Minnesota READ Act Literacy Plan

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

For

Esko Public School District (0099-01)

Date Submitted to the State 06/10/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Esko Public School District (0099-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2025).

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1. Read Act Goals

District or Charter School Literacy Goals

Esko Public School District (0099-01)'s literacy goal(s) for the 2025-26 school year:
The goal for Esko Public Schools will be to ensure grade-level reading proficiency by reviewing student achievement results and growth data; by analyzing current practices and effectiveness of core literacy instruction for all students and specific groups identified as not making adequate growth; and by analyzing current practices and supports that have demonstrated success/data in support of groups not yet proficient.

The following was implemented or changed to make progress towards the goal(s):
1. Throughout the 2025-2026 school year Grades K-6 teaching staff fully implemented the Functional Phonics + Morphology curriculum while using current core curriculum to ensure consistent foundational skill instruction, additional instruction for students identified as needing Tier 2-3 support (WIN Time), measure student growth with formative assessments, and building teacher knowledge of how to use diagnostics to identify student needs.
2. Grades K-6 teaching staff also worked with our contracted Literacy Coach from Northeast Service Co-Op throughout the school year on how to use FastBridge screening reports, understand growth reports, identify student needs, form intervention groups, and use progress monitoring tools. We continue to strive toward reaching the MnMTSS model across all grade levels.
3. Grades 4-12 teaching staff completed training on Capti ReadBasix while administering the MDE required sub-tests for students who were identified as not making adequate growth upon looking at FastBridge data and MCA data.
4. Grades 7-12 teaching staff completed their Phase 2 READ Act training and had at least two representatives attend regional trainings on how to provide Tier 2-3 support within their high school schedule. Both elementary and high school had team leader representatives attend regional trainings provided by NESC throughout the year and work with administration on the next steps toward reaching our current and future literacy goals.

The following describes how Esko Public School District (0099-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The MN READ Act states that all students will achieve reading proficiency by the end of third grade using evidence-based literacy instruction aligned with the science of reading. Although we have not reached the goal of having all students reading at or above grade level, we actively work to review our district FastBridge screening data, new Capti ReadBasix data (implemented once this year 2025-2026), and core curriculum data to determine where we can support students throughout Tier 1-2-3. We continue to look at which core literacy skills students need with direct, explicit, and systematic instruction that included aligned interventions to make adequate progress expanding our use of the MnMTSS model. We are seeing growth in our FastBridge data, however we continue to see a need for systematic and explicit instruction in all tiers to support students. We are in the process of piloting our Grades K-6 Tier 1 curriculum program that will provide best practices aligned to the science of reading using evidence-based instructional

supports to help meet goals outlined in the READ Act.

Esko Public School District (0099-01)'s literacy goal(s) for the 2026-27 school year:
The goal for Esko Public Schools will be to continue to ensure grade-level reading proficiency by reviewing student achievement results and growth data; by analyzing current practices and effectiveness of core literacy instruction for all students and specific groups identified as not making adequate growth; and by analyzing current practices and supports that have demonstrated success/data in support of groups not yet proficient while implementing MTSS across all grade levels.

Grades K-6 in the elementary will set a goal of piloting two curricular programs that meet the following criteria: READ Act compliance (structured literacy), MN academic standards horizontal and vertical alignment, evidence of positive student learning outcomes and engagement, research and evidence-based instructional practices, are teacher friendly, include assessments that informs instruction, grade level rigor, and developmentally appropriate materials.

Grades 7-12 will continue using their current curriculum and continue to review student learning outcomes as they implement required READ Act screening to determine student needs and how to meet those needs.

The Local Literacy Lead, Brian Harker, for Esko Public School District (0099-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The Winterquist Elementary principal is currently identified as our District Literacy Lead who works in partnership with a Northeast Service Co-Op Literacy Lead contracted specifically for the Esko Public School district along with two elementary reading interventionists as part of the district leadership team. Each team member attends local, regional, and state DLL literacy meetings to discuss progress made and training or coaching needed toward reaching district goals. We hope to include at least two secondary teachers to join the leadership team and attend meetings throughout 2026-2027.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:
MDE Read Act Literacy Lead License List
Yes
Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

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

- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Esko Public School District (0099-01) Local Literacy Plan is posted on the district website at https://www.esko.k12.mn.us/district/district_procedural_guides_and_reports

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.

