Minnesota READ Act Literacy Plan

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

For

Red Lake County Central Public Schools (2906-01)

Date Submitted to the State 05/23/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Red Lake County Central Public Schools (2906-01). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="_blank">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

Red Lake County Central Public Schools (2906-01)'s literacy goal(s) for the 2024-25 school year:
Red Lake County Central Schools literacy goal for the 2024-2025 school year will be to have all students Kindergarten-12th grade reading at or above grade level. We will work to achieve this goal by ensuring that all elementary teaching staff and high school special education staff complete the CAREIALL Phase I training. We will work to ensure that all students are provided grade level reading standards, that our curriculums and interventions are delivered with fidelity. Our high school will work to find a universal and dyslexia screening tool to ensure that all 7th-12 grade students are making adequate progress to be reading at grade level proficiency.

The following was implemented or changed to make progress towards the goal(s):
No changes were made to the local literacy plan. The local literacy plan was followed as intended.

The following describes how Red Lake County Central Public Schools (2906-01)'s current student performance differs from the literacy goal detailed in the READ Act:
In looking at spring student performance data, we did not meet our goal of students reading at grade level. Our proficiency for K-6 students as measured by FastBridge was 67% and our goal was 100%. Students in grades 7-12 did not test with FastBridge.

Red Lake County Central Public Schools (2906-01)'s literacy goal(s) for the 2025-26 school year:
Red Lake County Central School literacy goal for the 2025-26 school year will be to have all students reading at or above grade level and to continue to support multilingual learners, students receiving special education services to ensure they are meeting grade level proficiency. We will continue to achieve this goal by ensuring that all Phase II and instructional support staff receive the required READ Act training. We will work to ensure that all students are provided grade level reading standards, that curriculums are delivered with fidelity and that students in grades 4-12 are provided a progress monitoring tool and students are assessed using Capti ReadBasix for characteristics of dyslexia.

Red Lake County Central Public Schools (2906-01)'s Local Literacy Plan is posted on the district website at:
https://www.rlcc2906.org

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 Red Lake County Central Public Schools (2906-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Red Lake County Central Public Schools (2906-01) 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	19	17	19	16	20	15
Grade 1	14	9	14	12	15	10
Grade 2	14	8	14	7	14	8
Grade 3	22	11	22	11	22	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 Red Lake County Central Public Schools (2906-01) 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.

Red Lake County Central Public Schools (2906-01) 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 Words subtest

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	20	2
Grade 1	15	5
Grade 2	14	2
Grade 3	22	4

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

5. Screening Tools 4-12

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

The table below details the screening tool(s) used by Red Lake County Central Public Schools (2906-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
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 Red Lake County Central Public Schools (2906-01) to determine which students in grades 4-12 are not reading at grade level:

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

For students in 4th-6th Grade they will take the aReading FastBridge assessment 2-3 times per year to ensure that they are reading at grade level. Those students not reading at grade level will be given the Capti ReadBasix assessment to screen for dyslexia. For students in grades 7-12 they will identify those not reading at grade level using the Minnesota Comprehensive Assessments.

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

The following table displays the number of students in Red Lake County Central Public Schools (2906-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

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

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Red Lake County Central Public Schools (2906-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

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

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

- Parent teacher conferences
- Mailed Letter
- 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:

- Parent teacher conferences

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.

Red Lake County Central Public Schools (2906-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
Students identified as not reading at grade level by FastBridge will be referred to our MTSS Team and given the Capti Read Basics assessment to rule out characteristics of dyslexia. Results of these assessments will determine the intervention delivered. Students found to have characteristics of dyslexia will receive a specific dyslexia intervention. Students below grade level, but not exhibiting characteristics of dyslexia will receive an intervention to address areas of concern. For students in 7th-12th grade, the high school will employ a multi-tiered system of support framework to align evidence based instruction and interventions with student needs. Instructional strategies will be tailored to address skill deficits.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
Teachers will use formal and informal assessment data to insure the proper instructional decisions are being made. Teachers will base instructional decisions on CAREIALL training. In Instances where whole class student mastery is below 80% teachers will make a Tier 1 instructional delivery change. For 7th-12th grade the high school principal conducts regular classroom visits and scheduled evaluations to verify evidence based instruction.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Students in K-6th are administered the FastBridge Assessment three times per year. That data is reviewed by teachers, interventionists and special education staff. Those students who receive either 1 or 2 exclamation points there data along with class work and teacher recommendations are discussed and based upon the teams suggestion, students are placed in either a Tier 2 or 3 program and monitored accordingly to ensure that adequate growth is being made. For students in 7th-12th grade to be considered for Tier 2 interventions they must score between the 10th and 25th percentile on FastBridge assessments. Tier 3 interventions are designated for students scoring below the 10th percentile or exhibiting significant and persistent reading challenges despite Tier 2 support.
Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks
Progress monitoring data collection for students in Tier 3 occurs: Once a week

