Minnesota READ Act Literacy Plan

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

For

Faribault Public School District (0656-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Faribault Public School District (0656-01). 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

Faribault Public School District (0656-01)'s literacy goal(s) for the 2025-26 school year:
Increase the percentage of Faribault Public Schools pre-kindergarten students who meet grade-level benchmarks on the Fastbridge Early Reading test from 53% of fall of 2024 to 63% in spring 2026. FPS will decrease the gap in Reading and Math Proficiency on MCA III Assessments for all economic and racial student groups by 3 percentage points each year.

The following was implemented or changed to make progress towards the goal(s):
During the 2025-26 school year, the district made meaningful progress toward its literacy goals by strengthening instruction, curriculum, assessment, intervention, and family engagement. We completed Phase I LETRS training, provided paraprofessional training, and began planning for Phase II, selecting Strive as the secondary literacy training program. Staff also participated in literacy PD sessions offered through MDE and regional centers. In curriculum and instruction, the district completed a K-5 core literacy curriculum pilot and adoption process, choosing to adopt Benchmark Advance to align with Benchmark Adelante in our Spanish Immersion program. We continued Year 2 implementation of Bridge2Read and trained principals and instructional coaches on fidelity and coaching tools. We also began revising our Spanish Immersion framework to increase English literacy instruction while maintaining biliteracy goals. In assessment and intervention, we expanded literacy screening through grade 11 in preparation for Capti ReadBasix implementation that we will begin in 26-27. After reviewing MDE-approved intervention resources, we will add Rewards to our K-5 (and possibly 6-8) intervention offerings. We adopted Educlimber as our district data platform and are setting it up to streamline our MTSS process. At the secondary level, planning began for possible intervention structures, beginning with classwide literacy interventions in grades 6-12 beginning in 26-27. For family engagement, we are developing SmartForms to share student literacy progress and resources for supporting reading at home. Materials are available in English, Spanish, and Somali to support clear communication for our families.

The following describes how Faribault Public School District (0656-01)'s current student performance differs from the literacy goal detailed in the READ Act:
While our district has not yet achieved the goal of having every student reading at or above grade level each year, we remain committed to the vision outlined in Minnesota's literacy legislation. Current student performance data indicate that additional growth is needed to ensure all learners, including multilingual learners and students receiving special education services, meet grade-level reading benchmarks and individualized literacy goals.

Faribault Public School District (0656-01)'s literacy goal(s) for the 2026-27 school year:
We will decrease all racial and economic achievement gaps between student groups from 30% to 10% as measured by aReading by 2029.

The Local Literacy Lead, Katie Rotvold, for Faribault Public School District (0656-01) 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 (DLL) meets regularly with district and school administrators to review progress toward school and district literacy goals and ensure alignment with READ Act requirements. The DLL also participated in the district's Comprehensive Needs Assessment process to ensure literacy priorities were embedded within district improvement planning and programming. Looking ahead, the DLL will serve as a member of the district's MnMTSS team, helping to strengthen the integration of literacy initiatives, data-based decision making, and multi-tiered systems of support across the district.

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

Faribault Public School District (0656-01) Local Literacy Plan is posted on the district website at
https://www.faribault.k12.mn.us/teaching-learning

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.

Faribault Public School District (0656-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Faribault Public School District (0656-01) 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	We use diagnostic phonemic awareness and phonics inventories when indicated from screening data.
	Grade 1	Vendor Composites using vendor benchmarks	We use diagnostic phonemic awareness and phonics inventories when indicated from screening data.
	Grade 2	Vendor Composites using vendor benchmarks	We use diagnostic phonemic awareness and phonics inventories when indicated from screening data.
	Grade 3	Vendor Composites using vendor benchmarks	We use diagnostic phonemic awareness and phonics inventories when indicated from screening data.

