Minnesota READ Act Literacy Plan

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

For

Robbinsdale Public School District (0281-01)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Robbinsdale Public School District (0281-01). 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

Robbinsdale Public School District (0281-01)'s literacy goal(s) for the 2024-25 school year:
By the end of the 2024-2025 school year, the percentage of students in Robbinsdale Area Schools that read at or above grade level as determined by meeting standards on the MN Reading MCA will increase from 40.3% to 50%.

The following was implemented or changed to make progress towards the goal(s):
In the 2024â€"25 school year, Robbinsdale Area Schools launched a new foundational literacy resource, Bridge2Read, in grades K through 3. Implementation included both initial onboarding and ongoing professional development throughout the year. Each teacher participated in monthly classroom observations, followed by individualized feedback and coaching to support continuous improvement. Observation data was collected and analyzed at both the district and building levels to monitor progress and ensure fidelity of implementation. The Bridge2Read program includes mastery activities that occur every two to three weeks. Teachers tracked student performance on these activities and used the resulting data to inform instructional decisions. During the year,we significantly expanded the number of staff trained in the Science of Reading. All Phase 1 staff began LETRS training, with many completing the full program. Robbinsdale held three MTSS Collaborative learning sessions. These sessions, led by the C & I team, focused on refining and aligning MTSS processes across the district. Key areas of emphasis included streamlining the use of Science of Reading-aligned interventions and increasing the use of progress monitoring data to guide instructional decisions and student support. The district also began implementing EduClimber to enhance data-informed decision-making. Each school was required to include a reading goal in its School Improvement Plan. Teams developed these goals and identified evidence-based practices to support their achievement. Progress was monitored at the building level, and administrators presented mid-year and end-of-year reflections and summaries to district leadership.

The following describes how Robbinsdale Public School District (0281-01)'s current student performance differs from the literacy goal detailed in the READ Act:
While our district's literacy goals are centered on improving overall student achievement, current performance dataâ€"particularly MCA scoresâ€"does not fully reflect the growth we are seeing, especially in foundational skills. Much of our focus this year has been on strengthening early literacy in grades Kâ€"3 through the implementation of new foundational resources. This investment has led to significant growth in kindergarten and first grade, with second and third grade students also showing strong progress. However, because MCA assessments are not designed to measure foundational skill development directly, the gains made in early literacy are not yet evident in those scores. In upper elementary and secondary grades, many staff members are still completing their Science of Reading (SOR) training, and as a result, the impact on student performance

in those grade bands is still emerging.

Robbinsdale Public School District (0281-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, the percentage of students in Robbinsdale Area Schools that read at or above grade level as determined by meeting standards on the MN Reading MCA will increase from 41.3% to 46.3%. By the end of the 2025-26 school year each school will have at least a 25% increase in percentage of students making aggressive growth according to screening data.

Robbinsdale Public School District (0281-01)'s Local Literacy Plan is posted on the district website at:

https://www.rdale.org/academics/curriculum-and-literacy#:~:text=Structured%20Literacy%20in%20Rdale&t

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 Robbinsdale Public School District (0281-01) 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 Robbinsdale Public School District (0281-01) 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	676	396	689	377	693	367
Grade 1	665	295	679	305	689	331
Grade 2	697	357	712	385	722	412
Grade 3	728	405	744	385	754	432

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 Robbinsdale Public School District (0281-01) 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.

Robbinsdale Public School District (0281-01) 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	693	407
Grade 1	689	254
Grade 2	313	215
Grade 3	247	157

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

Robbinsdale Public School District (0281-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

>Beginning in the 2025â€"26 school year, our district will implement the Capti Read Basix screenerâ€"an MDE-approved toolâ€"for students in grades 4â€"12 who do not meet proficiency on the aReading assessment. This additional screening will help us better identify specific reading needs and guide appropriate interventions for older students. Using Capti Read Basix aligns with our continued efforts to ensure that all assessment tools and instructional decisions are rooted in the Science of Reading and state guidance.

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 Robbinsdale Public School District (0281-01) 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 Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 5	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 6	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 7	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 8	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 9	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 10	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 11	aReading	FastBridge	Vendor Criteria
	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria
Grade 12	aReading	FastBridge	Vendor Criteria

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 12	AUTO Reading	FastBridge	Vendor Criteria
	CBM Reading	FastBridge	Vendor Criteria

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 Robbinsdale Public School District (0281-01) 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:

We will use aReading from FASTBridge as our initial screener. Any student scoring below the 40th percentile on aReading will be administered the Capti ReadBasix Assessment. These students will complete the required screening components following the fall screening window.

