

## Minnesota READ Act Literacy Plan for 2024-25

For

Richfield Public School District (0280-01)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Richfield Public School District (0280-01). 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

Richfield Public School District (0280-01)'s literacy goal(s) for the 2024-25 school year:

Achievement Goal: The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%. Growth Goal: 70% of students will demonstrate typical to aggressive growth from Fall 2024 to Spring 2025 as measured by FastBridge universal screening assessments.

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

Richfield Public Schools implemented a new K-5 literacy curriculum during the 2024-25 school year. At both the elementary and secondary levels, we also held data meetings following universal screening to plan Tier 1, whole class interventions as well as Tier 2/3 interventions for students not meeting benchmarks and identified how to monitor their progress and the impact of the intervention.

The following describes how Richfield Public School District (0280-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The percentage of students in grades K-1 meeting grade level benchmarks in English reading as measured by FastBridge earlyReading increased from 31% in the spring of 2024 to 42% in the spring of 2025. The percentage of students in grades K-1 meeting grade level benchmarks in Spanish reading as measured by FastBridge earlyReading-Spanish remained stable with 66% meeting grade level benchmarks in both spring 2024 and spring 2025. The percentage of students in grades 2-8 meeting grade level benchmarks as measured by FastBridge aReading increased from 37% in spring 2024 to 43% in spring 2025. While we did not achieve the ultimate goal of having all students reading at grade level, we did see significant increase in all grade levels K-8.

Richfield Public School District (0280-01)'s literacy goal(s) for the 2025-26 school year:

Achievement Goal: The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%. Growth Goal: 70% of students will demonstrate typical to aggressive growth from Fall 2024 to Spring 2025 as measured by FastBridge universal screening assessments.

Richfield Public School District (0280-01)'s Local Literacy Plan is posted on the district website at:

<https://www.richfieldschools.org/academics/testing>

## 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 Richfield Public School District (0280-01) 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	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

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

Universal screening for foundational reading skills for Richfield Public School District (0280-01) 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	179	107	184	99	185	85
Grade 1	184	66	189	67	192	72
Grade 2	264	114	276	116	278	121
Grade 3	269	108	283	112	279	110

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 Richfield Public School District (0280-01) 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.

Richfield Public School District (0280-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

Vendor composites using vendor benchmarks

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	185	49
Grade 1	192	71
Grade 2	157	131
Grade 3	164	129

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 Richfield Public School District (0280-01) 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	aReading	FastBridge	Vendor cut score for high risk
	CBMreading	FastBridge	Vendor cut score for high-risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 5	aReading	FastBridge	Vendor cut score for high risk
	CBMreading	FastBridge	Vendor cut score for high-risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 6	aReading	FastBridge	Vendor cut score for high risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 7	aReading	FastBridge	Vendor cut score for high risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 8	aReading	FastBridge	Vendor cut score for high risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 9	aReading	FastBridge	Vendor cut score for high risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 10	aReading	FastBridge	Vendor cut score for high risk
	AUTOreading	FastBridge	Vendor cut score for high risk
Grade 11			
Grade 12			

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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 Richfield Public School District (0280-01) 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:

Students in grades 4-9 whose benchmark score on the FastBridge aReading assessment falls into some risk or high risk will be considered not reading at grade level. Students in grades 10-12 who are identified as "Needs Extra Support" on the Rapid Online Reading Assessment (ROAR) will be considered not reading at grade level.

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

The following table displays the number of students in Richfield Public School District (0280-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		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 Richfield Public School District (0280-01) 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	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time 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

