

## Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Dawson-Boyd Public School District (0378-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Dawson-Boyd Public School District (0378-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](https://www.revisor.mn.gov/statutes/cite/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 Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

## 1. Read Act Goals

### District or Charter School Literacy Goals

Dawson-Boyd Public School District (0378-01)'s literacy goal(s) for the 2024-25 school year:

The district will improve literacy from a current level of 56.9% (2023) of students performing at or above grade level proficiency to a level of 60% or more of students performing at or about grade level proficiency by May 30, 2025.

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

To make progress toward our literacy goals, we have implemented several strategic actions. We are completing training and collaborating with district and community stakeholders to articulate a shared literacy plan and guide its implementation. This includes developing a framework for continuous improvement, supported by professional development and structured planning. A major change has been the implementation of FastBridge K&#12 as our universal screening tool, enhancing our ability to monitor progress, identify needs early, and adjust instruction. We are also identifying needs for dyslexia screening to ensure timely, appropriate support for all students. Professional development remains a key focus. We've implemented LETRS training for PreK (Early Childhood LETRS), K&#3, and grades 4+ through CAREIALL, with many staff already trained. Administrators are participating in LETRS for Leaders to align systemwide literacy practices. Additionally, we've emphasized Tier 1 best practices through ongoing districtwide development. To support long-term improvement, we began a K&#6 curriculum review, evaluating comprehensive and foundational/knowledge-building materials for adoption in 2025&#2026. Our team unanimously adopted Functional Phonics & Morphology, with K&#6 implementation completed by the start of Q2. Further training and resource organization are in progress, alongside continued work with knowledge-building resources. We continue to strengthen our Local Literacy Plan by developing leadership and embedding sustainable practices. Family and community engagement remains a priority through parent notifications and Personal Learning Plans tailored to student needs for those not already on an Independent Education P

The following describes how Dawson-Boyd Public School District (0378-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance indicates a gap between the goal of the Minnesota READ Act and actual literacy outcomes. While the Act aspires for every child to read at or above grade level annually - beginning in kindergarten and including support for multilingual learners and students receiving special education services - recent district-wide screening and progress monitoring data show that many students are not yet meeting this benchmark. A notable percentage of students in early grades (K&#2) are still developing foundational phonemic awareness and decoding skills, and students in grades 3&#5 often struggle with vocabulary and reading comprehension. Additionally, multilingual learners and students receiving special education services

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

continue to show lower proficiency rates compared to their peers, underscoring the need for differentiated support and targeted intervention. Despite ongoing efforts, the data reveal that the district has not yet achieved the READ Act's vision of equitable and consistent literacy proficiency for all students. This discrepancy highlights the urgency for evidence-based instruction, increased instructional time for reading, and continued professional development focused on the science of reading to accelerate progress and close achievement gaps.

Dawson-Boyd Public School District (0378-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, 85% of students in grades K-5 will demonstrate measurable growth in reading proficiency as evidenced by district-approved universal screening assessments, with a specific emphasis on foundational skills in K-2 and comprehension and vocabulary development in grades 3-5. This goal will be supported through the implementation of structured literacy practices, targeted interventions, and continued professional development aligned with the science of reading. The district will improve literacy from a current level of 55.5% (2024) of students performing at or above grade level proficiency to a level of 60% or more of students performing at or about grade level proficiency by May 30, 2026.

Dawson-Boyd Public School District (0378-01)'s Local Literacy Plan is posted on the district website at:

<https://sites.google.com/dwby.k12.mn.us/isd378/district/docs-forms/docs-forms?authuser=0>

## 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.

The table below details the screening tool used by Dawson-Boyd Public School District (0378-01) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

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

Universal screening for foundational reading skills for Dawson-Boyd Public School District (0378-01) 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	46	25	44	7	44	6
Grade 1	38	6	40	7	40	10
Grade 2	44	26	44	23	43	22
Grade 3	41	19	40	23	41	22

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Dawson-Boyd Public School District (0378-01) 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.