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

The following table displays the number of students in Robbinsdale Public School District (0281-01) 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 Robbinsdale Public School District (0281-01) 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	1 time per year
Grade 1	Yes	1 time per year
Grade 2	Yes	1 time per year
Grade 3	Yes	1 time per year
Grade 4	Yes	1 time per year
Grade 5	Yes	1 time per year
Grade 6	Yes	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time 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

The following content is included in the parent notification:

· Other - describe (Required)

· directions to check the parent portal for results and to contact classroom teacher with questions

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

· Family engagement nights

· Parent teacher conferences

· School events

Continuous Improvement for Parent Notification

Robbinsdale Public School District (0281-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Beginning in the 2025–26 school year, all parents of students in grades K–12 will be notified after the fall screening window that their child's screening results are available in the Parent Portal, along with instructions for how to access them. For students in grades K–3 identified as having Significant Concern or Moderate Concern based on the Minnesota Department of Education (MDE) Composite Score, parents will receive a standardized notification through EduClimber. This notification will include screening and diagnostic assessment scores, details about the intervention being provided, the staff member delivering the intervention, the frequency of progress monitoring, and resources to support their child's reading development at home. These updates will be provided after each of the three annual screening windows—fall, winter, and spring. To further support families, a shared Google Drive folder with reading activities will be available for teachers to share with parents; these materials will also be posted on the district website. Across grades K–12, reading achievement will continue to be a topic of discussion during parent-teacher conferences. For students in grades 4–12 who require screening for characteristics of dyslexia, parents will be notified that their child will complete the Capti ReadBasix Assessment, and they will receive the results once available. If the results indicate a need for intervention, families will be informed of the planned support a

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.

Robbinsdale Public School District (0281-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Reading Supports in Elementary Schools Teachers deliver standards-based, differentiated core instruction in both whole-group and small-group settings during the daily Literacy Block. All students complete a universal screener assessment in the fall, winter, and spring. Following each screening window, classroom teachers analyze the data and review the risk level assigned to each student. In elementary schools, students also participate in WIN (What I Need)â€"a dedicated 30-minute period where they are grouped based on common academic needs and provided targeted instruction, often focused on literacy. WIN groups are evaluated and adjusted every six weeks to ensure instruction remains aligned to student needs. Students identified as "some risk" are placed in small groups for additional instruction tailored to their skill gaps, as identified in the Screening to Intervention report or diagnostic assessments. These students are progress monitored biweekly by their classroom teacher. Students identified as "high risk" receive more intensive small-group instruction either from their classroom teacher or an interventionist, based on the same data sources. These students are progress monitored weekly. If a student receiving intervention is not making adequate progress, their needs are reviewed by the building's MTSS team to determine additional support and next steps.   Reading Support Structure in Middle Schools Reading is a core class that all students take at each grade level in our middle schools. Teachers use screening data, along with information from the Power Up resource, to provide differentiated small-group instruction and interventions that support both Tier 1 and Tier 2 needs. Each grade level team participates in a Professional Learning Community (PLC), where they analyze student data and discuss targeted supports for students who are performing below proficiency. For students with more significant or individualized needs, the Multi-Tiered System of Supports (MTSS) team develops and implements customized intervention plans. In addition, some of our middle schools have begun using Curriculum-Based Measurement (CBM) Fluency assessments to monitor student progress. These assessments help educators make timely, data-informed decisions to better support student growth in reading. Reading Support Structure in High School In our high schools, students who are struggling academically participate in a support program called Lunch and Learn, where they receive targeted assistance during lunch periods. In addition, students may be assigned to a designated study hall that offers further academic support. At one high school, a specialized reading course is offered for students at the highest levels of risk. This course focuses on foundational reading skills and uses the Power Up resource to provide small-group and individualized instruction, guided by both screening data and ongoing program data. Student progress in this course is closely monitored using Curriculum-Based Measurement (CBM) Fluency assessments. English Learner (EL) students also receive targeted reading support through the Read Naturally Live program, integrated into their co-taught English

classes. Across all high schools, students identified as at-risk are regularly discussed in grade-level Professional Learning Communities (PLCs), as well as through Multi-Tiered System of Supports (MTSS) and BARR (Building Assets, Reducing Risks) meetings to ensure coordinated interventions and

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

In grades K–3, Bridge2Read serves as the district's foundational literacy resource. To ensure high-quality implementation, every teacher is observed at least once a month by a Bridge2Read coach using a fidelity checklist provided by the curriculum. Each teacher receives a fidelity rating based on the observation, along with timely and constructive feedback to support instructional improvement. Bridge2Read coaches meet weekly with a representative from the curriculum provider and the district literacy coordinator to review implementation progress and refine coaching practices. Observation data collected through the fidelity checklists is compiled and analyzed by the district literacy coordinator, then shared with school administrators and teachers to support ongoing reflection and instructional decision-making.