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

Students in K-6th grade that receive Tier II or III services are progressed monitored either weekly or biweekly and that information is used to determine whether any necessary changes need to be made to the instruction to ensure that students are making adequate gains. For 7th-12th grade students in Tier 2 are monitored bi-weekly, while those in Tier 3 are assessed weekly to track progress and inform instructional adjustments.

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

Students in K-6th grade that receive continued growth on their weekly and biweekly progress monitoring may be exited from that particular Tier and continued to be monitored on a biweekly or monthly schedule to ensure that they are continuing to grow and not have any major regressions. For 7th-12th grade, students may exit Tier 2 or Tier 3 interventions upon demonstrating consistent reading proficiency at or above grade level, as evidenced by assessment scores over a sustained period (typically 6-8 weeks.)

Does Red Lake County Central Public Schools (2906-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

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.

Red Lake County Central Public Schools (2906-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Red Lake County Central Public Schools (2906-01) has participated in MDE MnMTSS professional learning:

No data entered

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 Red Lake County Central Public Schools (2906-01), 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	· Mondo Bookshop	Comprehensive	85
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25
Grade 1	· Mondo Bookshop	Comprehensive	85
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25
Grade 2	· Mondo Bookshop	Comprehensive	80
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25
Grade 3	· Mondo Bookshop	Comprehensive	80
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25
Grade 4	· Mondo Bookshop	Comprehensive	80
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25
Grade 5	· Mondo Bookshop	Comprehensive	50
	· Words Their Way	Knowledge Building	30
	· Being A Writer	Foundational	25

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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 Red Lake County Central Public Schools (2906-01) 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	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 1	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 2	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 3	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 4	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 5	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 6	PRESS and Leveled Literacy Intervention	PRESS and SRA Reading Mastery
Grade 7	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.
Grade 8	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.
Grade 9	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.
Grade 10	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.
Grade 11	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 12	Individual or small group instruction focused on specific reading skills, integration of vocabulary and comprehension strategies.	Intensive evidenced based individualized instruction targeting foundational reading deficits.

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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.

Red Lake County Central Public Schools (2906-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/06/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

All teachers that participated in Phase I training reached at least the 80% proficiency, so no additional support will be need at this time.

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:

All students in K-6 grade are administered the FastBridge assessment 3 times per year. That data is reviewed to ensure that all students are making adequate gains in the five essential areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

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 will partner with the Northwest Service Cooperative to gain the required support and coaching throughout the school year.

The following changes in instructional practices have impacted students :

After recently completing the CAREIALL training, classroom teachers will begin implementing new instructional practices in the 2025-26 school year.

Red Lake County Central Public Schools (2906-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Teachers have participated in a variety of on-line trainings related to culturally responsive practices. We will continue to work with the Northwest Service Cooperative to ensure that staff continue to receive trainings related to culturally responsive practices in the classroom.

Red Lake County Central Public Schools (2906-01) engaged with the Regional Literacy Network through the

following:

- Attended District Literacy Lead Community of Practice

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):

None at this time.

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	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	4	4	4	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	5	5	5	5
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	4	4	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
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	3	0	0	3
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	5	0	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Red Lake County Central Public Schools (2906-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$20,175.07

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

$13,474.80

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Red Lake County Central Public Schools (2906-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$25,992.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

$0

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

No funds are remaining.