Esko Public School District (0099-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Esko Public School District (0099-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	FastBridge: aReading, AutoReading, Nonsense Words
		Vendor Composites using vendor benchmarks	MDE READ Act Composites
	Grade 1	Vendor Composites using vendor benchmarks	FastBridge: aReading, AutoReading, Nonsense Words
		Vendor Composites using vendor benchmarks	MDE READ Act Composites
	Grade 2	Vendor Composites using vendor benchmarks	FastBridge: aReading, AutoReading, Nonsense Words
		Vendor Composites using vendor benchmarks	MDE READ Act Composites
	Grade 3	Vendor Composites using vendor benchmarks	FastBridge: aReading, AutoReading, Nonsense Words
		Vendor Composites using vendor benchmarks	MDE READ Act Composites

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Esko Public School District (0099-01) will be utilizing the following screening tool(s) in 2026-27:

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

Esko Public School District (0099-01) will make the following changes to screening tools or criteria in grades K-3 in the

2026-27 school year:

Grades K-2 will be implementing the required MDE Oral Language Screening using the Integrated option. All students will be testing during the fall testing window and continue to be tested during winter and spring windows if they have not reached their goal.

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 Esko Public School District (0099-01) 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	N/A CaptiReadBasix used as Step 1 & 2
		3 time per year	Vendor Benchmark
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
		3 time per year	Vendor Benchmark
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
		3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
		3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
		3 time per year	Vendor Benchmark

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

Esko Public School District (0099-01) 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

Esko Public School District (0099-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Grades 4-6 will continue using FastBridge Assessments in the areas of CBM, aReading, and AutoReading to determine if students are not reading at grade level as Step 1. Any students not meeting their goals will be administered the required Capti ReadBasix sub-tests to identify specific reading deficits and needed interventions. Grades 7-12 will continue using FastBridge Assessments in the areas of **** to determine if students are not reading at grade level as Step 1.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Esko Public School District (0099-01) 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	77	53	76	58	78	47
1st	91	42	93	55	89	52
2nd	90	51	91	57	92	59
3rd	91	68	91	71	91	77

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 Esko Public School District (0099-01) 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.

Esko Public School District (0099-01) uses the following criteria to identify students 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	78	12
1st	89	9
2nd	92	16
3rd	91	5

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

Esko Public School District (0099-01) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Esko Public School District (0099-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

All students in grades K-2 will be given the Oral Language Sentence Repetition screener as required by MDE for the 2026-2027 school year.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Esko Public School District (0099-01) 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	99	98	28	28	16	0
5th	97	94	20	20	15	0
6th	94	94	22	22	10	0
7th	114	114	26	26	10	0
8th	92	92	25	25	10	0
9th	110	110	1	CTSTR	CTSTR	0
10th	98	98	1	CTSTR	CTSTR	0
11th	102	102	0	CTSTR	CTSTR	0
12th	105	105	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.

Esko Public School District (0099-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Esko School District continues to work on implementing a Multi-Tiered System of Supports (MnMTSS) framework. Students in Grades K-8 will complete FastBridge Assessments (fall, winter, spring) to help identify who is at risk in the Tier 1 setting. Students at risk are provided Tier 2 intervention support in the classroom setting. Students who need additional support beyond Tier 2 are eligible for Title One (grades K-1) services and ADSIS Reading services (grades 2-6) (as scheduling is available) using evidence-based instruction with a foundational curriculum program (Functional Phonics + Morphology), recommended FastBridge interventions, and MDE approved intervention resources. Students who qualify for Title One or ADSIS services in grades K-6 are also given a diagnostic screener to determine more specific areas of need and provided additional Tier 3 support if needed.

Progress monitoring is used as determined by FastBridge screening reports and given weekly, bi-weekly, or monthly depending on the intervention being measured. Grades K-6 classroom teachers and Interventionists work together to determine additional needs and review progress monitoring data showing student growth. This also provides opportunity to discuss if the intervention level or materials used are adequately working. Students who meet exit criteria and show they have reached grade level goals are placed on a watch list to observe their continued progress in the Tier 1-2 setting. A similar philosophy will be used to support students in grades 9-12, but with a more comprehensive analysis of data points, including statewide testing and local literacy measures.

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

Grades K-3 classroom teachers use Functional Phonics + Morphology curriculum and core knowledge building curriculum formative and summative assessments to differentiate instructional needs in the Tier 1 setting along with FastBridge recommendations. Students are provided additional support during intervention time in the classroom and/or Title One/ADSIS setting. Grades 4-6 use the core curriculum formative and summative assessments along with FastBridge recommendations to determine differentiated instructional needs and provide additional support as needed. Our Northeast Service Co-Op Literacy team continues to assist with training and review our system of fidelity using FastBridge growth reports. Both elementary and high school principals complete walk-throughs and yearly teacher observations which allow them to look for differentiation instructional practices.

