

## **READ Act School Year 2025-2026 RTR Public School ISD 2902 Local Literacy Plan**

**Goal:** All students will read at or above grade-level every year.

The READ Act School Year 2025-2026 RTR Public School ISD 2902 (RTR) Local Literacy Plan provides information on the literacy framework implemented at RTR and meets the required reporting elements within the Minnesota Reading to Ensure Academic Development Act (READ Act). The RTR Local Literacy Plan includes information related to literacy within the MnMTSS framework.

The Minnesota Multi-Tiered System of Supports (MnMTSS) provides a framework to achieve the goal of having all students read at or above grade-level every year and includes the components of: Infrastructure that Supports Continuous Improvement, Family and Community Engagement, Multi-Layered Practices and Support, Assessment, Data-based Decision Making.

### Infrastructure that Supports Continuous Improvement

The RTR Public School District has identified and planned for the training of Phase 1, Phase 2, and Paraprofessional/Instructional Support Staff in accordance with the READ Act. RTR has coordinated the participation of staff in one of the READ Approved Professional Development Programs through the Minnesota Department of Education (MDE) and the COMPASS Regional Literacy Network.

RTR Public Schools currently has 27 staff identified within the Phase 1 and Phase 2 classifications with 26 complete as of the end of the 2024/2025 academic year. All Paraprofessional/instructional Support Staff training is scheduled for the 2025/2026 academic year. A responsibility of the District Literacy Lead at RTR Public Schools is to arrange for the staff development needs including the required training for staff which join the district or change roles within the district.

### Family and Community Engagement

RTR Public Schools implements Family and Community Engagement through the MnMTSS components of Sustaining High-Trust and Reciprocal Relationships and Linking Families to Learning. Progress towards mastery of foundational skills, grade level literacy, and progress monitoring, as appropriate, are shared with families through a variety of means including conferences, electronic communication, and written communication within the timelines required within the READ Act.

### Multi-Layered Practices and Support

Literacy at RTR Public Schools includes evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Tier 1 instructional materials in literacy at RTR Public Schools include the comprehensive curriculums of Into Reading (Houghton Mifflin Harcourt) in kindergarten through grade five and StudySync (McGraw Hill) in grades six through grade twelve. Additional curricular resources for foundational skills include Heggerty Phonemic Awareness and Early Literacy Program in preschool through grade one, UFLI Foundations in kindergarten through grade two, and University of MN Functional Phonics+Morphology in grades three through grade five.

Tier 2 and Tier 3 support at RTR Public Schools is evidence-based for the grade level and skill in which they are used. The decision-making processes to identify the need for supplemental support is consistent with the READ Act Approved Professional Development Programs guidance and based on data obtained from assessments administered at RTR which are inclusive of the READ Act Screening Requirements.

Tier 2 and Tier 3 support also includes monitoring progress for impact of the additional support with the intention of reaching grade level benchmarks. Intensification or modification of the identified support decisions are made based on data measuring the impact of the identified support and could include additional data collected through the district's process of assessment.

### Assessment & Data-based Decision Making

RTR implements Educational Decision Making which is the process of using team-based data-based decision making methodology to define current performance, analyze root causes, design plans that address those root causes, and systematically review whether a plan worked to correct course as needed. Various teams at the school, grade-level, and content-level participate in the process as a function of the Multilayered Practices and Support at RTR Public Schools.

The process of assessment in literacy at RTR Public Schools includes measures of foundational skills and grade level literacy. Screening in kindergarten through grade eight includes the READ Act required and recommended subtests in FastBridge. These assessments measure progress towards and mastery of foundational skills as appropriate by grade level as well as grade level literacy measures. Data derived from the measures identifies the tier and need within the Multilayered Level Practices and Supports. Additional guidance provided by MDE regarding screening in grades four through twelve will be implemented during the 2025-2026 academic year.

Measures of foundational literacy skills and mastery identified by MDE through the required READ Act screenings are implemented at RTR. Data regarding the mastery of foundational

skills is provided to MDE through the data submission process and is inclusive of their identification recommendations. District and grade level proficiency data on the Minnesota Comprehensive Assessment (MCA) in Reading can be found on the [Minnesota Report Card](#).

RTR Public School has used funding provided under the Read Act to supplement the needed funding to implement the requirements of the Read Act.