

Minnesota READ Act Literacy Plan

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

For

Floodwood Public School District (0698-01)

Date Submitted to the State 06/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Floodwood Public School District (0698-01). 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

Floodwood Public School District (0698-01)'s literacy goal(s) for the 2025-26 school year:

Goal 1 - To increase student achievement in the reading MCA from 47.7% meeting or exceeding, to 55.7% meeting or exceeding for our district's overall reading proficiency level. Goal 2. To continue training staff and implement FastBridge with fidelity to provide our district with accurate data to best support our students in literacy and make data driven decision for instruction and intervention. We will also use FastBridge assessments with our K-3rd students that fall below benchmark as a dyslexia screener. Goal 3. To provide interventions for all students at all grade levels, using the data provided from the FastBridge universal screener to work on closing the achievement gap. Goal 4 - Train staff in Capti ReadBasix to use as a dyslexia screener for our 4th-12th grade students falling below benchmark.

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

Floodwood School staff are more familiar and comfortable with FastBridge testing after completing professional development with FastBridge trainers in the fall of 2025. The data collected from this assessment was used by administration, the district MTSS coordinator, and the Local Literacy Leader to determine which 4-12th grade students continued assessments with the Capti ReadBasix in the winter of 2026. During our MTSS meetings, student data was used to determine what gaps they had and interventions needed to support them. Leadership was trained on the Capti ReadBasix and our students who did not meet benchmark moved to intervention. We purchased the Lexia Powerup and Core5 interventions to support our 4-12th grade students. As we navigated through this program for the first time, we overcame hurdles and found success with our upper elementary students with this intervention. In addition to staff training, diagnostic assessments, and tier 2 interventions, the district also identified and addressed deficiencies in our tier 1 ELA curriculum that was outlined in MDE's curriculum review reports. After some research, the district secured curriculum materials to supplement instruction in those areas of need. In June of 2026, all elementary staff, along with administration and our MTSS coordinator completed LETRS training. Our high school ELA teacher began Phase 2 training with STRIVE in the spring of 2026. This training will ensure students are equipped to meet grade-level expectations by receiving literacy instruction that is explicit, systematic, structured, sequential, and cumulative in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The following describes how Floodwood Public School District (0698-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Floodwood School students currently are performing below the READ Act literacy goal with 51.9% of students at or above grade level in our elementary school and 42.1% of students at or above grade level in high school. (Data taken from MDE MN Report Card, 2025 MCA data). With the changes to the 2026 MCA Reading assessment, we do not have preliminary data from 2026 to base this goal off of. Looking at the data collected from FastBridge testing completed Spring of 2026 in the aReading assessment, 53.6% of Floodwood High School students are on track and 50.6% are on

Local Literacy Plan for Floodwood Public School District (0698-01)

track in elementary.

Floodwood Public School District (0698-01)'s literacy goal(s) for the 2026-27 school year:

Goal 1: By the end of the 2026-2027 school year, students will demonstrate grade-level reading proficiency as measured by FastBridge screening assessments for grades 1-3 and the Capti ReadBasix Reading Efficiency subtest for grades 4-12. A 5% increase or more in student proficiency will be used as a measurement for success. Goal 2: All ELA staff will implement Science of Reading-aligned tier 1 literacy instruction (explicit, systematic, structured, sequential, and cumulative) in phonemic awareness, phonics, vocabulary, fluency, and comprehension by the end of the 2026-2027 school year. Success will be measured by all teachers completing and implementing structured literacy training, utilizing approved tier 1 materials, and meeting agreed-upon benchmarks for student growth. Goal 3: Provide targeted and aligned interventions through the MTSS framework for all students that will accelerate growth toward grade-level proficiency in literacy and reduce the number of students requiring interventions by 5% by the end of the 26-27 school year. Goal 4: Train staff in Capti ReadBasix to use as a screener and diagnostic assessment for our 4th-12th grade students falling below benchmark. Goal 5: By June 2027, students in grades 4-12 at the Floodwood School will improve their word recognition and decoding skills as measured by the Capti ReadBasix screening and diagnostic assessment. Success will be measured by a 5% reduction in the percentage of students demonstrating weak/low average scores in word recognition and decoding.

The Local Literacy Lead, Jennifer Bartsch, for Floodwood Public School District (0698-01) has an FTE of .10

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

Floodwood's DLL is part of the district's Leadership Team who meet monthly. We are a one building district, so our leadership team serves as the district and school leadership team. The DLL brings valuable information to the team from ELA data to updates on intervention implementation. Throughout the 2025-26 school year, our DLL has stayed up-to-date on READ act changes, meeting with our Regional Team for support and guidance. Within the school, our DLL has met with teachers to support and guide LETRs implementation, LEXIA intervention support and has been the driving force behind positive change in our ELA program PreK-12. Through this work, the information that is brought back to the team is data driven and supported by research.

