

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Rtr Public Schools (2902-01)

Date Submitted to the State 06/03/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rtr Public Schools (2902-01). 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 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Rtr Public Schools (2902-01)'s literacy goal(s) for the 2025-26 school year:

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

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

RTR has implemented and refined the use of Heggerty in grades K-1, UFLI in grades K-2 and Functional Phonics and Morphology in grades 3-6 . We use UFLI and Functional Phonics and Morphology to support students in our RTI groups and during small group instruction in grades K-6. ELA teachers in grades 4-8 participated in Functional Phonics and Morphology Training from CAREI to ensure curriculum was implemented with fidelity. RTR has expanded screening beyond the required Capti ReadBasix requirements in the READ Act. Curricular materials were also implemented to meet foundational skill needs identified through screening.

The following describes how Rtr Public Schools (2902-01)'s current student performance differs from the literacy goal detailed in the READ Act:

RTR Public Schools' student performance shows that some students, K-12, do not read at grade level

Rtr Public Schools (2902-01)'s literacy goal(s) for the 2026-27 school year:

Our ultimate goal is to have all students reading at grade level each year, additional specific goals to support grade-level literacy are: *The percentage of students in grades one through three meeting benchmark levels on the FastBridge CBMreading oral reading fluency spring assessment will increase from 47% meeting benchmark in the spring of 2026 to 60% in the spring of 2027. *The percentage of students in grades fourth through eight meeting scoring in the High Average and Strong categories of the Capti ReadBasix Word Recognition and Decoding assessment will increase from 68% in the spring of 2026 to 73% in the spring of 2027.

The Local Literacy Lead, Mandy Jensen, for Rtr Public Schools (2902-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The district literacy lead engages with district and school leadership teams through...monthly data meetings in grades K-5, assisting with the planning of professional development, assisting administrators with the implementation of district-wide testing and curriculum and working with teachers to analyze and use data to drive instruction.

Local Literacy Plan for Rtr Public Schools (2902-01)

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Rtr Public Schools (2902-01) Local Literacy Plan is posted on the district website at

<https://www.rtrschoools.org/district/reports>

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.

Rtr Public Schools (2902-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Rtr Public Schools (2902-01) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Rtr Public Schools (2902-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Rtr Public Schools (2902-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

RTR continues to review and implement guidance through the READ Act including oral language screening.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Rtr Public Schools (2902-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 8	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge aReading	Grade 4	2 time per year	Vendor Benchmark
	Grade 5	2 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Rtr Public Schools (2902-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Local Literacy Plan for Rtr Public Schools (2902-01)

Rtr Public Schools (2902-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Capti ReadBasix will be administered fall, winter, and spring for all students in grade 4-11.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rtr Public Schools (2902-01) 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	46	40	46	36	43	29
1st	44	15	44	13	44	15
2nd	33	19	33	21	33	24
3rd	49	29	49	28	50	23

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Rtr Public Schools (2902-01) 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.

Rtr Public Schools (2902-01) uses the following criteria to identify students 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	43	10
1st	42	26
2nd	33	12
3rd	50	30

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

Rtr Public Schools (2902-01) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Rtr Public Schools (2902-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	46	46	20	20	20	0
5th	40	40	14	14	14	0
6th	44	0	44	0	19	0
7th	49	0	49	0	22	0
8th	54	0	54	0	15	0
9th	58	0	58	0	14	0
10th	50	0	50	0	12	0
11th	58	0	58	0	7	0
12th	58	0	0	CTSTR	CTSTR	0

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. 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.

Rtr Public Schools (2902-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Screening results are collaboratively reviewed with additional data to identify student needs. The decision process from the screening tool and from the MDE approved professional development programs serve as a framework for the process.

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

Staff annually review data as part of the continuous improvement process. Curriculum and instruction are reviewed for impact on student learning and alignment to standards on an annual basis.

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

Entrance into supplemental Tier 2 or 3 intervention is based on the needs identified through screening. The decision process from the screening tool and from the MDE approved professional development programs serve as a framework for the process.

