

Minnesota READ Act Literacy Plan

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

For

ROCORI Public School District (0750-01)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by ROCORI Public School District (0750-01). 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

ROCORI Public School District (0750-01)'s literacy goal(s) for the 2024-25 school year:

Sixty-five percent of students tested in grades K and 1 will meet the low-risk benchmark for Fastbridge earlyReading during the spring testing window of 2025. Sixty-five percent of students tested in grades 2-11 will meet the low-risk benchmark for Fastbridge aReading during the spring testing window of 2025.

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

Teachers throughout the district are in the midst of completing professional development in LETRS. Phonics objectives were emphasized in the reading block.

The following describes how ROCORI Public School District (0750-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Based on earlyReading and aReading risk levels as a measure of grade-level proficiency, only 63% are meeting the aReading grade-level benchmark and only 44% are meeting the earlyReading grade-level benchmark.

ROCORI Public School District (0750-01)'s literacy goal(s) for the 2025-26 school year:

Sixty-five percent of students tested in grades K and 1 will meet the low-risk benchmark for Fastbridge earlyReading during the spring testing window of 2026. Sixty-five percent of students tested in grades 2-11 will meet the low-risk benchmark for Fastbridge aReading during the spring testing window of 2026.

ROCORI Public School District (0750-01)'s Local Literacy Plan is posted on the district website at:

<https://www.rocori.k12.mn.us/teaching-learning/literacy-plan>

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 ROCORI Public School District (0750-01) 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 ROCORI Public School District (0750-01) 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	129	93	130	79	132	63
Grade 1	143	48	144	52	144	57
Grade 2	145	82	150	89	150	89
Grade 3	138	67	137	77	139	76

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 ROCORI Public School District (0750-01) 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.

ROCORI Public School District (0750-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	134	77
Grade 1	146	77
Grade 2	152	68
Grade 3	133	62

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

ROCORI Public School District (0750-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

All students in grades K-3 will be screened in Fall 2025. In winter, the district will use the gated approach which will include assessing students who do not meet the words correct per minute and accuracy standards as directed by MDE.

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 ROCORI Public School District (0750-01) 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 ROCORI Public School District (0750-01) 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:

The district use Fastbridge FASTtrack Reading data to determine students not reading at grade level in grades 4-12. Based on data from the Screening to Intervention report, those students who are not identified as "on track" and whose AUTOREADING score flags at some or high risk will be identified as not reading at grade level. These students will then be screened with Capti ReadBasix.

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

The following table displays the number of students in ROCORI Public School District (0750-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

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

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

7. Parent Notification and Involvement

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

Does ROCORI Public School District (0750-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	No	
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
- Other - describe (Required)
 - Data uploaded into Skyward with email to parent notifying them of the upload.

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

Local Literacy Plan for ROCORI Public School District (0750-01)

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

- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

ROCORI Public School District (0750-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Guided interpretation letters will be provided for parents so that a coherent and consistent interpretation of the data is provided to each individual parent/guardian.

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.

ROCORI Public School District (0750-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Grade levels review the data collected at the screening session with interventionists. Students whose screening scores indicate high risk are placed in tiered interventions which are determined by diagnostic data when necessary. Students who flag as some risk are served by additional small group time in the classroom.

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

To date, there has not been a strong process. Principal observations have been the sole source, and these are often too infrequent. With the implementation of a new ELA curriculum, instructional coaches and the literacy lead will be making frequent visits to classrooms to gather data which will inform professional development.

Additionally, coaches from the curriculum company will be visiting and supporting administration in these visits.

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

Criteria for entrance into supplemental Tier 2 intervention is based on 2-3 at risk data points on literacy screening tools--aReading, subtests of earlyReading, CBMreading, and autoReading. Intensive intervention is directed by the SAT team in the elementary schools. Criteria for supplemental intervention at the middle school is three consecutive data points showing risk in reading; most parents opt their children out of the intervention program to avoid losing elective opportunities for their children. The district currently lacks the capacity for tier 3 interventions at the middle school level and for any tiered intervention in the high school.

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:

Use of Fastbridge progress monitoring tools weekly to determine student growth within literacy intervention.

Review data after six weeks of collection. Adjust intervention accordingly and within scope of schedule to intensify or modify. At reset points determined on intervention calendar, adjust groups, intervention intensity, or targeted skill where possible.

