Minnesota READ Act Literacy Plan

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

For

Richfield Public School District (0280-01)

Date Submitted to the State 06/04/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Richfield Public School District (0280-01). 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

Richfield Public School District (0280-01)'s literacy goal(s) for the 2025-26 school year:
Achievement Goal: The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%. Growth Goal: 70% of students will demonstrate typical to aggressive growth from Fall 2025 to Spring 2026 as measured by FastBridge universal screening assessments.

The following was implemented or changed to make progress towards the goal(s):
All elementary schools engaged grade-level teams in universal screening and progress-monitoring meetings to review data and develop intervention plans for students not meeting grade-level benchmarks. At the secondary level, the district implemented a new Tier 1 core curriculum (StudySync) and increased the scope of the tiered intervention courses available to students. This allowed educators to better match students to targeted interventions aligned with diagnosed needs.

The following describes how Richfield Public School District (0280-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The percentage of students in grades K-1 meeting grade level benchmarks in English reading as measured by FastBridge earlyReading decreased from 42% in spring 2025 to 40% in spring 2026. The percentage of students in grades K-1 meeting grade level benchmarks in Spanish reading as measured by FastBridge earlyReading-Spanish decreased from 66% in spring 2025 to 55% in spring 2026. The percentage of students in grades 2-9 meeting grade level benchmarks as measured by FastBridge aReading increased from 43% in spring 2025 to 47% in spring 2026. While we did not achieve the ultimate goal of having all students reading at grade level, we did see an increase in proficiency in grades 2-9.

Richfield Public School District (0280-01)'s literacy goal(s) for the 2026-27 school year:
Achievement Goal: The percentage of students demonstrating mastery of grade level literacy skills as measured by FastBridge universal screening assessments will increase by 5%. Growth Goal: 70% of students will demonstrate typical to aggressive growth from Fall 2026 to Spring 2027 as measured by FastBridge universal screening assessments.

The Local Literacy Lead, Rachel Gens, for Richfield Public School District (0280-01) 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 is a member of the District Management Team and District Teaching & Learning Team. The Lead serves as a local LETRS facilitator and provides regular updates on READ Act PD completion to principals and leadership teams to ensure staff are progressing in their training at the expected rate. The Lead also provides training and support to principals, school leadership teams, and instructional coaches in using universal screening and progress monitoring data to inform instruction.

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

Richfield Public School District (0280-01) Local Literacy Plan is posted on the district website at https://www.richfieldschools.org/academics/testing

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.

Richfield Public School District (0280-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Richfield Public School District (0280-01) 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

Richfield Public School District (0280-01) will be utilizing the following screening tool(s) in 2026-27:

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

Richfield Public School District (0280-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Screening in oral language in grades K-2 will be added during the 2026-27 school year.

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 Richfield Public School District (0280-01) 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
FastBridge AutoReading	Grade 4	3 time per year	Other - Not used as part of the gated screening process
	Grade 8	3 time per year	Other - Not used as part of the gated screening process
	Grade 5	3 time per year	Other - Not used as part of the gated screening process
	Grade 9	3 time per year	Other - Not used as part of the gated screening process
	Grade 6	3 time per year	Other - Not used as part of the gated screening process
	Grade 7	3 time per year	Other - Not used as part of the gated screening process
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Other - Not used as part of the gated screening process
	Grade 8	3 time per year	District set benchmarks - Students identified as high risk were further screened using Capti ReadBasix.
	Grade 5	3 time per year	Other - Not used as part of the gated screening process

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 9	3 time per year	District set benchmarks - Students identified as high risk were further screened using Capti ReadBasix.
	Grade 6	3 time per year	District set benchmarks - Students identified as high risk were further screened using Capti ReadBasix.
	Grade 7	3 time per year	District set benchmarks - Students identified as high risk were further screened using Capti ReadBasix.
Other - No data entered	Grade 10	1 time per year	District set benchmarks - Students scoring "Not Achieved" on both subtests were screened using Capti ReadBasix.
	Grade 11	1 time per year	District set benchmarks - Students scoring "Not Achieved" on both subtests were screened using Capti ReadBasix.
	Grade 12	1 time per year	District set benchmarks - Students scoring "Not Achieved" on both subtests were screened using Capti ReadBasix.

