

Minnesota READ Act Goal

The goal of the Minnesota READ Act is 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. Minn. Stat. 120B.12 (2024).

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1. READ Act Goals

District or Charter School Literacy Goals

Rockford Area Schools literacy goal(s) for the 2024-2025 school year:

This literacy plan provides an overview of how Rockford Area Schools, District #883, will meet the needs of all students in literacy, as required by Minnesota Statute 120B.12. Our goal is for all students to achieve mastery in foundational literacy skills through structured literacy and data-informed instruction based on diagnostic and prescriptive assessments. At Rockford Area Schools, we believe every student deserves the opportunity to thrive and reach their greatest potential. By providing a strong literacy foundation, alongside vocabulary and knowledge-building instruction across all academic areas, we equip students with the skills they need to think critically, write effectively, and communicate with confidence. Literacy is the foundation for all other academic knowledge and skills. Learning to read with understanding and write proficiently opens the door to shared knowledge, communication, and critical thinking, shaping how we perceive and engage with the world.

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

All staff members teaching students at the elementary level have received science of reading professional development with a continued focus on systematic and structured literacy instruction. Classroom teachers, interventionists, and those assisting students in special education implemented structured literacy. Universal screening, completed 3 times during the school year, enabled teachers to dedicate additional time and resources to target

specific needs of students. PLC meetings were focused on data review and instructional needs for students based on benchmarking periods, progress monitoring, and teacher-created assessments. New hires and Phase 2 staff will receive CORE training through OL&LA. We have also adopted a new literacy curriculum for our K-4 system, Amplify CKLA.

The following describes how Rockford Area Schools' current student performance differs from the literacy goal detailed in the READ Act:

While we continue to make strides toward ensuring all children read at or above grade level each year, we recognize that some students need additional support and intervention. To address these needs, we have designed our instructional framework around proven, research-informed practices and implemented a tiered system of supports to help every student progress toward reading success.

Rockford Area Schools Literacy goal(s) for the 2025-26 school year.
Rockford Area Schools will continue to refine instructional practices and improve processes to help achieve this goal in the 2025–2026 school year.

Rockford Area Public School's (883) Local Literacy Plan is posted on the district website at:
<https://www.rockford883.org/district/departments/teaching-and-learning-clone>

2. Screening Tools K-3

The Minnesota READ Act required that all students in grades K-3 be 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 tools used by Rockford Area Schools and the criteria used to determine if students are reading at benchmark.

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
1st Grade	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
2nd Grade	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
3rd Grade	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 Rockford Area School District 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	117	76	124	37	120	69
1st Grade	102	46	107	50	107	61
2nd Grade	118	57	118	62	118	67
3rd Grade	116	60	117	61	116	70

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 Rockford Area Schools identified and screened for characteristics of dyslexia, as well as the number of students who demonstrated these characteristics. **NOTE:** Showing characteristics of dyslexia is not the same as having a formal diagnosis of dyslexia.

Rockford Area Schools 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 were used to determine which students were administered the Nonsense Words Subtest as required by MDE.

The following criteria were used to determine which students demonstrated characteristics of dyslexia:

MDE Composites

Grade	Number of students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
K	123	57
1st Grade	107	44
2nd Grade	121	44
3rd Grade	116	45

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 Rockford Area Schools 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 2024-2025:

Grade	Screening Tool Used	Screening Tool Vendor	Criteria/Benchmark
4	FastTrack Reading	Fastbridge	vendor benchmarks
5	FastTrack Reading	Fastbridge	vendor benchmarks
6	FastTrack Reading	Fastbridge	vendor benchmarks
7	FastTrack Reading	Fastbridge	vendor benchmarks
8	FastTrack Reading	Fastbridge	vendor benchmarks
9	FastTrack Reading	Fastbridge	vendor benchmarks
10	FastTrack Reading	Fastbridge	vendor benchmarks
11	FastTrack Reading	Fastbridge	vendor benchmarks
12	FastTrack Reading	Fastbridge	vendor benchmarks

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-2026 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 Rockford Area Schools 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 identify students in grades 4–12 who are reading below grade level based on their performance in the high-risk or some-risk range on the FastTrack reading assessment, then further assess who could be administered the Capti ReadBasix assessment.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 24-25 school year)

The following table displays the number of students in Rockford Area Schools 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 2024-2025 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
4				
5				
6				
7				
8				
9				
10				
11				
12				

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 Rockford Area Schools notify parents or guardians when children are identified as not reading at grade level?

Yes

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
- Digital or paper messaging

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 to help their student succeed

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

- Family engagement nights
- Parent/Teacher conferences
- School events

8. Data-Based Decision Making

The READ Act screening data should be the basis for data-informed 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.

