

Minnesota READ Act Literacy Plan

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

For

Greenbush Middle River School District (2683-01)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Greenbush Middle River School District (2683-01). 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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Greenbush Middle River School District (2683-01)'s literacy goal(s) for the 2024-25 school year:

Minnesota READ Act is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. The Minnesota READ Act ensures a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Our goal is that each student is 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. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure all students are ready for the demands of post-secondary education and the workplace. Each grade level provides an important building block for subsequent years and it is important students who are struggling with reading are identified as early as possible so additional assistance and resources can be provided to ensure growth of at least one year, each year. In order for this goal to be achieved it will require students, parents, teachers, and administration to all be part of the solution.

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

Teachers provided explicit instruction in phonological awareness and phonics. The district progress monitors in the fall, winter, and spring to identify students not reading at or above grade level.

The following describes how Greenbush Middle River School District (2683-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, every student enrolled in the Greenbush-Middle River school district is NOT reading at or above grade level.

Greenbush Middle River School District (2683-01)'s literacy goal(s) for the 2025-26 school year:

The Greenbush Middle River school district will strive to have every 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.

Greenbush Middle River School District (2683-01)'s Local Literacy Plan is posted on the district website at:

<https://www.middleriver.k12.mn.us/our-district/district-policies>

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 Greenbush Middle River School District (2683-01) 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	DIBELS Data System (DDS) with DIBELS 8th Edition	MDE composites	NA
Grade 1	DIBELS Data System (DDS) with DIBELS 8th Edition	MDE composites	NA
Grade 2	DIBELS Data System (DDS) with DIBELS 8th Edition	MDE composites	NA
Grade 3	DIBELS Data System (DDS) with DIBELS 8th Edition	MDE composites	NA

Continuous Improvement for Screening Tools Used in Grades K-3

Greenbush Middle River School District (2683-01) will be utilizing the following screening tool(s) in 2025-26:

mCLASS with DIBELS 8th Edition

Greenbush Middle River School District (2683-01) will make the following changes to screening tools or criteria in grades K-3 in the 2025-26 school year:

In addition to DIBELS, Greenbush-Middle River School utilizes the following programs to collect supplementary data, enabling us to personalize student learning effectively: STAR Early Literacy STAR Reading Words Their Way Spelling Inventory

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Greenbush Middle River School District (2683-01) 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	17	0	17	3	18	11
Grade 1	14	9	12	4	12	7
Grade 2	19	7	19	4	19	3
Grade 3	8	CTSTR	8	CTSTR	8	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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Greenbush Middle River School District (2683-01) 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.

Greenbush Middle River School District (2683-01) 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:

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	18	4
Grade 1	14	3
Grade 2	19	5
Grade 3	8	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

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 Greenbush Middle River School District (2683-01) 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 Greenbush Middle River School District (2683-01) 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:

Starting in the 2025-2026 academic year, Greenbush Middle River will implement the Capti ReadBasix screen tool to assess and identify students in grades 4 through 12 who are reading below 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 Greenbush Middle River School District (2683-01) 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	23	10	12	0
5th	19	11	8	0
6th	20	6	2	0
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 Greenbush Middle River School District (2683-01) 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	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

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

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

- Parent teacher conferences

Continuous Improvement for Parent Notification

Greenbush Middle River School District (2683-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents in the Greenbush-Middle River School District will receive notification three times annually by mail and twice during parent-teacher conferences if their child is reading below the expected grade level.

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.

Greenbush Middle River School District (2683-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Greenbush Middle River School District has adopted the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework includes a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes/needs in order to design and implement ongoing evidence-based instruction and interventions. Greenbush-Middle River teachers along with a reading interventionist will meet to discuss STAR Early Literacy and DIBELS data. This data will drive differentiation of instruction within the classroom and students needing Tier 2 intervention will also be identified.

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

Within the Greenbush-Middle River classrooms, Tier 1 instruction will be monitored by principal and peer evaluations. The Literacy Lead will hold quarterly meetings with teachers to check progress and answer questions.