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:

Local Literacy Plan for Floodwood Public School District (0698-01)

- 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

Floodwood Public School District (0698-01) Local Literacy Plan is posted on the district website at

<https://www.floodwood.k12.mn.us/page/literacyplan>

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.

Floodwood Public School District (0698-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Floodwood Public School District (0698-01) 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 district set benchmark-Students who fell below 40% nationally were categorized as below benchmark and provided intervention.	Heggerty, KLST
	Grade 1	Vendor Composites using district set benchmark-Students who fell below 40% nationally were categorized as below benchmark and provided intervention.	Heggerty, KLST
	Grade 2	Vendor Composites using district set benchmark-Students who fell below 40% nationally were categorized as below benchmark and provided intervention.	Heggerty, KLST

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade 3	Vendor Composites using district set benchmark-Students who fell below 40% nationally were categorized as below benchmark and provided intervention.	Heggerty, KLST

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

Yes

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 Floodwood Public School District (0698-01) 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	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 8	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 5	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 9	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 10	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 6	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti

Local Literacy Plan for Floodwood Public School District (0698-01)

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 11	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 12	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti
	Grade 7	3 time per year	District set benchmarks - Students who fell below 40% nationally on the FastBridge assessment were then administered the Capti

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

Floodwood Public School District (0698-01) 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

Floodwood Public School District (0698-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

For the 2026-27 school year, Floodwood School will be using the Capti ReadBasix assessment for Step 1 and 2. We found the information the Capti ReadBasix assessment provided was more helpful to support our students needs and get them to the appropriate intervention quicker.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Floodwood Public School District (0698-01) 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	12	7	12	7	12	12
1st	11	6	11	2	11	5
2nd	4	CTSTR	4	CTSTR	4	CTSTR
3rd	9	CTSTR	9	CTSTR	8	CTSTR

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 Floodwood Public School District (0698-01) 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.

Floodwood Public School District (0698-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using district set benchmarks - Student benchmark scores below 40%

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	12	1
1st	11	2
2nd	4	CTSTR
3rd	8	CTSTR

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

Floodwood Public School District (0698-01) 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 Floodwood Public School District (0698-01) 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	14	14	7	CTSTR	CTSTR	0
5th	17	17	7	CTSTR	CTSTR	0
6th	15	15	7	CTSTR	CTSTR	0
7th	10	10	5	CTSTR	CTSTR	0
8th	22	22	12	12	2	0
9th	9	9	5	CTSTR	CTSTR	0
10th	14	14	5	CTSTR	CTSTR	0
11th	12	9	5	CTSTR	CTSTR	3
12th	12	5	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.

Floodwood Public School District (0698-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Using data from FastBridge and Capti ReadBasix, Floodwood staff see where the gaps are and during MTSS meetings discuss ways to support students with these gaps. One program we implemented this year to support students with gaps in their learning was Lexia intervention - PowerUp and Core5. Based on the READ Act approved curriculum list, we utilize a partially aligned curriculum, Benchmark Advance with our 3-6th grades. Our DLL worked hard this year to find resources to supplement this curriculum to ensure our students were receiving instruction in all core areas aligned to the science of reading. One area that was weak in our curriculum was morphology. Our DLL found evidence-based instructional resources for our teaching staff to use with our students. These resources allowed our staff to provide material that may otherwise not have been included in the reading instruction. For our lower elementary classes, our staff now uses UFLI and Heggerty materials. With the knowledge gained from LETRs training we have found these materials to meet the needs of our students and align with the READ Act requirements. Our High School ELA courses went through a pilot process this past school year. This gave us a chance to see if it met the needs of our students - which it did - and we were able to see how it aligned with our science of reading training and knowledge. Moving forward to the next school year we will be adopting part of this piloted program.

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

Classroom observations and walkthroughs occur throughout the year by administration and the DLL. During these observations and walkthroughs we will be looking for components of structured literacy aligned to the science of reading. Our DLL and administrator will meet with our ELA teachers to discuss and review how implementation is going and what needs support and/or guidance. Through this process if staff need lesson planning support or strategies to help with student engagement, we will work as a team to provide what is needed to ensure we are moving forward to achieve fidelity within the science of reading.