Rockford Area Schools uses the following process and data to ensure that evidence-based instruction and intervention match a student's needs:

Across the district, educators who plan and deliver literacy instruction review universal benchmarking screening data through FASTbridge to identify students who may be at risk or reading below grade-level targets. To gain a more complete picture of a student's needs, additional diagnostic assessments are administered, and educators consider a range of information, including intervention history, classroom observation, and direct input from teachers. Based on this information, interventions are matched to each student's specific needs. Progress is then regularly monitored to guide data-informed decisions and align Tier 2 and Tier 3 interventions across services and classrooms. Benchmark screening data is reviewed in the winter and spring to measure progress and determine whether a student has made sufficient gains to exit intervention.

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

Fidelity and differentiation of Tier 1 instructional best practices are supported through ongoing collaboration in PLC groups, classroom observations, data analysis (three times a year during FAST benchmark periods), and Intervention Team (I-Team) referrals. Grade-level teams meet to review this information and determine next steps for differentiation and small-group or class-wide intervention at the Tier 1 level. When students are engaged in literacy instruction in grade-level classrooms and core courses where literacy is a key focus, teachers who have received training in IMSE, LETRS, and Core OL&LA, alongside job-embedded professional development, align their instructional practices to best meet student needs in keeping with the requirements of the Minnesota READ Act.

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

Elementary Process:

Staff who teach literacy use universal screening data to identify students who are not receiving special education reading services and are performing below grade-level and FAST benchmark targets. Screening data is used for early reading measures in grades K–1 and aReading and CBMr in grades 2–4. Students identified as being at some or high risk are eligible for Tier 2 and 3 intervention services provided by Title I and ADSIS reading intervention teachers. Placement and the number of students served are determined by risk level and available capacity. Once placed, elementary students undergo additional diagnostic screening and typically receive intervention at least 5 times per week for 30–45 minutes per session.

Secondary Process:

A team, including school counselors, reading specialists, and other support staff who work directly with at-risk students, reviews observation data and the most recent FAST and MCA results to make initial referrals for Tier 2 and 3 intervention. To determine need and placement, the team considers universal screening results, grades, intervention history, and teacher input. Support may be provided in small groups or individually, depending on risk level and capacity. Once placed, secondary students undergo additional diagnostic screening and typically receive intervention at least 3 times per week for 30–45 minutes per session.

Progress Monitoring Data Collection for Tier 1 and Tier 2 students:

Progress monitoring data in grades K–12 is reviewed regularly (weekly or biweekly) to assess the impact of intervention programming. If progress is not adequately demonstrated, the intervention may be modified, its intensity may be adjusted, or other factors may be addressed to help promote growth. Grade-level PLC teams use student-specific data and individual needs to guide their collaborative decisions, developing tailored plans to help students make progress and ensuring they receive the support they need throughout the school day.

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

Students who meet grade-level and FAST benchmark targets may exit reading intervention services. To help maintain progress and provide a smooth transition, elementary students may continue to receive support at a less intensive level — for example, Title I reading if exiting ADSIS, or Minnesota Reading Corps if exiting Title I — until they demonstrate sustained growth. All K–12 students who exit intervention are closely monitored through the next benchmark screening. A student may re-enter reading intervention if the entrance criteria are once again met and classroom performance, formative and summative assessment results, and teacher observation indicate that additional support is in the student's best interest.

Does Rockford Area Schools use personal learning plans for literacy:

Yes

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

Students receiving supplemental Tier 2/Tier 3 support

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

Personal Learning Plans for students include, but are not limited to:

- Grade Level FASTBridge data - Early Reading, CBMr or aReading Scores
- Assessments to target specific skills students are working on
- Progress Monitoring Data

Through ongoing professional development that supports instructional practice, designated data review cycles, and dedicated time during grade-level PLC meetings, teachers will continue to make instructional decisions that best meet the needs of their students.

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.

Rockford Area School is implementing a multi-tiered system of support framework:

Yes

Rockford Area School is utilizing the MTSS Framework within its systems:

Yes

Rockford Area School has a commitment to continuous improvement in its processes to best serve the needs of students. Changes being implemented in the 2025-2026 school are include:

RAS will engage in ongoing refinement of our MTSS protocol for the betterment of all its students. Additionally, teachers in grades K-4 who administer FastBridge benchmark testing will complete certification for the testing administered at their grade level.

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 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](#).