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

Grades K-8 are administered FastBridge Assessments (fall, winter, spring) to determine if they are at risk. Classroom teachers and Interventionists work together to review FastBridge data and recommended interventions. Students who are at low risk receive classroom intervention support in the Tier 2 classroom setting. Students who are at high risk receive intervention support outside the classroom setting in the Title One (grades K-1) or ADSIS (grades 2-6) Tier 2-3 setting. A similar philosophy will be used to support students in Grades 9-12, but with a more comprehensive

analysis of data points, including statewide testing and local literacy measures.

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 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:

Grades K-4 students are monitored using FastBridge weekly, bi-weekly, or monthly progress monitoring tools that show their achievement over time. Progress monitoring intensification changes depending on the intervention being used and adjusted as needed. Grades 5-6 will continue to explore and determine how often to use progress monitoring tools during the 2026-2027 school year which will provide the most valuable data to help them determine intensification and modifications. If a student is not making adequate progress in Grades K-8 after interventions have been in place in the Tier 2-3 classroom or intervention service setting, grades K-6 classroom teachers bring students to TAT (Teacher Assistance Team) to discuss student growth and needs. The team will consider whether a different intervention could be used or a Special Education learning evaluation is recommended for additional Tier 3 support. In grades 7-12, grade level teams and Project Connect leaders (Esko HS MTSS model) will monitor quarterly data points including performance and growth on state testing, FastBridge Assessments, and local literacy activities to monitor the effectiveness of interventions and need for enhanced or intensified instruction.

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

Grades K-6 students who meet grade level goals are progress monitored additional data points over a three week period before being fully exited from targeted reading intervention in the classroom and/or Title One (grades K-1)/ADSIS (grades 2-6) services using FastBridge data and core curriculum data. Grades 5-6 will continue to implement progress monitoring and exit criteria during the 2026-2027 school year. In grades 7-12, grade level teams and Project Connect leaders (Esko HS MTSS model) will monitor quarterly data points including performance and growth on state testing, FastBridge Assessments, and local literacy activities to monitor the effectiveness of interventions and need for enhanced or intensified instruction. Similarly, exit criteria will be developed as Capti ReadBasix testing is implemented and required by the READ Act.

Continuous Improvement for Data-Based Decision Making for Action

Esko Public School District (0099-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We recognize the importance of data-based decision-making within the MnMTSS framework and is an area we strive toward improving. We will continue working with our regional team coaches to help all grade level teachers become more consistent with progress monitoring and exit criteria.

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 Esko Public School District (0099-01) 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	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 1	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 2	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 3	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 4	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 5	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 6	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 7	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 8	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 9	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 10	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 11	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters
Grade 12	Other - Parent teacher conferences, quarterly report cards, and family letters as needed	Other - Parent teacher conferences, report cards, family letters

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

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

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

Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

Esko Public School District (0099-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Grades K-6 staff will continue working on more consistent data sharing with families. Teachers will continue to send home FastBridge family reports after each screening window (fall, winter, spring) along with quarterly report card literacy grading updates. Students who are eligible for Title One (K-1) and ADSIS (grades 2-6) (as scheduling allows) are notified with a family letter and sometimes a phone call to go over student risk factors.

Families of students in grades 4-12 will be notified if their child needs additional screening using Capti ReadBasix. In grades 7-8, FastBridge data will be communicated to families on a quarterly basis along with report card literacy grading updates. When students in grades 7-12 are identified as reading below grade level using multiple measures, grade level teams, led by literacy teachers will provide quarterly updates to families.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Esko Public School District (0099-01), 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
Other Curriculum - Functional Phonics + Morpholgy (K-6), Benchmark Advance (K-4), Storytown (5), Teacher Created (6)	Other	Kindergarten	120
	Other	Grade 1	120
	Other	Grade 2	120
	Other	Grade 3	120
	Other	Grade 4	120
	Other	Grade 5	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The Grades K-6 ELA committee is in the process of piloting a new Tier 1 Core curricular program. The committee identified the following needs: READ Act compliance (structured literacy), MN academic standards horizontal and vertical alignment, evidence of positive student learning outcomes and engagement, research and evidence-based instructional practices, is teacher friendly, includes assessments that inform instruction, grade level rigor, and developmentally appropriate materials. Grades 7-12 will continue using their current curriculum and review how it works as they implement required READ Act screening to determine student needs.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
The Grades K-6 ELA committee completed two short pilots during the 2025-2026 school year and will continue two additional longer pilots during the 2026-2027 before making a final choice. Grades K-6 staff completed their Phase 1 OL&LA training (which includes committee members) before identifying the following needs in a Tier 1 Core curricular resource: READ Act compliance (structured literacy), MN academic standards horizontal and vertical alignment, evidence of positive student learning outcomes and engagement, research and evidence-based instructional practices, teacher friendly, assessments that inform instruction, grade level rigor, and developmentally appropriate materials.