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

The criteria for entrance into Tier 2 supports within our elementary and high school is when a student scores below 40% within the FastBridge aReading assessment. This year, a benchmark below this score alerted us to take a look at the student and we had them move to Step 2 and complete the Capti ReadBasix assessment. From there, we were able to provide intervention support. At the High School level we have found it more difficult to find time within a full schedule to provide the full recommended time for intervention. With that realization next school year we have built intervention time within our master schedule. We are excited to see how this change will better support our students who need extra ELA support. Criteria into Tier 3 targeted reading support requires time taken in Tier 2 with at least trying two different interventions. From there we gather all the students' data and if we are not seeing success or improvement, we move to Tier 3 targeted reading support.

Local Literacy Plan for Floodwood Public School District (0698-01)

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:

Once we have baseline data for students in Tier 2 or Tier 3 intervention, we are able to decide where our focus needs to start. From there, using data collected from the intervention/progress monitoring, we are able to see if the support is helping the student or not. If we are not seeing improvement we know a change needs to be made. This change usually is a different intervention. Once at least two interventions are tried without success, we move to Tier 3.

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

Criteria to exit from Tier 2 intervention support would be earning an assessment score that is above the 40%. This would put the student into the average range and would no longer need intervention services. For a student to move from Tier 3 to Tier 2, we would look at the progress monitoring data and look for improvements along with teacher input on what they are seeing within the classroom. With enough improvement and confidence from the team that this student has the skills needed, a student can move from Tier 3 to a Tier 2.

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 Floodwood Public School District (0698-01) 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	Digital messaging
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 1	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 2	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 3	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 4	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 5	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 6	1 time per year	Digital messaging
	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

Local Literacy Plan for Floodwood Public School District (0698-01)

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:

- Family engagement nights

Continuous Improvement for Parent Notification

Floodwood Public School District (0698-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

The goal for the 2026-27 school year will be to increase the parent communication from at least 1 time per year to 3 times per year. This communication will take place after each assessment window - Fall, Winter and Spring. The communication from the school to families will be more uniform with a template for our teaching staff to use when sharing with parents.

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 Floodwood Public School District (0698-01), 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	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Currently, our elementary school is using an evidence-based Tier 1 curricular resource. For our K-3 classroom, our staff started using UFLI and Heggerty after completing the LETRs training and knowing our previous curriculum was not meeting the needs of our students or the components aligned to the science of reading. Our 3-6th grade classrooms currently use Benchmark Advance and this curriculum was selected many years prior to the READ Act. Now knowing this curriculum only partially aligns, we have been working to supplement the areas it lacks. Our DLL has found evidence-based materials to supplement this curriculum. In the High School, our ELA teacher, DLL and administrator have been looking at different resources to see what would best meet the needs of our students and align with the science of reading. This past school year, our ELA teacher piloted a program and found it met students’ needs and aligns with the science of reading.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Our elementary classrooms already have their curriculums established and have worked on aligning it with the current ELA standards. We will continue to supplement the areas we find are lacking with evidence-based materials. Within our high school, we are looking to implement the piloted program this coming school year. We will continue to align it with the current ELA standards and if we find it lacks core components of structured literacy, we will supplement with

Local Literacy Plan for Floodwood Public School District (0698-01)
evidence-based material.

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 Floodwood Public School District (0698-01) 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
Lexia Core 5	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Lexia PowerUp	Tier 2	Grade 6	20
	Tier 2	Grade 7	20
	Tier 2	Grade 8	20
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
Other Resources - FastBridge	Tier 2	Kindergarten	30
Other Resources - Florida Center for Reading Research	Tier 2	Kindergarten	30
	Tier 2	Grade 3	30
Other Resources - Teacher-created resources	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Floodwood Public School District (0698-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$9,027

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

\$1,130

READ Act Literacy Aid

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

Floodwood Public School District (0698-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$6,310

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

\$5,654

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

The remaining funds will be used to pay the stipends to staff in the process of completing their Phase 1 (June 2026) and Phase 2 (June 2027) READ Act requirements. We are also working on implementing evidence-based Tier 1 curriculum for our high school to align with the science of reading.

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

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.

Floodwood Public School District (0698-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Floodwood Public School District (0698-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

We currently do not have staff that have not meet the 80% proficiency level. If we do have staff that does not meet this level, together we will create a plan with administration, DLL and staff member needing support to fill the gaps in their LETRs/STRIVE training.

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:

Floodwood School has collected information from each ELA classroom which includes how much time is spent on ELA instruction, what materials are being used to teach ELA, and how students are performing within ELA. Next school year, we will be continuing our work around ELA standards and building a school-wide scope and sequence to better support staff on what needs to be taught, a pace at which to try to match so all standards are taught within the school year and have ELA staff self-assess their progress toward full implementation of practices aligned to the science or reading.

