Minnesota READ Act Literacy Plan

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

For

Rothsay Public School District (0850-01)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rothsay Public School District (0850-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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1. Read Act Goals

District or Charter School Literacy Goals

Rothsay Public School District (0850-01)'s literacy goal(s) for the 2024-25 school year:
The goal of Rothsay Public School is to ensure grade-level proficiency in the area of reading for all students. In addition, our goal is to ensure that all learners successfully achieve, at their grade level, the Minnesota K-12 Academic Standards in English Language Arts. The district's curriculum is aligned to the standards and a curriculum map will be utilized to ensure that each standard is taught within the school year.

The following was implemented or changed to make progress towards the goal(s):
The district had previously provided Year One educators professional development in LETRS to a majority of personnel K-3, along with two paraprofessionals. The district is working with our Service Cooperative to have the remaining K-3 and 4-12 teachers trained in Year One LETRS during the 2025-2026 school year. Additionally, our PreK3 and PreK4 teachers were trained in LETRS this 2024-2025 school year. All personnel will be trained in Year Two LETRS training during the 2026-2027 school year. In addition, the district has continued with the implementation of Personal Learning Plans for any student who was below grade level in reading in grades Kindergarten through Grade 6.

The following describes how Rothsay Public School District (0850-01)'s current student performance differs from the literacy goal detailed in the READ Act:
Currently, we are still working towards meeting the READ Act goal of having every student reading at or above grade level each year, beginning in kindergarten. We recognize that while significant progress has been made, there are still areas for growth. We continue to focus on personal learning plans to help students meet their grade-level proficiency. As we learn through training, we will continue to adjust and refine our strategies to ensure that all students achieve the goal of reading at or above grade level.

Rothsay Public School District (0850-01)'s literacy goal(s) for the 2025-26 school year:
Our goal for the 2025-2026 school year is to ensure the continued training in the Science of Reading/LETRS professional development for all teachers, equipping them with the knowledge and skills necessary to implement evidence-based literacy practices. In addition we will continue the implementation of personal learning plans for students in grades K-6 that are reading below grade level, providing targeted support and strategies to help them reach grade-level proficiency in reading.

Rothsay Public School District (0850-01)'s Local Literacy Plan is posted on the district website at:
https://resources.finalsite.net/images/v1677848017/rothsayk12mnus/klv2kigi1qtmb9fcsyl4/22-23k-3local

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 Rothsay Public School District (0850-01) 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)	Vendor composites using vendor benchmarks	aReading/earlyReading
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aReading/earlyReading
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aReading/CBMReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	aRe

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rothsay Public School District (0850-01) 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	26	18	25	17	25	16
Grade 1	19	7	17	9	17	10
Grade 2	35	19	35	22	35	22
Grade 3	21	10	20	10	20	10

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 Rothsay Public School District (0850-01) 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.

Rothsay Public School District (0850-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

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

Other: Explain below

FastBridge

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	25	11
Grade 1	17	9
Grade 2	0	CTSTR
Grade 3	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*

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

Rothsay Public School District (0850-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Screening within FastBridge will be included for grades 2 and 3 using Nonsense earlyReading.

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 Rothsay Public School District (0850-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge	aReading/CBMReading	30th Perecentile/Vendor targets
Grade 5	FastBridge	aReading/CBMReading	30th Perecentile/Vendor targets
Grade 6	FastBridge	aReading/CBMReading	30th Perecentile/Vendor targets
Grade 7			
Grade 8			
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 Rothsay Public School District (0850-01) to determine which students in grades 4-12 are not reading at grade level:

Students that scored a Does Not Meet on 3rd-10th grade MCA Reading spring of 2024-2025 will be screened using Capti ReadBasix beginning the 2025-2026 school year.

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:

Students will be screened with the Capri ReadBasix in Fall, Winter, and Spring for students in grades 4-12 who are not reading at grade level according to Spring MCA and/or STAR test scores from the previous year.

Additional Screening tools are still being determined at the district level and will be in compliance with MDE's guidance.

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

The following table displays the number of students in Rothsay Public School District (0850-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Rothsay Public School District (0850-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

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

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

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

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Rothsay Public School District (0850-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents of secondary students (7-12) will be notified by email or mail if students are not performing at grade level in literacy.

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.

Rothsay Public School District (0850-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
Through our initial screening process, if a student is identified as needing additional support, we dig deeper to determine the most effective intervention. If a student shows signs of needing explicit instruction in phonological awareness (understanding and working with the sounds in spoken words), or demonstrates a need for support in phonics (understanding the relationship between letters and sounds), interventions will be made accordingly. If a student shows strong skills in both phonological awareness and phonics, we may focus on fluency as the next step in their reading development.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
The first level of support occurs in the classroom with solid core instruction delivered by the classroom teacher using the district's curriculum that is aligned with the MN ELA standards. All students get Tier1 instruction at Rothsay Elementary. Research-based reading instruction addresses the following: phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. Teachers then differentiate instructions in small groups, according to the individual needs of their students. However, there is currently no formal process in place for monitoring the fidelity of instruction or differentiation within Tier 1. The district will implement guidance on monitoring practices once it is released by the Minnesota Department of Education (MDE).
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Based on the screening and diagnostic assessments, the second level of support is provided to students not meeting grade-level targets. These students are provided supplemental reading interventions according to their skill level. This level of support is provided by trained staff members using research-based interventions during their TIGER Time/Title 1/Special Education Services for grades K-6 and WIN (What I Need) Time/Special Education Services for grades 7-12.
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:

Progress monitoring with students receiving TIER 2 interventions happens at a minimum every other week, most often weekly. Students receiving TIER 3 interventions complete progress monitoring on a daily/weekly basis.

