastbridge and Capti ReadBasix screening data throughout the year to identify students who would benefit from supplemental and targeted reading intervention. When students receive this intervention, they are progress monitored (via Fastbridge) regularly to identify whether reading interventions are effectively meeting students' needs. If the progress monitoring data indicates a change in instruction is needed, that change is made to better support the students' reading proficiency. In grades 9-12 this was the first year literacy screening data was analyzed. District and site-level teams are using this data to implement an intervention plan. This plan includes steps to strengthen all tiers of instruction.

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

In elementary programming, classroom teachers were provided more support than previous years with a revised reading curriculum that provided clearer expectations and resources for Tier 1 literacy instruction aligned to the 2020 MN English-Language Arts Standards. Literacy walkthroughs, as well as teacher self-reflections, were conducted during the year to gauge fidelity to the curriculum and district-adopted instructional materials. Additionally, during Professional Development Days, teachers were provided training on how to support students whose data showed they were struggling with decoding and fluency. In secondary programming, new instructional materials (MyPerspectives and StudySync) were purchased and initially implemented. Walkthroughs were conducted to gauge the level of implementation of these high-quality instructional materials aligned to the 2020 MN English Language Arts Standards.

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

In grades K-8, entrance into Tier 2 reading intervention is dictated by Fastbridge data from a student's most recent screening assessment. A data review team analyzes screening data and students who are shown to be at-risk are provided supplemental reading intervention if the team feels the data warrants a need. As students receive the supplemental intervention, progress monitoring data is collected and analyzed by a data review team and a child study team. If multiple rounds of supplemental intervention indicate a need for more intensive intervention, the child study team recommends entrance into Tier 3 intervention. In grades 9-12, the entrance criteria for supplemental support is based on Capti ReadBasix data.

**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:**

Within grades K-8, students receiving Tier 2 interventions are progress monitored every two weeks (at minimum) with Fastbridge to monitor a student's response to the intervention. The intervening educator monitors this data and brings the data and their interpretation to a data review team. This team, often in conjunction with a child study team, works together to analyze the student's progress toward an identified goal. If the student's progress toward the goal is insufficient to make adequate progress, the team decides on a necessary intensification or modification to the intervention based on the data and student's observed needs. In grades 9-12, Tier 2 and Tier 3 Interventions are not yet in place.

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

In grades K-8, the intervening educator monitors progress monitoring data (via Fastbridge) and brings the data and their interpretation to a data review team. This team works together to analyze the student's progress toward an identified goal. If the team decides that progress toward the goal, or attainment of goal, is sufficient, the child is exited from the intervention. The child continues to receive universal screening to ensure progress is maintained. In grades 9-12, Tier 2 and Tier 3 Interventions are not yet in place.

### Continuous Improvement for Data-Based Decision Making for Action

**Duluth Public School District (0709-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:**

In grades 9-12, based on data-based decision making with grade-level teams, Tier 2 and Tier 3 interventions, along with progress monitoring, will be in place during the 26-27 school year.

### 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 Duluth Public School District (0709-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

#### Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
	3 times per year	Letter sent home with student
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times 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

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) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Duluth Public School District (0709-01), 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	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Heggerty	Foundational	Kindergarten	10
	Foundational	Grade 1	10
Other Curriculum - Wonders 2018	Comprehensive	Kindergarten	40
	Comprehensive	Grade 1	40
	Comprehensive	Grade 2	30
	Comprehensive	Grade 3	30
	Comprehensive	Grade 4	30
	Comprehensive	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

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

A committee of K-5 teachers and administrators oversee the selection, adoption, and implementation of Tier 1 curricular resources. This committee reviews third-party evaluations, as well as MDE approved resources, to select and then pilot a curricular resource. This committee is also responsible for monitoring the ongoing implementation of the resource and makes adjustments to the implementation when necessary.

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

The committee spent two years reviewing and piloting resources. Training is offered before and during the implementation of the resources. Fidelity checks occurred twice during the current school year and standards alignment was completed this year but will continue to be monitored in coming school years.

## 10. Literacy Interventions Resources

**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 Duluth Public School District (0709-01) 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
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	30
	Tier 3	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 3	Grade 1	30
	Tier 2	Grade 2	30
	Tier 3	Grade 2	30
	Tier 2	Grade 3	30
	Tier 3	Grade 3	30
	Tier 2	Grade 4	30
	Tier 3	Grade 4	30
	Tier 2	Grade 5	30
	Tier 3	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Voyager Passport	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
Other Resources - Explode the Code	Tier 3	Grade 6	30

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	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
Other Resources - Functional Phonics & Morphology	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2 & 3	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2 & 3	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2 & 3	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2 & 3	Grade 6	30
	Tier 2	Grade 7	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Other Resources - Functional Phonics & Morphology	Tier 2 & 3	Grade 7	30
	Tier 2	Grade 8	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Heggerty	Tier 2	Kindergarten	10
	Tier 2	Grade 1	10
	Tier 2	Grade 2	10
Other Resources - Read Naturally	Tier 3	Grade 6	30
	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

**Continuous Improvement for Literacy Intervention Resources**

Duluth Public School District (0709-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

In response to Capti ReadBasix screening and the district’s chosen phonics diagnostics, our secondary interventionists will use REWARDS and Advanced Word Study during small group instruction and an accelerated reading class.