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

Faribault Public School District (0656-01) will be utilizing the following screening tool(s) in 2026-27:

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

Local Literacy Plan for Faribault Public School District (0656-01)

Faribault Public School District (0656-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will be adding the oral repetition subtest as required by changes in the READ Act

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.

No

see section 3.9 for explanation and plans for implementation in 26-27

Continuous Improvement for Screening Tools Used in Grades 4-12

Faribault Public School District (0656-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We needed an additional year to prepare for Capti testing due to significant budget and system stressors in Spring of 2025. These included district reorganization/rezoning, the unanticipated dissolving of Viewpoint and the need to replace it with a more expensive product (Educlimber), literacy funds already having been designated for ELA Core curriculum adoption, increased per-seat costs of expanding Fastbridge through 11th grade, and the changes for adding Capti being communicated after FY26 budgets had been set. That said, we see the value of this diagnostic tool and are committed to implement it next year. The following are steps that we took this year to prepare for Capti testing in 26-27: 1. Expanded Fastbridge screening through 11th grade. 2. Defined criteria and logistics for Capti administration. 3. Scheduled the testing window for Oct 19, 2026 to Nov 6, 2026. 4. Consulted with Capti on costs and set budgets based on current screening data. 5. Adopted Educlimber for MTSS data management 6. Informed teachers of the change and explained the value of the assessment 7. Engaged with MDE workshops, CoPs, and RLN coaching 8. Developed family communication Smartforms While we understand it is not desirable to be delayed in our implementation, we hope a state department that has made its Commitments to Equity would support our scaffolded plan that accounts for the unique system stresses we faced, but will ultimately meet the same high expectations held of all MN districts.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Faribault Public School District (0656-01) 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	170	76	164	80	173	78
1st	177	63	172	66	183	62
2nd	166	59	163	64	176	63
3rd	193	95	186	82	202	87

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 Faribault Public School District (0656-01) 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.

Faribault Public School District (0656-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	173	49
1st	184	67
2nd	176	72
3rd	201	57

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

Faribault Public School District (0656-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Faribault Public School District (0656-01) 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	202	190	0	CTSTR	CTSTR	0
5th	160	156	0	CTSTR	CTSTR	0
6th	201	182	0	CTSTR	CTSTR	0
7th	209	179	0	CTSTR	CTSTR	0
8th	232	195	0	CTSTR	CTSTR	0
9th	225	172	0	CTSTR	CTSTR	0
10th	288	159	0	CTSTR	CTSTR	0
11th	333	123	0	CTSTR	CTSTR	0
12th	269	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.

Faribault Public School District (0656-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In the fall, teachers review multiple sources of student literacy data to place students into WIN (What I Need) groups that target specific reading skills, including phonemic awareness, phonics, fluency, and vocabulary/comprehension. The district uses the PRESS data-based decision-making flow charts to guide intervention mapping and ensure that student needs are accurately identified and matched to appropriate evidence-based instruction and intervention. Placement decisions are based on screening and diagnostic data (phonemic awareness/phonics inventories) to ensure students receive instruction matched to their greatest area of need. Throughout the year, student progress is monitored regularly using FastBridge measures. CBM accuracy data is used to monitor growth in phonics skills, Words Correct Per Minute (WCPM) is used to monitor reading fluency, and aReading data provides information about overall reading comprehension and broad reading achievement (for placement, not progress monitoring). Teachers analyze these progress-monitoring data points to determine whether students are responding to instruction and intervention as expected. Grade-level teams meet monthly to review student progress data, evaluate the effectiveness of current interventions, and make instructional decisions. Students who demonstrate sufficient growth may transition to a different WIN group or receive less intensive support, while students who are not making adequate progress may receive additional intervention or a change to their instructional plan. This ongoing cycle of screening, progress monitoring, data review, and instructional adjustment helps ensure that evidence-based instruction and intervention remain closely aligned to each student's evolving literacy needs.