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

Criteria for exit from supplemental intervention is 3 consistent data points measured at or above the grade-level benchmark indicator or performance above the risk threshold on 2 out of 3 screening measures in the next window. Criteria at the secondary level is the end of the term within which the intervention is conducted.

Does ROCORI Public School District (0750-01) use personal learning plans for literacy:

Local Literacy Plan for ROCORI Public School District (0750-01)

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

ROCORI Public School District (0750-01) 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:

Based on professional development at the COMPASS Institute and consultation with the new literacy lead in the district, protocols will be more clearly defined and communicated as it relates to literacy interventions.

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.

ROCORI Public School District (0750-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

ROCORI Public School District (0750-01) has participated in MDE MnMTSS professional learning:

No data entered

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

ROCORI Public School District (0750-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Based on professional development and guidance provided at the COMPASS Institute, the district will make improvements to the MTSS.

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 ROCORI Public School District (0750-01), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

ROCORI Public School District (0750-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grades K-2 will utilize UFLI Foundations for foundational literacy instruction and Great Minds Arts & Letters for knowledge-building. Grades 3-5 will utilize Functional Phonics and Morphology for continued foundational literacy instruction and Great Minds Arts & Letters for knowledge building.

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 ROCORI Public School District (0750-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	PRESS and Fastbridge Interventions	PRESS and Fastbridge Interventions
Grade 1	PRESS, Sonday, Blast	Sonday
Grade 2	PRESS, Sonday, Blast	Sonday
Grade 3	Sonday, Read Live, StoryWorks	Sonday
Grade 4	Sonday, Read Live, StoryWorks	Sonday
Grade 5	Sonday, Read Live, StoryWorks	Sonday
Grade 6	Read Live, Small group direct instruction	Individual direct instruction
Grade 7	Read Live, Small group direct instruction	Individual direct instruction
Grade 8	Small group direct instruction	Individual direct instruction
Grade 9	Small group direct instruction	Individual direct instruction
Grade 10	Small group direct instruction	Individual direct instruction
Grade 11	Small group direct instruction	Individual direct instruction
Grade 12	Small group direct instruction	Individual direct instruction

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.

ROCORI Public School District (0750-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/29/2026

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:

To date, all of our teachers have met the 80% proficiency level. If teachers needed support, the district's instructional coaches would work with the building administrator and the teacher to develop a support plan within the Spartan Network, the district's mentorship and improvement program.

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:

Currently, principal walk-through data is being collected and examined. With the implementation of new ELA curriculum in Fall 2025, the literacy lead will also collect data via classroom walk-throughs.

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:

With the hiring of a literacy lead with a background in instructional coaching, an action plan is being developed this summer.

The following changes in instructional practices have impacted students :

The district has not yet seen a consistent change in instructional practice. There are classrooms where early reading scores in the areas of phonemic awareness and phonics are improving, but there has not yet been a system-wide impact.

ROCORI Public School District (0750-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has begun work with the New Teacher Center focused on the Optimal Learning Environment which includes a focus on culturally responsive practices. The current year was focused on development of coaching conversations around the OLE. In August, the district will implement the mentorship and peer coaching plan that includes the OLE and the conversations and reflective practices that focus on culturally responsive

Local Literacy Plan for ROCORI Public School District (0750-01)

practices.

ROCORI Public School District (0750-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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

The district developed a plan this spring with the Regional Literacy Network to support secondary teachers in unpacking and bundling ELA standards for alignment within the middle school and high school courses.

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	8	8	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	8	1	7	0
K-3 Classroom Educators	27	16	11	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	12	2	10	0
K-12 Reading Interventionists	8	5	0	0
K-12 Special Education Educators responsible for reading instruction	18	2	16	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	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
------------------------	--	---------------------------------------	-------------------------------------	-----------------------------

Local Literacy Plan for ROCORI Public School District (0750-01)

Grades 4-12 Classroom Educators responsible for reading instruction	12	0	0	12
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	0	0	0	0
Grades 6-12 Curriculum Directors	1	1	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.

ROCORI Public School District (0750-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$97,475.54

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

ROCORI Public School District (0750-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$96,415.16

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

- Curriculum reviewed by MDE that was rated as highly aligned

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

\$94463

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

The district has hired a full-time literacy lead for the 25-26 school year. Data provided for the Literacy Aid Funds is based on limited information.