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

Richfield Public School District (0280-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Richfield Public School District (0280-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Students in grades 4-5 will be universally screened using FastBridge aReading, AUTOreading, and CBMreading. Students not meeting accuracy or automaticity benchmarks on CBMreading will participate in additional screening using Capti ReadBasix. Students in grades 6-12 will be universally screened using Capti ReadBasix.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Richfield Public School District (0280-01) 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	261	157	251	124	275	119
1st	248	102	235	119	257	115
2nd	285	121	278	124	291	131
3rd	265	128	249	137	269	145

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 Richfield Public School District (0280-01) 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.

Richfield Public School District (0280-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Students who persistently score at high risk across multiple benchmark periods using FastBridge vendor composites in grades K & 1 and Minnesota Norm-Based Cut Scores for FastBridge Nonsense Words Subtest in grades 2 & 3

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	275	26
1st	257	56
2nd	213	27
3rd	197	1

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

Richfield Public School District (0280-01) 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 Richfield Public School District (0280-01) 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	286	258	120	119	119	28
5th	278	256	109	107	107	22
6th	231	189	41	41	41	42
7th	230	178	45	45	45	52
8th	280	218	50	50	50	62
9th	294	241	65	62	62	53
10th	277	225	4	CTSTR	CTSTR	52
11th	326	258	2	CTSTR	CTSTR	68
12th	327	194	0	CTSTR	CTSTR	133

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.

Richfield Public School District (0280-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At the elementary level, the core program is based on a comprehensive literacy framework that includes instruction in word recognition and language comprehension skills. Specifically, the core curriculum provides instruction related to print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary, reading comprehension, and oral and written communication. The core curriculum also features culturally responsive and engaging materials, resources, and learning experiences. A district-wide instructional calendar (scope and sequence) is used at each elementary site to ensure learning experiences are guaranteed and viable. Students who need additional intervention or support participate in Tier 2 or 3 interventions. Screening and diagnostic data are used to group students for small group intervention. Interventions may focus on developing phonological awareness, decoding, fluency, vocabulary, and/or comprehension skills dependent on student needs. Universal screening of all secondary students is used to identify those at risk for literacy difficulties, using data from comprehensive screeners that assess fluency, comprehension, vocabulary, and decoding. Teachers use this data to inform and adjust Tier 1 (core classroom) instruction, addressing common needs across the whole class by strengthening their curriculum and implementing universal instructional strategies to support the majority of learners. Simultaneously, individualized reports from the screeners guide teachers in providing differentiated Tier 2 supports within core classes, dedicating 2-3 small group sessions per week to target specific skill deficits identified for individual students. For students requiring more intensive intervention, an additional class is offered that provides direct, explicit, and systematic Tier 3 instruction in identified reading areas. Throughout this process, teachers use progress monitoring to ensure interventions are having an impact on student learning and adjust them as needed.

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

Principals and instructional coaches visit classrooms regularly throughout the year, and district and site leaders conduct formal learning walks twice per year to ensure fidelity in the implementation of Tier 1 instruction using evidence-based materials and instructional practices. Following each universal screening period, teacher teams participate in data meetings led by principals and instructional coaches to determine the need for intervention at both a classwide and individual student level. Modifications to Tier 1 instruction and/or Tier 1 whole class interventions are implemented if fewer than 70% of students are on track in the reading skills assessed.