Dawson-Boyd Public School District (0378-01) 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

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:  
MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	44	38
Grade 1	40	30
Grade 2	43	21
Grade 3	41	19

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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Dawson-Boyd Public School District (0378-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 5	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 6	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 7	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 8	FastBridge	Renaissance	Vendor composites using vendor benchmarks
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Dawson-Boyd Public School District (0378-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

To determine which students in grades 4-12 are not reading at grade level, the district will use multiple data sources to ensure a comprehensive understanding of each student's reading proficiency. Beginning in the



2025-26 school year, the Capti Read Basix screener will be administered to all students in grades 4-8 and to those students whose previous performance indicates they may be reading below grade level in grades 9-12. In addition, we will analyze Minnesota Comprehensive Assessment (MCA) data over time, focusing on trends in reading performance rather than isolated scores. Students who score below proficiency on the MCA, or who demonstrate inconsistent or declining performance across multiple years, will be flagged for further review. Additional data from local assessments, classroom performance, and teacher observations may also be considered to support accurate identification. Together, this triangulation of data will help ensure students are appropriately identified for screening with Capti Read Basix, aligning with MDE requirements and supporting timely intervention for students who may display characteristics of dyslexia or other reading challenges.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Dawson-Boyd Public School District (0378-01) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	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

## 7. 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 Dawson-Boyd Public School District (0378-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter
- Other - describe (Required)
  - Letter sent home in report card envelope that is returned signed (WINTER)

The following content is included in the parent notification:

- 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

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

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

- Family engagement nights
- Parent teacher conferences
- School events

### Continuous Improvement for Parent Notification

Dawson-Boyd Public School District (0378-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Beginning in the 2025-26 school year, changes to parent notification and involvement will be implemented to align with the requirements related to the Capti Read Basix screener. Families of all students in grades 4-12 who are screened using Capti will receive timely notification of their child's results. This communication will include the student's proficiency level, a clear explanation of what the results indicate, and whether any characteristics of dyslexia or other reading difficulties were identified. In addition, families will be informed of any related services or interventions their child may receive as a result of the screening, including opportunities for supplemental instruction or individualized support. To strengthen home-school collaboration, the notification will also include practical strategies families can use at home to support their child's literacy development. These may include reading routines, vocabulary-building activities, or access to digital resources. The district is committed to ensuring communication is clear, supportive, and accessible to all families.

## 8. 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.

Dawson-Boyd Public School District (0378-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district uses a comprehensive, data-informed process to ensure evidence-based instruction and interventions are appropriately matched to student needs, in alignment with the Minnesota READ Act.

Screening data—including FastBridge Assessments (K–3), Capti Read Basix (4–12), and additional progress monitoring tools—form the foundation of our multi-tiered system of support (MTSS) for literacy.

**Tier 1: Core Instruction** All students receive Tier 1 instruction based on the science of reading and aligned to grade-level standards. In K–3, FastBridge is administered three times per year to evaluate early literacy skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Results help determine the effectiveness of core instruction. When 80% or more of students meet benchmarks, core instruction is deemed effective. If fewer than 80% meet expectations, adjustments are made to materials, strategies, or pacing. Teachers use FastBridge and classroom assessment data to differentiate instruction through small groups, targeted skill lessons, and scaffolded supports.

**Tier 2: Supplemental Support** Students identified through screening and performance data as approaching grade-level expectations receive Tier 2 interventions. These evidence-based supports are delivered in small groups to address specific skill gaps identified through FastBridge (K–3) or Capti (4–12). Progress monitoring every 2–3 weeks assesses responsiveness and guides instruction. Tier 2 is more focused and explicit, often using structured programs aligned to foundational skills or comprehension strategies.

**Tier 3: Intensive Support** Students with significant deficits or insufficient growth in Tier 2 receive Tier 3 intensive intervention. Instruction is individualized, more frequent, and delivered in smaller groups or one-on-one. Diagnostic assessments and progress monitoring inform targeted instructional design. Tier 3 may be delivered by intervention specialists or special education staff, and in some cases, is integrated into the student's IEP.

**Data-Based Decision-Making** The district employs a systematic, team-based approach to data review and instructional decisions. At regular intervals, grade-level teams—including classroom teachers, Title staff, special educators, and administrators—analyze FastBridge (K–3), Capti (4–12), and progress monitoring data. Meetings focus on identifying students needing support, evaluating instructional effectiveness, and adjusting plans. Clear protocols guide student movement between tiers. Beginning in 2025–26, the district will use Capti Read Basix to screen grades 4–12 students not reading at grade level. This tool will help identify characteristics of dyslexia or other reading challenges and guide targeted interventions. Parents are kept informed of their child's progress and the supports in place. Communication includes proficiency levels, intervention plans, and strategies for supporting literacy at home. The district remains committed to using reliable data to deliver effective, equitable instruction and meet the goals of the READ Act, ensuring all students become confident, proficient readers.

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

The district will implement a structured process for monitoring the fidelity of Tier 1 instruction and ensuring differentiation to meet the diverse needs of all students. These processes uphold evidence-based practices aligned with the science of reading while allowing teachers to tailor instruction based on student data.