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

In our elementary schools, decisions regarding supplemental or intensive targeted reading interventions begin with the classroom teacher. Using screening data, teachers assess each student's risk level. Students identified as being at some risk or high risk receive Tier 2 interventions, which may be delivered by either the classroom teacher or an academic support staff member. If these interventions do not lead to measurable progress, the student is referred to the building-level MTSS (Multi-Tiered System of Supports) team. The team then reviews the data and determines whether the current intervention should be adjusted or intensified. In our secondary schools, English and Reading teachers also use screening data to identify students who may require additional academic support. However, formal Tier 2 or Tier 3 reading interventions are not currently in place at the high school level, unless the student receives services through special education.

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:

Progress monitoring is conducted using the tool aligned with the specific intervention being implemented, such as FastBridge, PRESS, UFLI, or others. Monitoring should be completed within FastBridge, following the recommended schedule based on the selected intervention. The resulting data is then captured in EduClimber, where it becomes part of the student's academic record. This data follows each student throughout their time in Robbinsdale Area Schools, allowing educators to track progress over time and make informed instructional decisions.

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

To be exited from a reading intervention, a student must consistently meet or exceed benchmark levels on their progress monitoring assessments. Once this consistent performance is demonstrated, the intervention team

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reviews the data and, if appropriate, discontinues the intervention services. After exiting, the student's progress continues to be monitored. They are reassessed during the next universal screening window to ensure they remain on track and continue to receive the support necessary for sustained success.

Does Robbinsdale Public School District (0281-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Robbinsdale Public School District (0281-01) 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:

Upcoming Changes to Data-Based Decision Making for Reading Intervention (2025â€"26 School Year) Beginning in the 2025â€"26 school year, substantial changes will be made to the data-based decision-making process in our elementary schools to align with updated READ Act guidance. These changes aim to create a more systematic and consistent approach to identifying and supporting students with reading needs across the district. Elementary Schools: New Systematic Approach Universal Screening: All students will continue to participate in a fall screening assessment Additional Screening for At-Risk Students: In grades 2 and 3, students who score below the 40th percentile or below 95% accuracy will also complete the Nonsense Word Fluency screener.   MDE Composite Score & Concern Level: Teachers will calculate each student's MDE composite score to determine their level of concern: moderate or significant.   Diagnostic Assessment for Significant Concerns: Students with significant concerns will complete additional diagnostic assessments, such as the LETRS Spelling Screener, PAST (Phonological Awareness Skills Test), or the LETRS Phonics and Word Reading Survey. Individualized Intervention Plans: Data from both the screener and diagnostic tools will guide the development of individualized intervention and progress monitoring plans tailored to each student's needs.   Support for Moderate Concerns: Students identified with a moderate level of concern will receive intensified Tier 1 instruction or supplemental Tier 2 support.   Progress Monitoring and Intervention Fidelity Consistent Tools: All progress monitoring will be conducted through FastBridge to ensure consistent, reliable, and accessible data across the district. Fidelity of Implementation: Intervention resources will be standardized district-wide, and their use will be monitored to ensure fidelity and effectiveness.   Ongoing Monitoring: Progress monitoring data will be reviewed regularly to inform instruction and adjustments to interventions.   Family Communication Parents of students receiving reading interventions will receive clear communication outlining the support their child is receiving at school, along with suggestions for how they can help at home. Secondary Schools: Transitional Phase 2025â€"26 School Year: Each secondary building will determine its own approach to reading support. Some middle schools will offer Reading as a core class, while others will utilize a reading interventionist to provide targeted push-in or pull-out services. High schools will continue with the current

year's programming.   Looking Ahead: District-wide changes at the secondary level are planned for the 2026â€"27 school year as part of Phase 2 implementation of the updated READ Act requirements.

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.

Robbinsdale Public School District (0281-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Robbinsdale Public School District (0281-01) has participated in MDE MnMTSS professional learning:

Yes

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

Robbinsdale Public School District (0281-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

District-Wide Alignment of MTSS Processes (2025â€"26 School Year) Beginning in the 2025â€"26 school year, we will be implementing a more consistent and unified Multi-Tiered System of Supports (MTSS) process across the district. As part of this alignment, all schools will utilize EduClimber to manage MTSS documentation, including common forms and standardized procedures for all students referred to their building-level MTSS teams. This district-wide consistency will help ensure that: Every student receives equitable and appropriate support based on their needs,   MTSS decisions are data-driven and aligned with best practices, and   The process for identifying and responding to struggling students is transparent and effective across all schools.