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

Students identified as not meeting grade level benchmarks in reading on universal screening assessments participate in targeted Tier 2 and 3 interventions that occur in addition to core instruction. At the elementary level, both general education classroom teachers and specialized reading interventionists provide small-group or individualized, evidence-based interventions targeting phonological awareness, phonics, fluency, vocabulary, and/or comprehension, depending on students' needs. Specialized reading interventionists and special education staff are trained in providing multisensory interventions for students with characteristics of dyslexia using Sonday System materials. The time, frequency, and intensity of the intervention vary according to each student's identified needs and can be adjusted based on periodic reviews of data from bimonthly progress-monitoring assessments. Students are exited from interventions if they demonstrate accelerated or greater-than-average growth across multiple data points or reach grade-level benchmarks. Intervention at the secondary level occurs through the scheduling of additional courses that teach foundational literacy skills, critical vocabulary and text structures to build success in all content-area classes. These courses are taught by licensed teachers at the middle school and high school levels. Additionally, high school seminar courses across all content areas provide scaffolding and support in disciplinary literacy. Opportunities exist in RPS for students to learn outside of the school day and the school year as well. The District provides after-school targeted-service programs designed to complement regular classroom instruction. Summer school is another opportunity for students to extend their learning with highly qualified staff and community experts.

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:

If students are not making progress (flat growth) or have demonstrated insufficient growth to achieve their individual goals based on at least 4 data points, teams discuss strategies to intensify or modify the interventions being provided.

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

Students are considered for exit from supplemental interventions when they meet grade-level benchmarks or demonstrate greater-than-average growth toward their individual goals on progress-monitoring assessments across at least 4 data points.

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 Richfield Public School District (0280-01) 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	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Richfield Public School District (0280-01), 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
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The selection process began with a comprehensive examination of external, independent reviews to narrow the field of potential materials. District Teaching and Learning leaders prioritized resources evaluated by trusted auditing bodies, specifically focusing on guidance from EdReports, the Minnesota Department of Education (MDE), and the Center for Applied Research and Educational Improvement (CAREI). Through initial screening, only materials identified as "highly aligned" or "partially aligned" to evidence-based, structured literacy practices were moved forward for local consideration. Materials clearing the initial screen were further evaluated by cross-site district teams, including classroom teachers, EL staff, special education teachers, literacy specialists, and administrators. These teams evaluated the materials against local criteria. Specifically, materials were audited to ensure diverse representation, inclusive narratives, and culturally sustaining pedagogy that reflects and validates our student demographics. Teams also evaluated each resource's capacity to support Spanish literacy development alongside English, ensuring opportunities to support biliteracy.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Materials were evaluated and selected during the 2022-23 school year and piloted by a group of teachers during the 2023-24 school year. Pilot teachers participated in training prior to implementation and developed standards-based common summative assessments. Districtwide implementation occurred in 2025-26. All staff implementing the

curriculum participated in training and job-embedded coaching. Principals, district administrators, and teacher leaders conducted learning walks to assess implementation fidelity.

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 Richfield Public School District (0280-01) 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
Lexia PowerUp	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
Reading Corps	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Sonday	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
UFLI	Tier 2 & 3	Kindergarten	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - Benchmark Advance/Adelante Reading Interventions	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Estrellita K1	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
Other Resources - Heggerty Bridge the Gap	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
Other Resources - Lunita	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
Other Resources - SIPPS	Tier 2 & 3	Grade 6	40
	Tier 2 & 3	Grade 7	40
	Tier 2 & 3	Grade 8	40

Continuous Improvement for Litearcy Intervention Resources

Richfield Public School District (0280-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district hopes to implement additional interventions that target multisyllabic word decoding and morphology, depending on ADSIS funding.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Richfield Public School District (0280-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$148,938

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

$148,938

READ Act Literacy Aid

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

Richfield Public School District (0280-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$161,477

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

$44,153

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

Remaining funds will be used to provide compensation to staff completing READ Act professional development, including LETRS, OL&LA, and Para Structured Literacy 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
MDE approved READ Act professional development	Read Act Literacy Aid
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid
Evidence-based literacy intervention resources (curriculum, materials, training)	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds

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.