**Monitoring Fidelity of Tier 1 Instruction** Implementation fidelity is monitored through classroom observations, lesson plan reviews, data analysis, and coaching cycles. Administrators will regularly observe literacy instruction using walkthrough tools aligned with key components of effective Tier 1 reading instruction, focusing on indicators such as explicit instruction, active engagement, gradual release of responsibility, and opportunities for guided and independent practice. Grade-level teams engage in Professional Learning Communities (PLCs) to examine universal screening data (e.g., FastBridge in grades K–3, plus other assessments in grades 4–12), analyze student work, and reflect on instructional strategies. To support consistent Tier 1 implementation, the district offers ongoing professional development on structured literacy, effective differentiation, culturally responsive teaching, and data-informed instruction.

**Differentiating Tier 1 Instruction** Tier 1 instruction is responsive to all learners, including students who need support but do not yet qualify for intervention. Differentiation includes flexible grouping, targeted small-group instruction, and the use of scaffolds and accommodations. Teachers use FastBridge data (K–3) and classroom-based assessments (all grades) to identify skill areas for differentiation. They form flexible groups for additional practice in foundational skills (e.g., phonemic awareness, phonics) or advanced work in vocabulary and comprehension. Groups are adjusted regularly as new data emerges. Differentiation strategies include: Pacing: Adjusting speed based on student mastery. Content: Tailoring texts to reading levels and interests. Process: Using varied learning activities (e.g., manipulatives, graphic organizers, digital tools). Product: Offering diverse ways to demonstrate learning (e.g., oral, written, visual). Multilingual learners and students receiving special education services are supported through inclusive Tier 1 practices, such as visual supports, language scaffolds, and vocabulary instruction. Teachers collaborate with EL and special education staff to align instruction with students' IEPs and LDPs.

**Ongoing Support and Feedback** Literacy leads partner with teachers to provide ongoing support that strengthens capacity for delivering high-quality, differentiated instruction. District leadership also reviews building-level data to identify trends and guide professional development or coaching efforts. In sum, the district's approach to monitoring fidelity and differentiating Tier 1 instruction is rooted in collaboration, data-driven decisions, and continuous professional learning. These efforts ensure all students receive high-quality, responsive literacy instruction aligned with the Minnesota READ Act.

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

The district will utilize a multi-tiered system of support (MTSS) framework to ensure timely, equitable access to supplemental (Tier 2) and intensive (Tier 3) reading interventions. Entry into each level is based on universal screening data, progress monitoring, and teacher observation, with procedures adapted slightly between elementary and secondary levels to reflect developmental differences and assessment tools.

**Elementary Level (Grades K–3)** Tier 2 Entrance Criteria: Students are screened using FastBridge three times annually (fall,

winter, spring). Entrance into Tier 2 is considered when: Scores fall below benchmark but above high-risk cut scores on composite or key subtests (e.g., earlyReading, CBMreading). Progress monitoring or classroom data reveal skill gaps in phonemic awareness, phonics, fluency, or comprehension. Teachers/instructional teams note concerns based on Tier 1 performance and responsiveness. Identified students receive targeted small-group instruction supplementing core literacy aligned with their needs. Tier 3 Entrance Criteria: Students are considered for Tier 3 when: They score well below benchmark/high risk on two or more consecutive screenings. They complete 6-8 weeks of Tier 2 with minimal progress, as shown in monitoring data. Diagnostic assessments or observations show persistent, significant reading difficulties requiring individualized, intensive instruction. Tier 3 students receive more frequent, individualized instruction—often daily—with progress monitored weekly. Upper Elementary & Secondary Level (Grades 4-12) Tier 2 Entrance Criteria: Students qualify for Tier 2 based on: Repeated MCA scores below "meets" standards. Local reading data or classroom performance showing comprehension/fluency concerns. Capti Read Basix (beginning 2025-26) indicating below-proficiency or dyslexia-associated traits. Tier 2 support involves small-group or structured interventions targeting comprehension, fluency, vocabulary, or decoding. Tier 3 Entrance Criteria: Tier 3 eligibility includes: Persistently low MCA scores or English Language Arts course failure. Capti Read Basix data showing dyslexia indicators or severe impairments. Lack of progress after 6-8 weeks of Tier 2, verified through monitoring and teacher feedback. Additional diagnostic evidence of a specific reading disability. Instruction is individualized and may involve special education referrals when reading difficulties significantly affect performance across content areas. Decision-Making Process Entrance decisions are made collaboratively by grade-level teams, Title staff, special education personnel, and administrators. Teams use a problem-solving approach that includes: Reviewing data from FastBridge, MCA, and Capti Analyzing classroom performance and student work Considering response to prior interventions Documenting Tier 1 strategies already attempted Parents/guardians are informed of placement, rationale, and student progress. This process ensures interventions match student needs and supports progress toward grade-level reading proficiency in alignment with the Minnesota READ Act.