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

Students may exit Tier 2 intervention when they meet benchmark target with no decline below the goal line in progress monitoring data points. After exiting, progress monitoring continues to ensure continued growth. Exit decisions are reviewed by the Student Assistance Team (SAT) and or Child Study Team to ensure a gradual release of support. The same general criteria apply at both elementary and secondary levels.

Does Rothsay Public School District (0850-01) use personal learning plans for literacy:

Yes

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

- All students not reading at grage level
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

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

Personal Learning Plans for all K-6 students who are performing below grade-level targets on screening measures. Personal Learning Plans include Student name, school, grade, and school year -Areas of need and level of intervention -Type of intervention and instructional focus -Recent benchmark results and a progress monitoring graph -ESGI, STAR data grades 2 and up, and potential resources for parents. These plans help guide instruction and support communication between school and home.

Continuous Improvement for Data-Based Decision Making for Action

Rothsay Public School District (0850-01) 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:

As teachers are trained in LETRS, and receive professional development from our Service Cooperative trainers, they will follow their guidance and implement best practices.

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.

Rothsay Public School District (0850-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rothsay Public School District (0850-01) has participated in MDE MnMTSS professional learning:

No

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 Rothsay Public School District (0850-01), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
Grade 2	· Rooted in Reading	Comprehensive	30
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
Grade 4	· Novel Based Instruction	Knowledge Building	60
Grade 5	· Novel Based Instruction	Knowledge Building	60

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Continuous Improvement for Core Reading Instruction and Curricula

Rothsay Public School District (0850-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

As more teachers are trained in LETRS, new practices and strategies will be implemented.

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 Rothsay Public School District (0850-01) 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	Small group/Press//UFLI/Reading Eggs	small group/Individualized
Grade 1	Small group/Press//UFLI/Reading Eggs	small group/Individualized
Grade 2	Small group/Press/UFLI/Reading Eggs/Boddle	small group/Individualized
Grade 3	Small groups/Press/UFLI	small group/Individualized
Grade 4	Small groups/Press/IXL	small group/Individualized
Grade 5	Small groups/IXL	small group/Individualized
Grade 6	Small groups/IXL	small group/Individualized
Grade 7	WIN	WIN
Grade 8	WIN	WIN
Grade 9	WIN	WIN
Grade 10	WIN	WIN
Grade 11	WIN	WIN
Grade 12	WIN	WIN

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Continuous Improvement for Reading Interventions

Rothsay Public School District (0850-01) will make the following changes to reading interventions for the 2025-26 school year:

As more teachers are trained in LETRS, new practices and strategies will be implemented. In addition, as progress monitoring data is collected and reviewed, changes will be made.

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.

Rothsay Public School District (0850-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/26/2027

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

The district will have a support process in place for teachers who do not meet the vendor-recommended 80% proficiency level. These teachers will be notified and offered targeted support, which may include reviewing training content, joining guided practice sessions, or revisiting specific modules or skills as needed.

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 support effective reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, the district has a structured system to monitor instructional fidelity within their teacher practices. Additionally, Professional Learning Communities (PLCs) offer time for reflection and collaboration. This continuous cycle data review maintains consistent, high-quality instruction across all classrooms.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The district supports elementary teachers in delivering evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. A certified LETRS facilitator may provide coaching, focusing on lesson pacing, materials, student engagement, and curriculum alignment. This support can also include personalized support, such as lesson modeling, co-teaching, and feedback.

The following changes in instructional practices have impacted students :

We are committed to continuous improvement. We will collect various data points to assess the effectiveness of structured literacy instruction through literacy assessment scores, progress monitoring data, and feedback from LETRS trainers. In analyzing this data, we can identify areas for growth, trends, strengths which will inform our decisions on professional development priorities and instructional practices.

Rothsay Public School District (0850-01) has implemented the following professional development and

support for teachers around culturally responsive practices:

The district provides training where needed to help teachers use culturally responsive practices in the classroom. We believe in the importance of building strong relationships with families, holding high expectations for students, and while using student-centered instruction. Teachers are learning to include diverse cultures in the curriculum, choose texts that reflect various students' backgrounds, and connect learning to students' real-life experiences. These efforts help make literacy instruction meaningful for every student.

Rothsay Public School District (0850-01) engaged with the Regional Literacy Network through the following:

- 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):

Teachers attended Professional Development through our Service Cooperative focusing on alignment of ELA standards. The district will utilize the LETRS trainers and Service Cooperative members to support our teachers moving forward.

Continuous Improvement for Professional Development Plan

Rothsay Public School District (0850-01) will make the following changes to the professional development plan for the 2025-26 school year:

As teachers are trained in LETRS, new practices and strategies will be implemented. In addition, as progress monitoring data is collected and reviewed, changes will be made.

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	2	2	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	7	0	4	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	0	0	3
K-12 Reading Interventionists	2	0	2	0
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
PreK through grade 5 Curriculum Directors	1	0	0	1
PreK through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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

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

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Rothsay Public School District (0850-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$14,295.00

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

$5,471.00

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
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Rothsay Public School District (0850-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$12,461.00

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

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

$12461

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

As teachers in Phase 1 Year 2, Phase 2 Years One and Two are trained in LETRS, money will spent on training and stipends.