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

- Family engagement nights
- Parent teacher conferences
- School events

## 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.

Richfield Public School District (0280-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At the elementary level, the core program is based on a comprehensive literacy framework that includes instruction in word recognition and language comprehension skills. Specifically, the core curriculum provides instruction related to print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, and oral and written communication. The core curriculum also features culturally responsive and engaging materials, resources, and learning experiences. A district-wide instructional calendar (scope and sequence) is used at each elementary site to ensure learning experiences are guaranteed and viable. Students who need additional intervention or support participate in Tier 2 or 3 interventions. Screening and diagnostic data is used to group students for small group intervention. Interventions may focus on developing phonological awareness, decoding, fluency, vocabulary, and/or comprehension skills dependent on student needs. Universal screening of all students at the secondary level will be used to identify those at risk for literacy difficulties, using data from comprehensive screeners that assess areas like fluency, comprehension, vocabulary, and decoding. Teachers will then use this data to inform and adjust Tier 1 (core classroom) instruction, addressing common needs across the whole class by strengthening their curriculum and implementing universal instructional strategies to support the majority of learners. Simultaneously, individualized reports from the screener will guide teachers in providing differentiated Tier 2 supports within core classes, dedicating 2-3 small group sessions per week to target specific skill deficits identified for individual students. For students requiring more intensive intervention, an additional class is offered, providing direct, explicit, and systematic Tier 3 instruction in their identified reading areas. Throughout this process, teachers use progress monitoring to ensure the interventions are having an impact on student learning and altering those interventions as needed.

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

Principals and instructional coaches visit classrooms regularly throughout the year, and formal learning walks are conducted by district and site leaders two times per year to ensure fidelity of implementation of Tier 1 instruction using evidence-based materials and instructional practices. Universal screening is conducted for students in grades K-9 three times per year using FastBridge reading assessments and one time per year for students in grades 10-12 using the Rapid Online Assessment of Reading (ROAR). Following each universal screening period, teacher teams participate in data meetings led by principals and instructional coaches to determine the need for intervention at both a classwide and individual student level. Modifications to Tier 1 instruction and/or Tier 1 whole class interventions are implemented if fewer than 70% of students are on track in the reading skills assessed.

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

Students identified as not meeting grade level benchmarks in reading on universal screening assessments participate in targeted Tier 2 and 3 interventions that occur in addition to core instruction. At the elementary level, both general education classroom teachers and specialized reading interventionists provide small group or individualized evidence-based interventions targeting phonological awareness, phonics, fluency, vocabulary, and/or comprehension depending on students' needs. Specialized reading interventionists and special education staff are trained in providing multisensory interventions for students with characteristics of dyslexia using Sonday System materials. The time, frequency, and intensity of the intervention varies according to the identified needs of each student and can be altered based on periodic reviews of data from bimonthly progress monitoring assessments. Students are exited from interventions if they demonstrate accelerated/greater than average growth across multiple data points or reach grade level benchmarks. Intervention at the secondary level occurs through the scheduling of additional courses that teach foundational literacy skills and critical vocabulary and text structures to build success in all content areas classes. These courses are taught by licensed reading teachers at the middle school and high school levels. Additionally, seminar courses at the high school level in all content areas provide additional scaffolding and support in the area of disciplinary literacy. Advanced Language Arts courses are available for identified middle school students in need of enrichment. Additional electives, including college credit-bearing courses, are offered for advanced learners at the high school level. Opportunities exist in RPS for students to learn outside of the school day and the school year. The District has after school, targeted-service programs that are designed to complement regular classroom instruction. Summer school is another opportunity for students to extend their learning with highly qualified staff and community experts.

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:

If students are not making progress (flat growth) or have demonstrated insufficient growth to achieve their individual goals based on at least 4 data points, teams discuss strategies to intensify or modify the interventions being provided.

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

Students are considered for exit from supplemental interventions when they meet grade level benchmarks or demonstrate greater than average growth toward their individual goals on progress monitoring probes across at least 4 data points.

Does Richfield Public School District (0280-01) use personal learning plans for literacy:

No

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

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· No data entered

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

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Richfield Public School District (0280-01) 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:

We will be working to improved implementation of our data-based decision-making processes and progress monitoring procedures.

## 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.

Richfield Public School District (0280-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Richfield Public School District (0280-01) 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 Richfield Public School District (0280-01), 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	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 5	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	90
	· Other	Comprehensive	90
	· Benchmark Adelante	.	.