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

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

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

The district has developed a consistent, data-driven progress monitoring protocol aligned with the Minnesota READ Act to determine when intensification or modification of supplemental (Tier 2) or intensive (Tier 3) reading instruction is needed. This protocol ensures instruction is responsive, timely, and aligned to each student's specific literacy needs.

**Grades Kâ€"3: Elementary Protocol Tools and Frequency** In grades Kâ€"3, the district uses FastBridge progress monitoring tools, which are research-based and sensitive to short-term growth. These tools assess specific skill areas such as: Phonemic awareness Phonics Oral reading fluency Reading comprehension Students in Tier 2 are monitored every 2â€"3 weeks with probes aligned to their area of need (e.g., phonics subtests for phonics support; CBMreading for fluency). Tier 3 students are monitored weekly using the most targeted subskill probes to ensure timely instructional adjustments.

**Data Analysis and Decision Points** Every 6â€"8 instructional weeks, intervention teamsâ€"including teachers, Title staff, and specialistsâ€"review progress, evaluating: Rate of improvement (ROI) Performance level vs. benchmarks Responsiveness to instruction If a student is not making adequate progress: Tier 2 may be intensified by increasing group time or reducing group size. Tier 3 may be modified by individualizing strategies, using a different research-based approach, or initiating further diagnostic assessment. Diagnostic tools may be used if the student continues to struggle, particularly when dyslexia or other persistent reading issues are suspected.

**Grades 4â€"12: Upper Elementary & Secondary Protocol Tools and Frequency** At these levels, reading difficulties often involve fluency, comprehension, and vocabulary. Progress monitoring includes: Curriculum-based measures (CBMs) adapted for older students Local rubrics for fluency/comprehension MCA growth trends and classroom data Capti Read Basix screener and follow-up tools (starting 2025â€"26) Tier 2 students are monitored every 2-3 weeks using tools that address their primary area of weakness. Tier 3 students are monitored biweekly or weekly, based on need severity, using standardized probes and classroom data.

**Data Analysis and Adjustments** Progress is reviewed every 6â€"8 weeks. Students not showing adequate growth may receive: Adjusted instructional groupings Increased instructional time or frequency More individualized supports or alternative strategies Tier 3 students who continue to struggle may be referred for a comprehensive evaluation to determine eligibility for special education or specialized services.

**Cross-Grade Protocol Components** Data Teams: Collaboration among teachers, support staff, EL, and special education personnel ensures accurate data interpretation and responsive instructional decisions. Fidelity Checks: Building leaders observe intervention delivery to ensure implementation integrity. Parent Communication: Families are regularly updated on progress, intervention changes, and ways to support reading at home. This Kâ€"12 protocol ensures equitable, high-quality literacy instruction for all students, regardless of grade or background. It helps determine when students are ready to exit interventions, need continued support, or require more intensive services to reach grade-level reading proficiency.

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

The district has established clear, evidence-based criteria for determining when a student is ready to exit



supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention. These criteria ensure students have demonstrated sustained progress and are independently applying reading skills at or near grade level before exiting support. The decision-making process is grounded in multiple data sources, professional collaboration, and is tailored to meet the developmental and academic needs of students across grades K&"12. Grades K&"3:

Elementary Exit Criteria Tier 2 Exit Criteria: A student may be exited from Tier 2 intervention when: The student consistently meets or exceeds FastBridge benchmarks in the area(s) of concern over two consecutive screening periods (e.g., winter and spring). Progress monitoring shows consistent growth and achievement at or above the aim line for at least 6&"8 consecutive data points. The student demonstrates independent use of reading strategies during Tier 1 instruction, confirmed by classroom assessments and teacher observation. The student meets or exceeds grade-level expectations in classroom performance and report card data. Decisions are made collaboratively by the grade-level team (teachers, interventionists, special education staff if applicable, and building leadership), and parents/guardians are notified of the student's exit from support. Tier 3 Exit Criteria: A student may exit Tier 3 intensive intervention and return to Tier 2 or Tier 1 if: Diagnostic and progress monitoring data show significant, sustained progress toward benchmarks. The student meets or approaches targets across multiple assessments (FastBridge, curriculum-embedded assessments, teacher rubrics). Individualized instruction is no longer needed, and the student benefits from small-group or differentiated Tier 1 instruction. Data teams review progress trends over 8&"12 weeks and determine the student has maintained growth without regression. If the student has an IEP, any change in service levels is made through the IEP team and documented accordingly. Grades 4&"12: Upper Elementary & Secondary Exit Criteria Exit from intervention at the secondary level is based on sustained academic performance, skill mastery, and independence in applying reading strategies across content areas. Tier 2 Exit Criteria: A student may exit Tier 2 intervention when: The student demonstrates grade-level proficiency through classroom performance, comprehension assessments, and MCA growth data. The student meets proficiency on Capti Read Basix (beginning 2025&"26) or other screeners. Progress monitoring over 6&"8 weeks shows steady improvement and reduced skill gaps. Teachers observe increased confidence and engagement with reading tasks across content areas. Tier 3 Exit Criteria: Exit from Tier 3 requires a broader review and stronger evidence of sustained improvement, including: Consistent monitoring data showing mastery of targeted skills and growth toward standards. The student no longer needs highly individualized instruction and benefits from small-group or Tier 1/Tier 2 instruction. A collaborative decision by the intervention team, with input from special education (if applicable), classroom teachers, and administration.

Does Dawson-Boyd Public School District (0378-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

**The following components are included in the personal learning plans, if used:**

Yes, our district uses Personal Learning Plans (PLPs) for students in grades Kâ€"6 who are receiving supplemental (Tier 2) or intensive (Tier 3) literacy interventions. These individualized plans are developed to ensure that targeted support is aligned to each student's specific literacy needs. The components of the PLP include the following:

- Components of a Kâ€"6 Personal Learning Plan for Literacy
- Student Information Full name, grade level, and homeroom teacher
- Tier of Support Clearly identifies whether the student is receiving Tier 2 (supplemental) or Tier 3 (intensive) support.
- Name of Intervention The specific evidence-based intervention used (e.g., Foundations, Road to the Code, Read Naturally Live, 95% Phonics Intervention, etc.)
- Length and Frequency of Intervention Total number of weeks planned Number of sessions per week Minutes per session
- Time of day and setting (e.g., small group pull-out, in-class intervention)
- Instructor Information Name and role of the individual delivering the intervention (e.g., classroom teacher, reading interventionist, special education teacher, trained paraprofessional)
- Literacy Focus Areas Specific literacy domains being addressed (e.g., phonological awareness, phonics, decoding, fluency, comprehension)
- Family Communication Signed permission of parent acknowledging concerns and interventions

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

Dawson-Boyd Public School District (0378-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

For the 2025â€"2026 school year, the district will implement significant enhancements to its data-based decision-making practices to better support student achievement, particularly in literacy. These changes reflect a strategic response to evolving student needs, updated assessment tools, and a renewed commitment to equity and personalized learning.

- 1. Updated Assessment Framework** The foundation of effective data-based decision making is timely, accurate, and actionable assessment data. Beginning in the 2025â€"2026 school year, the district will adopt a revised assessment system - implementing Capti - in response to new Read Act requirements. The new system will feature universal screeners administered three times per year for any student not at grade level proficiency.
- 2. Refined Multi-Tiered System of Supports (MTSS) and Intervention Practices** In tandem with the assessment update, the district will refine its MTSS structure to promote earlier and more targeted interventions. Intervention practices will be restructured to ensure that support is both timely and responsive to student progress - especially at the middle level - 5-8. Key refinements include:
  - Smaller group sizes for Tier 2 and Tier 3 instruction to increase instructional intensity;
  - Increased fidelity monitoring, with regular observation and feedback cycles to ensure consistent implementation of evidence-based interventions;
  - Embedded progress checks, using short-cycle assessments every 2â€"3 weeks to determine responsiveness and make necessary adjustments;
  - Centralized intervention logs, allowing data teams to track services across classrooms and monitor equity of access.Professional development for staff will accompany these refinements, with a focus on data literacy, intervention fidelity, and collaborative problem-solving.
- 3. Personalized Learning Plans for Students Not Reading at Grade Level** A significant change for the 2025â€"2026 school year is the expansion of Personalized Learning Plans (PLPs) for any and all students

not reading at grade level. These individualized plans will include specific, measurable reading goals, recommended instructional strategies, aligned interventions, and family engagement components. PLPs will be developed collaboratively by classroom teachers, interventionists, and families, and reviewed at least three times a year. This universal provision of PLPs reflects the district's commitment to ensuring that every student has a pathway to literacy success, with supports that reflect their unique strengths and needs. The PLPs will also serve as a tool for vertical alignment, easing transitions between grades and ensuring instructional continuity.