The committee created fidelity check tools that include a first impression chart (strengths/weaknesses/questions) and overall rubric aligned with MN academic standards to evaluate each resource before, during, and after each pilot period that will assist in making a final decision. Grades 7-12 will continue using their current curriculum and review how it works as they implement required READ Act screening to determine student needs for 2026-2027.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Esko Public School District (0099-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Grades K-6 will be piloting two new curricular resources. Each grade level will have two teachers piloting while two teachers use our current Tier 1 curriculum. This will be closely looked at to make sure MN academic standards are being followed and student needs are being met.

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 Esko Public School District (0099-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - K-6 use Functional Phonics + Morphology, K-12 FastBridge and Capti ReadBasix Intervention resources.	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30

Continuous Improvement for Litearcy Intervention Resources

Esko Public School District (0099-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Grades K-6 will continue to use Functional Phonics + Morphology as the main resource after identifying student intervention needs from FastBridge and Capti ReadBasix reports. We will also use FastBridge and Capti ReadBasix recommended intervention strategies and resources. We will be adding MDE approved intervention resources in grades 4-6 such as Word Connections and Rewards. Grades 7-12 will continue to review recommended FastBridge and Capti ReadBasix interventions and explore approved resources will help meet those needs.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Esko Public School District (0099-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$68,026

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

$60,837

READ Act Literacy Aid

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

Esko Public School District (0099-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$68,026

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

$124,349

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

Literacy Lead

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
MDE approved READ Act professional development	Both
Contracting or employing a District Literacy Lead	Both
Cost of substitute teachers to allow teachers to complete literacy professional development	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Both
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Employing a reading intervention specialist	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.

Esko Public School District (0099-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Esko Public School District (0099-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Not applicable

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:

Both FastBridge and Capti ReadBasix testing data are being monitored by administration for compliance and completion. Teachers via departmental leaders report on intervention and instructional strategies application stemming from that data.

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:

In conjunction with our Capti ReadBasix testing, teachers are receiving both training and collaborative support designed to ensure implementation of interventions and best practices. Administration and literacy leads monitor that process and progress.

The following changes in instructional practices have impacted students:

While portions of our MCA state test data are not showing comprehensive growth or change, select subtests indicate growth from 2025-2026 instructional goals.

Esko Public School District (0099-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We are currently not focused on this at this time. However, we will be connecting more with our American Indian Education Coordinator on how she can support us in best practices for these students.

Esko Public School District (0099-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Esko Public Schools will begin the 2026-2027 school year with a K-12 audit of best practices and priorities related to our ELA curriculum and instruction. That process will be a part of our fall Inservice to start the next school year and lead to a compendium of evidence-based practices in our K-12 setting.

Continuous Improvement for Professional Development Plan

Esko Public School District (0099-01) will make the following changes to the professional development plan for the 2026-27 school year:

See above. Additionally, grades 7-12 content area teachers will engage in a collaborative process to address reading across the larger curriculum.

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)	8	8	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	7	7	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	7	4	0	3
K-3 Classroom teachers	16	16	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	3	3	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	10	10	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	5	5	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	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).

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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.

Esko Public School District (0099-01) is implementing a multi-tiered system of support framework:
Yes
The MnMTSS framework is being utilized:
Yes
Esko Public School District (0099-01) has participated in MDE MnMTSS professional learning:
No

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

Esko Public School District (0099-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:
The Esko School District will continue to work on implementing a Multi-Tiered System of Supports (MnMTSS) framework. Students in Grades K-8 will complete FastBridge Assessments (fall, winter, spring) to help identify who is at risk in the Tier 1 setting. Students at risk are provided Tier 2 intervention support in the classroom setting. Students who need additional support beyond Tier 2 are eligible for Title One (grades K-1) services and ADSIS Reading services (grades 2-6) (as scheduling is available) using evidence-based instruction with a foundational curriculum program (Functional Phonics + Morphology), recommended FastBridge interventions, and MDE approved intervention resources. Students who qualify for Title One or ADSIS services in grades K-6 are also given a diagnostic screener to determine more specific areas of need and provided additional Tier 3 support if needed.

Progress monitoring is used as determined by FastBridge screening reports and given weekly, bi-weekly, or monthly depending on the intervention being measured. Grades K-6 classroom teachers and Interventionists work together to determine additional needs and review progress monitoring data showing student growth. This also provides opportunity to discuss if the intervention level or materials used are adequately working. Students who meet exit criteria and show they have reached grade level goals are placed on a watch list to observe their continued progress in the Tier 1-2 setting. A similar philosophy will be used to support students in grades 9-12, but with a more comprehensive analysis of data points, including statewide testing and local literacy measures.

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.

Esko Public School District (0099-01) does not include a DLI Program