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

Student performing below grade level will be considered for Tier 2 and Tier 3 interventions. Data from DIBELS, Early STAR Literacy and STAR Reading assessments will be reviewed collaboratively by Tier 2 and Tier 3 teachers, as well as classroom educators, to identify students who require targeted reading support.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

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:

Student progress in Tiers 2 and 3 will be reviewed weekly to evaluate growth and responsiveness to instruction and interventions. Data sources such as curriculum-based measurement assessments, teacher observations, and formative evaluations will be utilized to monitor academic achievement and progression toward established goals.

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

Students in Tier 2 who demonstrate measurable progress toward targeted goals addressing reading deficiencies may be considered for progression out of the support services. Tier 2 interventions are typically provided for a duration of 10 to 20 weeks, with extensions possible if goals have not yet been achieved. These interventions are scheduled so as not to disrupt regular classroom instruction and generally range from 20-50 minutes per day.

Local Literacy Plan for Greenbush Middle River School District (2683-01)

Does Greenbush Middle River School District (2683-01) 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

Greenbush Middle River School District (2683-01) 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:

The Greenbush-Middle River School District is implementing an individualized reading enhancement plan to better address the diverse needs of all students. This document includes reading proficiency scores, evidence-based intervention strategies, diagnostic data, and recommendations for home support.

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.

Greenbush Middle River School District (2683-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Greenbush Middle River School District (2683-01) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Greenbush Middle River School District (2683-01), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	20
	· Heggerty	Supplemental	10
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	20
	· Heggerty	Supplemental	10
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	30
	· Heggerty	Supplemental	10
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60

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 Greenbush Middle River School District (2683-01) 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	Explicit Phonemic/Phonics Instruction	Explicit Phonemic/Phonics Instruction
Grade 1	Explicit Phonemic/Phonics Instruction	Explicit Phonemic/Phonics Instruction
Grade 2	Word Flight/IXL/Phonics Instruction	Word Flight/Phonics Instruction
Grade 3	Word Flight/IXL/Phonics Instruction	Word Flight/Phonics Instruction
Grade 4	Word Flight/Flow Fluency/IXL/Phonics Instruction	Word Flight/Flow Fluency/Phonics Instruction
Grade 5	Word Flight/Flow Fluency/IXL/Phonics Instruction	Word Flight/Flow Fluency/Phonics Instruction
Grade 6	Word Flight/Flow Fluency/IXL/Phonics Instruction	Word Flight/Flow Fluency/Phonics Instruction
Grade 7	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts
Grade 8	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts

Local Literacy Plan for Greenbush Middle River School District (2683-01)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 9	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts
Grade 10	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts
Grade 11	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts
Grade 12	NONE	Patterns for Success in Reading and Spelling, Spotlight on Listening and Reading Comprehension, Challenger Adult Reading Series, Complex Text Passages to Meet Common Core Literature and Informational Texts

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.

Greenbush Middle River School District (2683-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 04/01/2025

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:

Teachers from the Greenbush-Middle River School District involved in Phase 1 of the OLLA training ALL passed.

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:

GMR is using the following methods to implement explicit, systematic evidence based instruction in the five areas: Classroom drop-ins Formal Observation Peer Review Weekly staff meetings

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:

GMR School District is using formal observations, peer review and weekly staff meetings to ensure all elementary teachers are able to implement proper instruction.

The following changes in instructional practices have impacted students :

Students are receiving more one-on-one support and have increased scores overall.

Greenbush Middle River School District (2683-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has provided training at a workshop day to address culturally responsive practices.

Greenbush Middle River School District (2683-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

Local Literacy Plan for Greenbush Middle River School District (2683-01)

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):

The Greenbush Middle River Literacy Lead/Title 1 teacher will attend meetings for 4-12 Screening Guidance and will be trained to train the paraprofessionals in the building who assist with reading instruction. The Greenbush-Middle River Leadership Team will attend a meeting on Standards Alignment.

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

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
------------------------	--	---------------------------------------	-------------------------------------	-----------------------------

Local Literacy Plan for Greenbush Middle River School District (2683-01)

Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	3	0	0	3
Grades 6-12 Curriculum Directors	0	0	0	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.

Greenbush Middle River School District (2683-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$11,731.60

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

\$3,100.00

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

- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Greenbush Middle River School District (2683-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$8,150.00

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

- Approved literacy screeners (this can include materials, training and coaching)
- 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:

0