Conclusion These enhancements represent a district-wide shift toward more proactive, precise, and equitable use of student data. By updating assessments, refining intervention practices, and expanding the use of personalized learning plans, the district aims to ensure that every learner receives the instruction and support needed to thrive. These changes are expected to result in more responsive instruction, improved literacy outcomes, and stronger collaboration among educators, students, and families.

## 9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Dawson-Boyd Public School District (0378-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Dawson-Boyd Public School District (0378-01) has participated in MDE MnMTSS professional learning:

No data entered

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

Dawson-Boyd Public School District (0378-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

For the 2025-2026 school year, the district will maintain its strong MTSS practices at the elementary level, with continued emphasis on early identification and intervention across academic and social-emotional domains. The significant change will occur at the secondary level, where schools will begin year one of MTSS implementation with a comprehensive focus on academics, attendance, and social-emotional needs. This first year of implementation at the middle and high school levels will emphasize building systems for early identification of students in need of support, using a variety of data sources, including grades, behavior referrals, and attendance patterns. Cross-functional data teams will be established to analyze student data regularly and develop targeted interventions based on identified needs. At the high school level, particular emphasis will be placed on literacy. A new literacy assessment tool will be introduced to better identify student reading levels and specific skill deficits. Data from this assessment will be used to inform instructional practices, guide intervention planning, and ensure students receive appropriate support to meet grade-level expectations. Professional development will support staff in understanding the MTSS framework, interpreting data, and implementing tiered interventions with fidelity. This expansion marks a strategic step in creating a more equitable, data-driven system of support for all students at the secondary level.

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Dawson-Boyd Public School District (0378-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2012	Other	75
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2014	Other	75
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Journeys 2014	Other	75
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	45
	· Houghton Mifflin Rewards/Horizons 2006	Other	30
	· Open Source	Supplemental	30
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	30
	· Houghton Mifflin 2006	Other	30
	· Achieve 3000	Supplemental	10
	· Open Source	Supplemental	20
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A)	Foundational	30

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Houghton Mifflin Expeditions 2006	Other	30
	· Achieve 3000	Supplemental	10
	· Open Source	Other	20

### Continuous Improvement for Core Reading Instruction and Curricula

Dawson-Boyd Public School District (0378-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

At this time, no formal changes to K-5 curricular resources will be implemented district-wide for the 2025-26 school year. While we remain committed to strengthening our literacy instruction through a knowledge-rich curriculum, budget limitations—specifically the availability of funding only for a literacy aide—have restricted our ability to adopt or pilot new comprehensive literacy programs at this time. During the 2024-25 school year, we explored Wit & Wisdom as a potential option. However, after careful review, we determined that it did not fully align with our instructional goals or meet the needs of our students as anticipated. As a result, we will continue to use our current literacy resources while we work toward identifying a curriculum that better supports our vision for high-quality, content-rich instruction in the future. We anticipate continued discussions and exploration of curriculum options in the coming year, with the goal of building a strong foundation for a future adoption that aligns with our district's instructional priorities and student needs.

## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Dawson-Boyd Public School District (0378-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Functional Phonics, 100 Easy Lessons, Specific Skills Series: Working with Sounds, Heggerty, Funemics	Functional Phonics, Heggerty, Individualized Interventions
Grade 1	Functional Phonics, 100 Easy Lessons, Sonday, Specific Skills Series: Working with Sounds, Heggerty: Bridge the Gap, Funemics, PRESS Interventions, Read Naturally: Phonics, Signs for Sounds, Read Naturally, Heggerty	Functional Phonics, Sonday, Heggerty: Bridge the Gap, PRESS Interventions, Heggerty, Individualized Interventions
Grade 2	Functional Phonics, 100 Easy Lessons, Sonday, Specific Skills Series: Working with Sounds, Heggerty: Bridge the Gap, PRESS Interventions, Repeated Reading, Read Naturally: Phonics, Signs for Sounds, Read Naturally, Heggerty	Functional Phonics, Sonday, Heggerty: Bridge the Gap, PRESS Interventions, Heggerty, Individualized Interventions
Grade 3	Functional Phonics, 100 Easy Lessons, Sonday, Specific Skills Series: Working with Sounds, PRESS Interventions, Repeated Reading, Read Naturally: Phonics, Signs for Sounds, Read Naturally	Functional Phonics, Repeated Reading, Read Naturally, Individualized Interventions
Grade 4	Functional Phonics, Specific Skills Series: Working with Sounds, Signs for Sounds, Repeated Reading, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions

# Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	
Grade 5	Functional Phonics, Repeated Reading, Specific Skills Series: Working with Sounds, Signs for Sounds, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions
Grade 6	Functional Phonics, Repeated Reading, Specific Skills Series: Working with Sounds, Signs for Sounds, Read Naturally, Specific Skill Series (Using Context, Following Directions, Locating the Answer, Getting the Main Idea, Getting the Facts, Drawing Conclusions, Detecting the Sequence), Achieve 3000	Functional Phonics & Morphology, Repeated Reading, Read Naturally, Achieve 3000, Individualized Interventions
Grade 7	Achieve 3000, Individualized Interventions	Achieve 3000, Individualized Interventions
Grade 8	Achieve 3000, Individualized Interventions	Achieve 3000, Individualized Interventions
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

## Continuous Improvement for Reading Interventions

Dawson-Boyd Public School District (0378-01) will make the following changes to reading interventions for the 2025-26 school year.

We will be further exploring the instructional interventions we are using - especially in the 4-12th grade levels. With the addition of new staff, we will be able to provide more targeted interventions to students who need them.



## 12. Section 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.

Dawson-Boyd Public School District (0378-01) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

At this time, we have not had any teachers fall below the vendor-recommended 80% proficiency level. However, should this occur, our district is fully committed to providing the necessary support to ensure all educators are successful in completing the approved training. Support would include reteaching opportunities, small-group or individual study sessions, and guided review of key concepts. Our approach would be grounded in professional learning and collaboration, with the goal of building teacher confidence and ensuring implementation fidelity. We believe in supporting continuous growth and will work alongside staff to meet expectations and uphold instructional quality.

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:

To ensure the implementation of high-quality, evidence-based literacy instruction, our district collects multiple forms of fidelity data focused on the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Building leaders conduct regular classroom walkthroughs and lesson observations using fidelity checklists aligned to evidence-based practices. These tools help us monitor the presence and quality of explicit and systematic instruction in each component. In addition, teacher lesson plans are periodically reviewed to ensure alignment with scope and sequence expectations, and grade-level teams participate in data meetings to analyze student outcomes and adjust instruction accordingly. Ongoing professional learning communities (PLCs) provide a structure for collaborative reflection on practice, ensuring instructional alignment and consistency across classrooms. Our approach emphasizes a supportive and growth-oriented culture, where data is used not for evaluation, but to guide professional learning, identify areas for additional development, and celebrate effective instruction.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

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:

Our district is committed to using fidelity data as a foundation for meaningful, job-embedded support to strengthen instructional practices in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Grade level bands and building leaders analyze fidelity data gathered through observations, walkthroughs, and lesson plan reviews to identify trends, areas of strength, and opportunities for growth. Development is then strategically tailored based on this data. Teachers receive individualized support through cycles of observation, co-teaching, and reflective feedback conversations. Small-group and grade-level team coaching sessions are also offered to address common needs and build collective efficacy. Feedback is timely, actionable, and aligned with the principles of explicit, systematic instruction. In addition, professional development is differentiated and responsive to what the fidelity data reveals, ensuring that teachers have the tools, strategies, and support they need to provide high-quality literacy instruction. Our approach emphasizes continuous improvement in a supportive environment, where learning together is viewed as a partnership focused on enhancing student outcomes and building teacher capacity across all foundational reading areas.

The following changes in instructional practices have impacted students :

The shift to explicit, systematic, and evidence-based instructional practices in reading has led to measurable improvements in student outcomes across our elementary grades. As teachers have implemented more structured approaches in phonemic awareness, phonics, fluency, vocabulary, and comprehension, we have observed stronger foundational skills, increased student engagement, and greater confidence in reading. Evidence of this impact is reflected in multiple data points. Universal screening and progress monitoring data show some growth in early literacy benchmarks, particularly in the areas of phonemic awareness and decoding. For example, we have seen an increase in the percentage of students reaching or exceeding grade-level expectations on assessments such as FASTBridge. Beyond quantitative data, teacher observations and anecdotal reports highlight increased student participation, more accurate application of decoding strategies, and improved vocabulary use in both oral and written expression. This alignment of instructional practice with the science of reading has not only advanced academic achievement but has also contributed to a stronger culture of literacy throughout our schools. We remain committed to monitoring progress and using data to refine practices to ensure all students continue to grow as confident, capable readers.