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 every two weeks

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 data is reviewed for progress toward grade level benchmarks. Intensification or modification to strategies and/or intensities are made based on the progress monitoring data collected. Progress monitoring data is regularly reviewed for intensification, modification, or exiting from the targeted intervention.

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

Student data is reviewed for progress toward grade level benchmarks. Intensification or modification to strategies and/or intensities are made based on the progress monitoring data collected. Progress monitoring data is regularly reviewed for intensification, modification, or exiting from the targeted intervention.

8. 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 Rtr Public Schools (2902-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 1	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 2	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 3	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 4	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 5	3 times per year	Other - parent teacher conferences and/or letter sent home with student
Grade 6	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 7	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 8	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 9	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 10	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 11	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student
Grade 12	2 times per year	Other - Other, Parent teacher conferences and/or letter sent home with student

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Rtr Public Schools (2902-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
HMH Into Reading K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
Other Curriculum - Haggerty Phonemic Awareness	Foundational	Kindergarten	15
	Foundational	Grade 1	15
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Curricular resources for Tier 1 are selected according to the district curriculum cycle. The process involves review of materials for alignment to practices and standards. Materials provided from MDE and other organizations are consulted in the decision making process.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The selection process and training timeline occur during the academic year of a review. Standards alignment is

completed before the implementation of the materials. Fidelity checks are planned in consultation with the guidance from the publisher along with additional needed training.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Rtr Public Schools (2902-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	21
	Tier 2 & 3	Grade 1	21
	Tier 2 & 3	Grade 2	21
	Tier 2 & 3	Grade 3	21
	Tier 2 & 3	Grade 4	21
	Tier 2 & 3	Grade 5	21
	Tier 2 & 3	Grade 6	21
Other Resources - Advanced Word Study	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
Other Resources - FastBridge Interventions	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Rtr Public Schools (2902-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$23,985

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$71,027

READ Act Literacy Aid

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

Rtr Public Schools (2902-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$25,442

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$20,840

The plan to spend down the remaining funds are as follows:

Funds will be kept in a reserve account for READ Act Professional Development training.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Both

12: 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.

Rtr Public Schools (2902-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

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

Staff not completing at the recommended 80% proficiency level will be directed to communicate with the facilitator on alternative methods to demonstrate proficiency.

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:

The implementation of the explicit, systematic, and evidence-based instruction is embedded in the RTR Public School evaluation process. Staff annually review data as part of the continuous improvement process. Curriculum and instruction are reviewed for impact on student learning and alignment to standards on an annual basis.

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:

The district principals will have regular observations during the teachers instruction. The teachers have also been provided with ample professional development opportunities regarding literacy, including the use of FastBridge and Capti Data to inform their instruction around the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following changes in instructional practices have impacted students:

The focus of instructional practices in literacy have been focused on the fidelity of instructional materials to facilitate include systematic, sequential, explicit, and diagnostic instructional practices. Screening data will be reviewed for evidence of impact.

Rtr Public Schools (2902-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The RTR Public School District implements the MnMTSS which includes family and community engagement which are addressed in other sections. The district also communicates high expectations for all students.

Local Literacy Plan for Rtr Public Schools (2902-01)

Rtr Public Schools (2902-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

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 focus of professional development at RTR in literacy will be on the fidelity of the curricular materials. Professional development on the Minnesota ELA Standards will include resources provided by MDE for alignment and depth of understanding. Teachers new to the RTR will be provided the required READ Act training as needed.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	4	4	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	17	17	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	5	4	1	0
K-3 Classroom teachers	9	8	1	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	3	3	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Rtr Public Schools (2902-01)

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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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
Teachers who provide foundational reading instruction to students in grades 4-12	4	4	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	10	10	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

27

The PSLT was provided by:

Regional Literacy Network

14. 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 \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Rtr Public Schools (2902-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rtr Public Schools (2902-01) has participated in MDE MnMTSS professional learning:

No

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

Rtr Public Schools (2902-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

RTR will have a team participating in Introduction to MnMTSS in 2026-27 school year.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Rtr Public Schools (2902-01) does not include a DLI Program