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 Robbinsdale Public School District (0281-01), 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	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
	· Benchmark Reading Workshop	Comprehensive	90
Grade 1	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
	· Benchmark Reading Workshop	Comprehensive	90
Grade 2	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
	· Benchmark Reading Workshop	Comprehensive	90
Grade 3	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
	· Benchmark Reading Workshop	Comprehensive	90
Grade 4	· Benchmark Reading Workshop	Comprehensive	90
Grade 5	· Benchmark Reading Workshop	Comprehensive	90

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Continuous Improvement for Core Reading Instruction and Curricula

Robbinsdale Public School District (0281-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

For the 2025â€"26 school year, we will be implementing a new Knowledge Building Resource for grades Kâ€"5: Wit & Wisdom. Initial onboarding and professional learning will take place during Workshop Week, with continued support provided on professional development days throughout the school year. In addition, grades 4 and 5 will begin using Functional Phonics and Morphology to support foundational skills instruction.

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 Robbinsdale Public School District (0281-01) 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 Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI Reading Corp (in some sites)
Grade 1	FastBridge Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI Reading Corp (in some sites)
Grade 2	FastBridge Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI Reading Corp (in some sites)
Grade 3	FastBridge Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI Reading Corp (in some sites)
Grade 4	FastBridge Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI
Grade 5	FastBridge Interventions PRESS UFLI	FastBridge Interventions PRESS UFLI
Grade 6	Lexia Power Up Supplemental Instructional materials FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials
Grade 7	Lexia Power Up Supplemental Instructional materials FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials
Grade 8	Lexia Power Up Supplemental Instructional materials FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials
Grade 9	High School 9-12 Lexia Power Up Supplemental Instructional materials Read Naturally Live FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials
Grade 10	High School 9-12 Lexia Power Up Supplemental Instructional materials Read Naturally Live FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 11	High School 9-12 Lexia Power Up Supplemental Instructional materials Read Naturally Live FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials
Grade 12	High School 9-12 Lexia Power Up Supplemental Instructional materials Read Naturally Live FastBridge Interventions	FastBridge Interventions Lexia Power Up Supplemental Instructional materials

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Continuous Improvement for Reading Interventions

Robbinsdale Public School District (0281-01) will make the following changes to reading interventions for the 2025-26 school y

In the 2025â€"26 school year, our district will implement a consistent set of evidence-based resources for reading interventions t

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.

Robbinsdale Public School District (0281-01) is using the following approved professional development program:

· LETRS

Date of expected completion for Phase 1 Professional Development: 07/01/2026

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:

For teachers who do not reach proficiency on a LETRS unit, an alternative assessment has been created for each unit to support continued learning. Before taking the alternative assessment, the teacher will meet with their building administrator, the district literacy coordinator, or the building instructional support specialist to reflect on the areas of difficulty and collaboratively develop a personalized plan to reinforce key concepts. This plan will be tailored to the individual needs of the teacher to ensure meaningful support and successful mastery of the content.

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 K–3 teachers are implementing the new foundational literacy resource, Bridge2Read, during the current school year. As part of the implementation process, each teacher is observed monthly using a fidelity checklist provided by the resource. These observations are conducted by instructional coaches assigned to each building. The coaches meet weekly to discuss implementation progress, share best practices, and align on instructional expectations. Following each observation, the feedback form is shared with both the teacher and the district literacy coordinator. Teachers are assigned a fidelity rating—high, medium, or low—based on the observation. These scores are tracked at both the school and district levels. A monthly summary of fidelity data is shared with building and district administrators, many of whom also share the information with their staff to promote transparency and continuous improvement.

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:

Building instructional coaches provide individualized feedback to each teacher following their monthly

observations. Based on teacher needs, coaches also offer targeted professional learning and instructional resources. In addition to individual support, coaches identify trends in instructional practices across their building and share those findings with staff, along with resources to address areas for improvement. The monthly Curriculum and Instruction newsletter includes tips, strategies, and research-based insights to support effective implementation of Bridge2Read. District and building-level professional development sessions have also featured presentations and materials aimed at increasing fidelity of implementation. Teachers are encouraged to utilize the Bridge2Read website, which offers ongoing professional learning opportunities. As this is a foundational literacy resource, the current focus is on building skills in phonemic awareness, phonics, and fluency.