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	IMSE OG, Heggerty PA	Foundational Skills	90
Grade 1	IMSE OG, Heggerty PA, Journeys	Foundational Skills, Reading Comprehension	85 minutes
Grade 2	IMSE OG, Heggerty PA, Journeys	Foundational Skills, Reading Comprehension	120 minutes
Grade 3	IMSE OG, Morphology+, Journeys	Foundational Skills, Reading Comprehension	85 minutes
Grade 4	Morphology+, Journeys	Reading Comprehension, vocabulary	60 minutes

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 Rockford Area Schools 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	IMSE OG	IMSE OG
Grade 1	IMSE OG	IMSE OG
Grade 2	IMSE OG	IMSE OG
Grade 3	IMSE OG	IMSE OG
Grade 4	IMSE OG	IMSE OG
Grade 5	IMSE OG, Morphology, Rewards Intermediate	IMSE OG, Morphology, Rewards Intermediate
Grade 6	IMSE OG, Morphology, Rewards Intermediate	IMSE OG, Morphology, Rewards Intermediate
Grade 7	IMSE OG, Morphology, Rewards Intermediate	IMSE OG, Morphology, Rewards Intermediate
Grade 8	IMSE OG, Morphology, Rewards Intermediate	IMSE OG, Morphology, Rewards Intermediate
Grade 9	IMSE Morphology, Rewards Secondary	IMSE Morphology, Rewards Secondary
Grade 10	IMSE Morphology, Rewards Secondary	IMSE Morphology, Rewards Secondary
Grade 11	IMSE Morphology, Rewards Secondary	IMSE Morphology, Rewards Secondary
Grade 12	IMSE Morphology, Rewards Secondary	IMSE Morphology, Rewards Secondary

Continuous Improvement for Reading Interventions

Rockford Area School District will make the following changes to reading interventions for the 2025-2026 school year:

Rockford Area Schools will re-evaluate the materials used for reading intervention upon the release of the MDE list of approved resources.

12. Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with the 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.

Rockford Area Schools is using the following approved professional development program:

- CORE OLLA

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

Synchronous professional development sessions were facilitated by:

- Vendor-approved facilitator

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

Educators who do not complete the approved training with an 80% proficiency level will connect with a local literacy lead and/or the director of learning and innovation to review training questions and further training options.

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:

Peer observations are conducted through our PLC/Q Comp Plan 3 times a year. Educators who are not on continuing contract will be observed by their building administrator.

Based on the results of the fidelity data, the following coaching and feedback are implemented to ensure that all elementary teachers can implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Peer observations are conducted through our PLC/Q Comp Plan 3 times a year. The Q Comp plan involves pre- and post-observation meetings.

The following changes in instructional practices have impacted students:

This past school year, we implemented the process of curriculum mapping. Students will be positively impacted as teachers have identified curriculum tied to standards and helped teachers have a more rounded understanding of their content area. During the 2024-2025 school year, staff were supported in engaging in literacy-focused monthly staff conversations. Topics included reviewing student data, the importance of letter writing fluency, explicit vocabulary instruction, the importance of reading fluency, helping twice exceptional students, and using games to engage student learning.

Rockford Area Schools has implemented the following professional development and support around culturally responsive practices:

To support culturally responsive literacy instruction during this transition, we have provided diverse text collections to all elementary classroom teachers. Additionally, we continually evaluate our district novel sets to ensure they feature authentic cultural representation, diverse authors, and perspectives from a variety of cultures. This deliberate approach to text selection helps maintain our focus on cultural responsiveness while we strengthen our evidence-based literacy instruction foundation through OL&LA CORE training.

Rockford Area Schools engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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

In the Fall/Winter of 2025-2026, all paraprofessionals in ISD 883 will be training in READ Act's evidence-based literacy practices. At the primary level, there will be an addition to professional development in the form of support for implementing a new literacy curriculum delivered by vendor-trained facilitators.

Continuous Improvement for Professional Development Plan

Rockford Area Schools will make the following changes to the professional development school year:

Ensure that all Phase 1 staff members have completed or are in the process of completing their training, provide training for all paraprofessionals in the district in alignment with the MDE-approved training, and look ahead to the needs and requirements for all staff who are in Phase 2 of READ Act required training.

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

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	7	6	1	0
PreK-12 Educators who work with English Learners (Licenced ELL teachers)	3	2	0	1

K-3 Classroom Educators	19	19	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	5	4	0	1
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	10	8	0	2
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	9	0	0	9

Educator Count 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	20	5	0	15
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	9	0	0	9
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	5	0	0	5

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about the annual Literacy Incentive Aid

Rockford Area School received the following amount of Literacy Incentive Aid in the 2024-25 School year:
\$71,077.00

The amount of Literacy Incentive Aid spent in the 2024-25 school year:
\$71,077.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Stipend for teachers completing literacy training

READ Act Literacy Aid

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

Rockford Area Schools received the following amount in READ Act Literacy Aid in the 2025 school year:
\$62,466.00

READ Act Literacy Incentive Aid funds were applied to the following eligible uses in the 2025 school year:
Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:
\$62,466.00

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

Rockford Area Schools will allocate the remaining Literacy Aid funds toward purchasing a high-quality curriculum that aligns closely with guidelines reviewed and approved by the Minnesota Department of Education (MDE).