Richfield Public School District (0280-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Richfield Public School District (0280-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Teachers who do not achieve at least 80% proficiency on the volume post-tests will participate in coaching to increase their use of evidence-based practices in literacy. During coaching cycles, instructional coaches will support teachers in developing an action plan to increase implementation of practices that build students' phonemic awareness, decoding and word recognition, fluency, vocabulary, and comprehension skills. Action plans will include developing student learning goals aligned with standards-based learning targets, co-planning, and co-teaching lessons.

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:

Throughout the school year, principals, instructional coaches, and district leaders collect and analyze data from observations and learning walks using the LETRS Application of Concepts tool to evaluate the extent to which evidence-based practices in literacy are consistently implemented in classrooms. This data informs ongoing professional development and coaching.

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:

See 13.7 & 13.8.

The following changes in instructional practices have impacted students:

We have seen an increase over the past two years in the number of students demonstrating reading proficiency. The number of students demonstrating proficiency in foundational literacy skills as measured by FastBridge earlyReading assessments has increased by 9% from the spring of 2024 in grades K-1. The number of students demonstrating proficiency in more advanced literacy skills has increased by 10% as measured by FastBridge aReading and 7% as measured by CBMreading. These gains can be attributed to intentional shifts in instruction, including more explicit teaching and regular progress monitoring.

Richfield Public School District (0280-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district provides professional development for staff on culturally sustaining practices throughout the school year. Instructional coaches and peer reviewers provide support to staff in embedding these practices into their daily instruction.

Richfield Public School District (0280-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):

The district will continue to offer professional development sessions to ensure staff use materials effectively and that their implementation aligns with evidence-based practices learned from LETRS and OL&LA. As we review other curricular areas, we will focus on strategies for integrating literacy across content areas.

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)	25	21	4	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	89	82	7	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	15	15	0	0
K-3 Classroom teachers	53	49	4	0
K-12 Teachers holding English as a second language licenses	22	12	10	0
K-12 Reading Intervention Teachers	11	10	1	0
K-12 Special Education educators responsible for foundational reading instruction	43	28	14	1
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	4	4	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
Teachers who provide foundational reading instruction to students in grades 4-12	13	0	13	0
Teachers who provide reading instruction to students in dual language immersion programs	3	0	3	0
Teachers who provide reading instruction to students in a state-approved alternative program	1	0	1	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	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).

82

The PSLT was provided by:

District PSLT Trainer

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.

Richfield Public School District (0280-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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.

Richfield Public School District (0280-01) does include a DLI Program

The following table displays Richfield Public School District (0280-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Spanish	Richfield Dual Language School	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100
	Richfield High School	Grade 9	15
		Grade 10	15
		Grade 11	15
		Grade 12	15
	Richfield Middle School	Grade 6	28
		Grade 7	28
		Grade 8	28

The following table displays the literacy screening tools used in Richfield Public School District (0280-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
Both	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: CBMreading-Spanish (Grades 2-5)

Both	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: CBMreading-Spanish (Grades 2-5)
	Grade 4	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: CBMreading-Spanish (Grades 2-5)
	Grade 5	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: CBMreading-Spanish (Grades 2-5)
English	Grade 6	Capti ReadBasix	None
	Grade 7	Capti ReadBasix	None
	Grade 8	Capti ReadBasix	None
	Grade 9	Capti ReadBasix	None
	Grade 10	Capti ReadBasix	None
	Grade 11	Capti ReadBasix	None
	Grade 12	Capti ReadBasix	None
Partner Language	Kindergarten	Not screened in English	FastBridge: earlyReading-Spanish (Grades K-1)
	Grade 1	Not screened in English	FastBridge: earlyReading-Spanish (Grades K-1)

The following table displays the number of students in Richfield Public School District (0280-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	84	82	42
1st	72	72	43
2nd	95	92	33
3rd	71	72	35

The following table displays the number of students in Richfield Public School District (0280-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	91	89	35	2
5th	67	66	29	1
6th	81	81	48	0
7th	54	54	35	0
8th	77	76	46	1
9th	49	41	23	8
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0