The following changes in instructional practices have impacted students :

Recent changes in instructional practices, particularly through the adoption of Science of Reading (SoR)-aligned strategies, have had a significant impact on both teaching and student outcomes. These shifts have focused on improving teacher effectiveness and increasing student achievement in foundational literacy skills. For teachers, there has been a marked increase in knowledge and skill related to explicit instruction of essential reading content. The consistent use of SoR-aligned resources, monitored through fidelity checklists, has helped ensure that best practices are implemented uniformly across classrooms. Additionally, systems of support have been established to guide the implementation of foundational reading programs. As a result, teachers report higher levels of motivation, engagement, and confidence in their ability to teach early literacy. Importantly, they are also using student data to drive instructional decisions, allowing for more targeted and effective teaching. These instructional improvements have translated into notable student gains. Students have shown increased engagement and confidence in foundational reading skills, as well as measurable growth in key areas such as spelling, word segmenting, letter sounds, and decoding nonsense words. Data from K–2 classrooms show increased scores in foundational literacy assessments, demonstrating that the structured, evidence-based approach to reading instruction is having a positive effect. Overall, the alignment of instruction with the Science of Reading has strengthened literacy teaching and learning, leading to greater student success in early reading development.

Robbinsdale Public School District (0281-01) has implemented the following professional development and support for teachers around culturally responsive practices:

All secondary teachers have received training in Culturally and Linguistically Responsive (CLR) Teaching from Dr. Sharroky Hollie. This began with a full-day session at the start of the school year and has been followed by ongoing professional learning focused on implementation strategies. Approximately one-third of elementary teachers have received an initial introduction to CLR, either through a foundational training or participation in a strategy-focused binder study. In fall 2025, all elementary teachers will participate in the full CLR training led by Dr. Hollie. Additionally, all building- and district-led professional development sessions intentionally incorporate CLR strategies, which are explicitly explained and modeled to support effective classroom integration.

Robbinsdale Public School District (0281-01) engaged with the Regional Literacy Network through the following:

Local Literacy Plan for Robbinsdale Public School District (0281-01)

· 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):

Robbinsdale Area Schools will adopt a new English Language Arts (ELA) knowledge-building resource for grades Kâ€"5, along with a new foundational resource specifically for grades 4â€"5, beginning in the 2025â€"26 school year. As part of this adoption, teachers will receive professional development from the publisher to support effective implementation. During the first year, the district will also focus on aligning the new materials with the updated ELA standards. In addition, a fidelity of implementation checklist or rubric will be developed, along with a coaching and feedback plan to ensure consistent and effective use of the new resource across classrooms.

Continuous Improvement for Professional Development Plan

Robbinsdale Public School District (0281-01) will make the following changes to the professional development plan for the 2025-26 school year:

As we continue to implement Phase 1 of the Science of Reading initiative, our district will maintain a strong focus on professional learning to ensure all staff are equipped with the knowledge and skills to support evidence-based reading instruction. LETRS Training for Teachers All Phase 1 teachers will continue their participation in LETRS (Language Essentials for Teachers of Reading and Spelling) training.   Teachers are expected to complete all 8 units of LETRS by June 2026.   Training for Paraprofessionals Paraprofessionals will receive training using materials provided by the Minnesota Department of Education (MDE) and BrightWorks. During the summer of 2025, the district's Local Literacy Lead and a Special Education Coordinator will attend the official MDE/BrightWorks training.   They will then lead paraprofessional training sessions during designated professional learning days throughout the 2025â€"26 school year.   This continued investment in professional development ensures that both licensed staff and support personnel are aligned in delivering high-quality, research-based literacy instruction to all students.

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	46	46	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	40	28	12	0
K-3 Classroom Educators	142	121	21	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	67	50	17	0
K-12 Reading Interventionists	37	34	3	0
K-12 Special Education Educators responsible for reading instruction	124	65	59	0
PreK through grade 5 Curriculum Directors	5	5	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	100	0	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

Grades 4-12 Classroom Educators responsible for reading instruction	124	50	17	57
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	0	5
Grades 6-12 Instructional support staff who provide reading support	100	0	0	0
Grades 6-12 Curriculum Directors	5	5	0	0
Employees who select literacy instructional materials for Grades 6-12	5	5	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Robbinsdale Public School District (0281-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$387,104.00

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

$175,176.50

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)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Robbinsdale Public School District (0281-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$428,756.00

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)
- Stipends for teachers completing literacy training

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

$428756

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

With the remaining funds we will continue to pay stipends to teachers completing LETRS training and purchasing a new Knowledge Building Curricular resource.