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:

School administration and the DLL will schedule times to meet with ELA staff to provide feedback and provide support in areas that need improvement.

Local Literacy Plan for Floodwood Public School District (0698-01)

The following changes in instructional practices have impacted students:

Floodwood School's shift toward Science of Reading practices that are systematic, sequential, explicit, and diagnostic have impacted K-12 student outcomes by equipping students with the skills required for proficiency in reading and writing. At the early elementary levels, students are provided daily with instruction, guided practice, and continuous opportunities for comprehensive review. This ensures students develop the ability to decode automatically and strive toward strong comprehension of text. For example, 8/12 kindergarten students in the fall met the criteria for Letter Sounds proficiency in their FastBridge benchmark assessments. In the spring, 12/12 students met or exceeded this criteria. Likewise, 8/12 kindergarten students met or exceeded expectations for Nonsense Word Fluency in the winter. In spring, 10/12 students met or exceeded the criteria for proficiency. Both Letter Sounds and Nonsense Word Fluency subtests are strong indicators of future reading success and are evidence of the explicit, data-driven review, instruction, and practice that is provided daily in the classroom. Additionally, composite scores for FastBridge at the kindergarten level show that 7/12 students met or exceeded benchmark criteria for fall and winter. Spring scores show that 12/12 met or exceeded grade-level expectations for literacy. In grades 1-6, the DLL has observed students making gains in decoding of single and multisyllabic words, understanding and using morphology while reading and writing, and strengthening fluency to support greater comprehension of text. For the 2026-2027 school year, we will have a greater focus on grades 7-12 with our new ELA curriculum, a daily intervention block built into the master schedule for our Lexia program, and Phase 2 professional development for our high school ELA teacher.

Floodwood Public School District (0698-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

With our district being small and not so diverse, it is important for our students to have the opportunity to learn and be exposed to cultures and experiences outside of our small community. Through professional training, aligned curriculum, and academic, behavioral, and social emotional frameworks, our district is intentionally building in rich opportunities for culturally relevant learning experiences across all grade levels. The district provides professional development in-house when we can throughout the school year and encourages staff to partake in professional development outside of the district, both of which may include culturally responsive practices. Additionally, the district encourages the use of literacy content that is aligned to the Read Act and integrates a variety of cultures and perspectives. Furthermore, culturally responsive practices are foundational in our MTSS framework and Positive Behavioral Interventions and Supports (PBIS), emphasizing inclusive and assets-based approaches to instruction and discipline across all grade levels. Teachers will be supported in this area by the district providing literacy materials, encouraging staff to attend professional development in the area and providing coaching to support in the implementation of culturally responsive literacy practices.

Floodwood Public School District (0698-01) 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):

Local Literacy Plan for Floodwood Public School District (0698-01)

Floodwood's DLL will be trained, she then can train new staff to stay in compliance with the READ Act requirements. The district will also be providing time dedicated for ELA staff to work together in aligning their instruction to standards and the science of reading.

Continuous Improvement for Professional Development Plan

Floodwood Public School District (0698-01) will make the following changes to the professional development plan for the 2026-27 school year:

Our Professional Development Plan will include more time for teaching staff to work together to implement instruction that fully aligns with the science of reading in phonemic awareness, phonics, vocabulary, fluency, and comprehension. There will be dedicated time for ELA staff to develop lesson plans, align standards and work together for better understanding of the implementation process. We will continue to utilize our DLL to support and guide ELA staff and provide strategies to non-ELA staff on ways to incorporate science of reading practices into other content areas, along with ongoing/case by case PD as needed. Our High School ELA teacher will be completing the STRIVE training. Floodwood School is also looking to add training around the Capti ReadBasix assessment for all 4-12 ELA staff to understand it better and the valuable data it can provide to support students.

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)	2	0	2	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	6	4	0	2
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	1	1	0	0
K-3 Classroom teachers	3	2	1	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	2	1	1	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Floodwood Public School District (0698-01)

Employees who select literacy instructional materials for grades pre-K through grade five	1	0	1	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	1	0	1	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	0	0	0
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).

4

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.

Floodwood Public School District (0698-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Floodwood Public School District (0698-01) has participated in MDE MnMTSS professional learning:

Yes

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

Floodwood Public School District (0698-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

The MTSS process will change slightly next school year. This year we made small changes that we would like to continue next year and expand on. We have been meeting in smaller groups to discuss student concerns and needs. We are looking at the system when making decisions to see how we can make things more effective and efficient. Also, we are move action focused, meaning we are moving from dwelling on the issue and focusing on solutions/action steps to improve the situation whatever it may be.

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.

Floodwood Public School District (0698-01) does not include a DLI Program