

## Minnesota READ Act Literacy Plan

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

For

Discovery Public School - Faribault (4081-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Discovery Public School - Faribault (4081-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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# 1. Read Act Goals

## District or Charter School Literacy Goals

Discovery Public School - Faribault (4081-07)'s literacy goal(s) for the 2025-26 school year:

All students will read on grade level or make adequate progress by the end of the school year based on meeting or exceeding expected growth on NWEA MAP reading growth for all students and moving up a level ("does not meet" to "partially meets") on MCA Reading scores for students who take the MCA this year.

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

Tracking of students who are below grade level on their NWEA MAP Reading Growth test was implemented. Students who were below grade level (50th percentile) were screened using Capti ReadBasix. These students were also included in the Reading Intervention class.

The following describes how Discovery Public School - Faribault (4081-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Only 37.84% of students met their fall to spring expected growth on the NWEA MAP reading growth assessment. MCA Reading data is not yet available.

Discovery Public School - Faribault (4081-07)'s literacy goal(s) for the 2026-27 school year:

All students will read on grade level or make adequate progress by the end of the school year based on meeting or exceeding expected growth on NWEA MAP reading growth for all students and moving up a level ("does not meet" to "partially meets") on MCA Reading scores for students who take the MCA this year.

The Local Literacy Lead, Rachael Ingalls, for Discovery Public School - Faribault (4081-07) has an FTE of .10

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

The District Literacy Lead meets with the District Leadership Team on a regular basis.

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 Discovery Public School - Faribault (4081-07)

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Discovery Public School - Faribault (4081-07) Local Literacy Plan is posted on the district website at

<https://isd4081.org/resources/>

## 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.

Discovery Public School - Faribault (4081-07) - Does not serve students in grades K-3 at this organization.

### 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 Discovery Public School - Faribault (4081-07) 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
Capti ReadBasix	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Discovery Public School - Faribault (4081-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No



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

Universal screening for foundational reading skills for Discovery Public School - Faribault (4081-07) 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	0	CTSTR	0	CTSTR	0	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	0	CTSTR	0	CTSTR	0	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 Discovery Public School - Faribault (4081-07) 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.

Discovery Public School - Faribault (4081-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	0	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

Discovery Public School - Faribault (4081-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade levels not served

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

The following table displays the number of students in Discovery Public School - Faribault (4081-07) 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	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	5	5	5	CTSTR	CTSTR	0
7th	6	6	6	CTSTR	CTSTR	0
8th	2	2	2	CTSTR	CTSTR	0
9th	9	9	3	CTSTR	CTSTR	0
10th	14	14	6	CTSTR	CTSTR	0
11th	4	4	1	CTSTR	CTSTR	0
12th	8	8	2	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.

Discovery Public School - Faribault (4081-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

NWEA Reading assessment data was used to determine which students required intervention in reading. Capti ReadBasix was used to target the specific areas in which each student needed further evidence-based instruction.

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

The director observes classes and evaluates teachers based on our district individual growth and development model.

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

Students are evaluated at Tier 1 using NWEA MAP Growth assessments. Students who score below the 40th percentile for their grade are screened and entered into Tier 2 Intervention. Students who are not making progress in Tier 2 intervention are referred to special education for more intensive intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Progress monitoring data not collected

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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:

Capti ReadBasics assessments that show little to no progress flags students for a closer look. Teacher observation and course grades are also factored in.

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

Students are exited from Tier 2 and 3 interventions when they demonstrate progress monitoring that places them at grade level or close for reading.

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

Discovery Public School - Faribault (4081-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We plan to add progress monitoring to our Tier 2 intervention.

## 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 Discovery Public School - Faribault (4081-07) 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
Grade 6	1 time per year	Parent teacher conferences
Grade 7	1 time per year	Parent teacher conferences
Grade 8	1 time per year	Parent teacher conferences
Grade 9	1 time per year	Parent teacher conferences
Grade 10	1 time per year	Parent teacher conferences
Grade 11	1 time per year	Parent teacher conferences
Grade 12	1 time per year	Parent teacher conferences

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

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

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

Yes

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

- Parent teacher conferences

### Continuous Improvement for Parent Notification

Discovery Public School - Faribault (4081-07) will make the following changes to parent notification and involvement for the 2026-27 school year:

We intend to be more proactive in notifying parents who do not participate in Parent-Teacher conferences.

## 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](#).

Discovery Public School - Faribault (4081-07) does not serve grades K-5.

## 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 Discovery Public School - Faribault (4081-07) 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
Great Leaps	Tier 3	Grade 6	50
	Tier 3	Grade 7	50
	Tier 3	Grade 8	50
	Tier 3	Grade 9	50
	Tier 3	Grade 10	50
	Tier 3	Grade 11	50
	Tier 3	Grade 12	50
READ 180	Tier 2	Grade 6	50
	Tier 2	Grade 7	50
	Tier 2	Grade 8	50
	Tier 2	Grade 9	50
	Tier 2	Grade 10	50
	Tier 2	Grade 11	50
	Tier 2	Grade 12	50

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Discovery Public School - Faribault (4081-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$2,000

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

\$0

### READ Act Literacy Aid

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

Discovery Public School - Faribault (4081-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$4,000

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

\$0

### Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Literacy Aid Funds

## 12: Professional Development Plan

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

Discovery Public School - Faribault (4081-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

03/09/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

All of our teacher have completed the training at the required proficiency level of 80%.

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:

The director has ensured that all required staff have completed the training to learn to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

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:

All staff have completed the training. Teachers work together to coach each other and provide feedback.

The following changes in instructional practices have impacted students:

We do not have any evidence currently of significant student outcomes. We expect to see more improved student outcomes as the plan continues.

Discovery Public School - Faribault (4081-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We have provided professional development in culturally responsive teaching. The Read Act require professional development gave teachers the tools to implement it in literacy practices.

Discovery Public School - Faribault (4081-07) engaged with the Regional Literacy Network through the following:

- 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):

We do not currently have any professional development opportunities planned. We will develop our plan for the

Local Literacy Plan for Discovery Public School - Faribault (4081-07)  
2026-27 school year in late summer.

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

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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	1	1	0	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	0	0	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	3	3	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).

3

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.

Discovery Public School - Faribault (4081-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

## 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.

Discovery Public School - Faribault (4081-07) does not include a DLI Program