## 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 Richfield Public School District (0280-01) 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	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System
Grade 1	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System
Grade 2	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System
Grade 3	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System
Grade 4	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System
Grade 5	FastBridge Reading Interventions, Path to Reading Excellence in School Sites (PRESS) Interventions, Benchmark Advance/Adelante Interventions	Heggerty Bridge the Gap, UFLI Foundations, Sonday System

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 6	Strategic Instruction Model in Word Mapping & Sentence Writing	Lexia PowerUp, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Grade 7	Strategic Instruction Model in Word Mapping & Sentence Writing	Lexia PowerUp, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Grade 8	Strategic Instruction Model in Word Mapping & Sentence Writing	Lexia PowerUp, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Grade 9	Strategic Instruction Model in Word Mapping	Lexia PowerUp, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Grade 10	Strategic Instruction Model in Word Mapping	Lexia PowerUp, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
Grade 11	Strategic Instruction Model in Word Mapping	NA
Grade 12	Strategic Instruction Model in Word Mapping	NA

[Continuous Improvement for Reading Interventions](#)

Richfield Public School District (0280-01) will make the following changes to reading interventions for the 2025-26 school year

At the elementary level, we will be adding Heggerty Bridge the Gap and UFLI Foundations as additional Tier 3 interventions depe

## 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.

Richfield Public School District (0280-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

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:

All teachers responsible for reading instruction will participate in training provided by LETRS local certified facilitators. Teachers who do not achieve at least 80% proficiency on the volume post-tests will participate in coaching to increase their use of evidence-based practices in literacy instruction. During the coaching cycle, instructional coaches will support teachers in developing an action plan to increase implementation of effective practices that build students' phonemic awareness, decoding and word recognition, fluency, vocabulary, and comprehension skills. Action plans will include the development of student learning goals aligned to standards-based learning targets, co-planning, and co-teaching lessons.

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:

Throughout the year, principals, instructional coaches, and district staff collect and analyze data from observations and learning walks using the LETRS Application of Concepts tool to evaluate the extent to which evidence-based practices in literacy are consistently implemented in classrooms. This data informs ongoing professional development.

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:

Teachers are supported by instructional coaches and participate in coaching cycles throughout the year. During coaching cycles, teachers set both student achievement goals and professional growth goals and develop action plans to meet their goals in collaboration with their coach. Coaches support teacher action plans by modeling lessons, co-planning, co-teaching, facilitating peer observations, and providing other individualized support to help teachers grow in their knowledge and skills related to evidence-based literacy instruction.

The following changes in instructional practices have impacted students :

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In the majority of grade levels K-8, we saw an increase in the number of students demonstrating reading proficiency in spring 2025 compared to spring 2024. This can be attributed to intentional shifts in instruction, including more explicit teaching and regular progress monitoring. On end-of-year instructional coaching surveys, many teachers indicated that participation in coaching helped them make and sustain changes in their practice. Richfield Public School District (0280-01) has implemented the following professional development and support for teachers around culturally responsive practices:

We offer a multi-session seminar for new teachers on culturally responsive practices. We also offer sessions on professional development days. Teachers also have access to instructional coaches who provide insight and strategies.

Richfield Public School District (0280-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We will continue to offer curriculum-specific professional development sessions to ensure staff are using materials effectively and their implementation of the materials is aligned with evidence-based practices learned from LETRS. Secondary teachers will be implementing new curricular materials and will be participating in professional development in how to use Tier 2/3 intervention as well.

### 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	15	15	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	11	4	7	0
K-3 Classroom Educators	53	9	43	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	23	7	16	0
K-12 Reading Interventionists	12	3	7	2
K-12 Special Education Educators responsible for reading instruction	40	7	33	0
PreK through grade 5 Curriculum Directors	5	2	3	0
PreK through grade 5 Instructional Support Staff who provide reading support	14	4	10	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
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Grades 4-12 Classroom Educators responsible for reading instruction	14	0	0	14
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	4	0	4	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Richfield Public School District (0280-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$148,937.87

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

\$148,937.87

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

- Contracting or employing a District Literacy Lead

### READ Act Literacy Aid

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

Richfield Public School District (0280-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$161,477.42

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

- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)

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

\$95035

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

Remaining funds will be used for the purchase of universal screening, dyslexia screening, and progress monitoring tools and professional development on their use.