Dawson-Boyd Public School District (0378-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our district recognizes culturally responsive teaching as a foundational element of equitable education. We have taken intentional steps to embed culturally responsive practices into our professional development to ensure all students feel seen, valued, and supported—especially in literacy instruction. Staff training has included topics such as building cultural competency, mitigating bias, affirming student identity, and incorporating diverse texts and perspectives. These learning opportunities are delivered through whole-staff

## Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

training, small-group workshops, and ongoing professional learning communities (PLCs). To support teachers in implementing culturally responsive literacy practices, we focus on several key areas: Curricular Review and Text Selection: Teachers receive support in evaluating and selecting texts that reflect a wide range of cultures and voices. The goal is to provide students with mirrors and windows—texts that reflect their own experiences and introduce them to others'. Instructional Practices: Teachers are guided in using strategies that draw on students' backgrounds, languages, and prior knowledge. Lessons include culturally relevant examples and opportunities for students to share personal connections. Ongoing Coaching and Reflection: Building leaders support teachers through coaching, reflective dialogue, and actionable feedback that encourages the integration of equity-centered literacy instruction. Student Voice and Choice: Teachers are encouraged to provide students with choice in reading and writing, allowing them to explore texts and topics that resonate with their lived experiences. By aligning literacy instruction with culturally responsive practices, we aim to foster inclusive

Dawson-Boyd Public School District (0378-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation
  - Attended District Literacy Lead Community of Practice
  - Requested district support with implementation

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):

In the 2025–2026 school year, our district will continue professional development focused on our foundational literacy curriculum to ensure consistent, high-quality instruction. Three instructional leaders will attend advanced training and return to lead site-based learning, allowing our team time to collaborate and deepen implementation practices. We will also begin training and implementation of the Capti assessment in Grades 4–12, which aligns with the reading strand of the ELA standards by helping educators identify student needs and tailor instruction accordingly. Alongside this rollout, staff will receive training on the effective implementation of interventions to better support students performing below benchmark. Additionally, K–12 ELA staff will engage in a comprehensive process of unpacking the ELA standards across all strands—reading, writing, and exchanging ideas. This includes bundling standards, prioritizing learning outcomes, and aligning them within our district-wide scope and sequence. This work will guide instruction and assessment, ensuring coherence and clarity from grade to grade. While this is a significant body of work, we recognize it as essential for building instructional alignment and improving student outcomes across all areas of literacy.

Dawson-Boyd Public School District (0378-01) will make the following changes to the professional development plan for the 2025-26 school year:

Our district's 2025-2026 professional development plan is grounded in structured literacy and aligned to ELA standards. A new PreK teacher will complete LETRS for Early Childhood Educators, while a new third-grade teacher will finish LETRS Volume 1 in the summer and continue with Volume 2 in the fall. Two existing teachers will also complete Volume 2. One special educator will complete Phase 1 of CAREIALL training, and all remaining Grades 4-12 reading teachers will begin Phase 2 (unless already LETRS-trained). The administrative team enters Year 2 of LETRS for Administrators, focusing on literacy leadership and data-informed instructional support. All 28 instructional support staff and any new hires will complete Structured Literacy Training for Paraprofessionals to ensure consistent, evidence-based support across settings. In addition, the district will begin implementation of the Capti Reading Assessment for Grades 4-12, accompanied by training on data analysis, instructional decision-making, and intervention planning. All K-12 ELA staff will also engage in curriculum work to unpack, bundle, and prioritize ELA standards across reading, writing, and exchanging ideas. This will support a coherent scope and sequence and ensure alignment and rigor throughout the system. Ongoing support will include PD days, PLC time, and collaborative planning to ensure sustainable implementation. This comprehensive approach reflects our commitment to instructional excellence, equity, and literacy success for all 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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	3	2	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	8	7	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	2	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	6	5	0	1
PreK through grade 5 Curriculum Directors	3	0	3	0
PreK through grade 5 Instructional Support Staff who provide reading support	25	2	0	23

#### 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

Local Literacy Plan for Dawson-Boyd Public School District (0378-01)

Grades 4-12 Classroom Educators responsible for reading instruction	9	2	0	7
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	3	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Dawson-Boyd Public School District (0378-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$30,722.80

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$12,036.12

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Dawson-Boyd Public School District (0378-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$22,606.04

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$10296

If funds remain, the plan to spend down the remaining funds are as follows:

Should additional funds remain at the conclusion of the primary expenditures, the district plans to allocate those funds toward the purchase of print materials to support the implementation of the Functional Phonics and Morphology curriculum. This will include essential instructional resources such as teacher manuals, card sets, visual posters, student workbooks, and other supplemental materials that enhance classroom instruction and student engagement. These materials will ensure that educators are fully equipped to deliver high-quality, systematic instruction in foundational literacy skills.