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Duluth Public School District (0709-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$395,169

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

\$121,340

### READ Act Literacy Aid

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

Duluth Public School District (0709-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$349,754

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

\$201,921

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

The remaining funds will be used for further literacy professional development and the cost of instructional materials.

### 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	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.

Duluth Public School District (0709-01) 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:

Local Certified Facilitator

Duluth Public School District (0709-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

05/03/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Teachers are receiving coaching from the Literacy Lead, re-attending synchronous sessions, and retaking any available 2nd attempts on LETRS assessments.

**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:**

This year, literacy walkthroughs occurred in K-12 classrooms to monitor the use of evidence-based high-quality literacy instructional materials. Additionally, K-5 literacy walkthroughs occurred to monitor implementation of evidence-based instructional strategies in phonemic awareness, phonics, fluency, vocabulary and comprehension that aligned with structured literacy training.

**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:**

The data from K-12 walkthroughs was analyzed to identify next steps for implementation of high-quality instructional literacy materials. The data from K-5 walkthroughs was analyzed and areas of strength and growth were identified by the Elementary-Instructional Leadership Team. Areas for growth were then included in plans for professional development days with teaching staff.

**The following changes in instructional practices have impacted students:**

Qualitative data from K-8 classroom educators indicates that teachers are seeing an increased level of decoding proficiency and engagement within literacy instruction.

**Duluth Public School District (0709-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:**

This year, teachers took part in three professional development sessions on culturally responsive practices. K-12 teachers attended two sessions about general culturally responsive practices for classroom instruction. The third session provided for K-5 teachers focused on implementation of the MN ELA Standards relating to MN American Indian tribes and considerations for instruction aligned to these standards.

**Duluth Public School District (0709-01) 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
  - Attended ELA standards workshops, Secondary Literacy Workshop Series, Grades 4-12 Dyslexia Workshop Series and open office hours

**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):**

The district will be providing professional development opportunities for teachers to unpack the 2020 English-Language Arts standards (including reading, writing, and exchanging ideas) and learn about ways to align classroom instruction with the high-quality instructional materials recently adopted to meet these standards.

### 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	Educators who have completed	Educators with Training	Educators who need
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	Organization	Training	in Progress	Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	50	27	23	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	181	161	17	3
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	39	37	0	2
K-3 Classroom teachers	101	101	0	0
K-12 Teachers holding English as a second language licenses	5	5	0	0
K-12 Reading Intervention Teachers	26	23	2	1
K-12 Special Education educators responsible for foundational reading instruction	135	94	29	12
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	40	3	37	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	3	0	3	0
Employees who select literacy instructional materials for grades 6-12	1	0	1	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	110	88	17	5

**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).**

249

**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. [Minnesota State, 2020, p. 16, Subd. 4a \(2020\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Duluth Public School District (0709-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Duluth Public School District (0709-01) 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.

Duluth Public School District (0709-01) does include a DLI Program

The following table displays Duluth Public School District (0709-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

#### Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Ojibwe	Lowell Elementary	Kindergarten	24
		Grade 1	24
		Grade 2	24
		Grade 3	24
		Grade 4	24
		Grade 5	24
Spanish	Lincoln Park Middle School	Grade 6	8
		Grade 7	8
		Grade 8	8
	Lowell Spanish Immersion	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100
	Myers-Wilkins Elementary	Kindergarten	31
		Grade 1	31
		Grade 2	31
		Grade 3	31
		Grade 4	31
		Grade 5	31

The following table displays the literacy screening tools used in Duluth Public School District (0709-01)'s DLI program by language and grade.

#### Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
English	Kindergarten	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 4	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 5	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 6	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Program-Created Ojibwe Screening Tool
	Grade 7	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
	Grade 8	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

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The following table displays the number of students in Duluth Public School District (0709-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

**DLI Student Screening Counts Grades K-3**

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	18	76	4
1st	16	79	28
2nd	12	61	38
3rd	14	66	42

The following table displays the number of students in Duluth Public School District (0709-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

**DLI Student Screening Counts Grades 4-12**

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	64	64	11	0
5th	55	55	13	0
6th	16	16	0	0
7th	24	24	1	0

8th	15	15	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0