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

Our foundational skills curriculum provides ongoing classwide monitoring of student mastery of foundational reading skills, allowing teachers to make timely instructional decisions based on student performance data. Teachers regularly review mastery data to determine whether additional whole-group instruction is needed. When fewer than 80% of students demonstrate mastery of a skill, teachers provide classwide reteaching to strengthen understanding before moving forward. When 80% or more of students have reached mastery, instruction progresses to the next skill while students who have not yet demonstrated mastery receive targeted small-group instruction focused on the unmet skill.

To support effective implementation, instructional coaches regularly work alongside teachers in PLC meetings and classrooms to build data literacy, strengthen instructional decision-making, and support differentiation practices. Building principals have also been trained to use a literacy-focused coaching and walkthrough form that guides observations of instruction and ensures consistent attention to evidence-based practices, data use, and differentiated instruction across classrooms.

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

Universal screening data are used to ensure that instruction and intervention are matched to student needs. Following each Fastbridge screening window, elementary students are placed into appropriate WIN (What I Need) groups based on their assessment results. WIN time is provided in addition to core instruction and allows grade-level teams to deliver targeted intervention, enrichment, and gifted and talented services based on individual student needs. Students are grouped according to specific skill deficits or strengths identified through screening and diagnostic data, ensuring that instruction is responsive and differentiated. Student progress is monitored regularly to determine the effectiveness of intervention and instructional supports. During monthly data meetings, teachers review screening and progress monitoring data and collaborate with colleagues to problem-solve when students are not making expected growth. Teams may recommend adjustments such as changes in instructional strategies, intervention intensity, group size, or additional supports to better meet student needs. If a student continues to demonstrate limited growth despite intervention adjustments and documented fidelity of implementation, the student may be referred to the Sudent Success Team for a more comprehensive review. The team considers multiple data sources, including screening results, progress monitoring data, classroom performance, attendance, and other relevant information. Outcomes of the Child Study process may include recommendations for individualized accommodations (Tier 3) or modifications within Tier 2 intervention, additional diagnostic assessment, or a referral for a special education evaluation when warranted. At the middle school level, students who do not meet Fastbridge benchmark expectations may be assigned to a reading support class designed to address identified literacy needs. Placement in this course is reviewed following each screening window to ensure that services remain aligned with student performance and growth data.

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 a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

When reviewing progress monitoring data, teams closely examine student growth trends. If a student demonstrates a pattern of flat growth or regression, a Tier 2 problem-solving checklist may be used to identify opportunities to intensify or modify the intervention before considering a change in programming. Potential adjustments include conducting a fidelity check of the intervention, increasing opportunities for student responses during intervention sessions, adjusting the intervention time to improve attendance and engagement, reducing group size, or providing an additional intervention session at another time of day. After modifications are implemented, sufficient progress monitoring data are collected to evaluate their impact. If growth remains inadequate despite documented fidelity, consistency, and intervention intensification efforts, the team may consider changing the intervention approach. This process helps ensure that instructional decisions are data-based and that students have received an intervention with fidelity before more significant changes are made.

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

In elementary, Our recommendation is that students be exited when 3 of the last 5 progress monitoring scores are at or above the aimline and 2 scores are at or above the next benchmark at the elementary level. At the secondary level a student would exit from the reading support class if they met benchmarks in the next screening period.

Continuous Improvement for Data-Based Decision Making for Action

Faribault Public School District (0656-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The district will strengthen its data-based decision-making processes by resetting expectations for progress monitoring and intervention implementation at the elementary level. Professional learning will focus on ensuring that staff consistently collect, review, and respond to student progress monitoring data to make timely instructional decisions. The district will also implement and refine tools that help teams match evidence-based interventions to identified student needs, using screening, diagnostic, and progress monitoring data to guide intervention selection and intensification. These tools will support greater consistency in intervention planning and help ensure that students receive targeted instruction aligned to their specific skill deficits. At the secondary level, district leaders and school teams are exploring structural schedule changes that would create dedicated intervention blocks within the school day. These changes are intended to provide a more systematic and consistent approach to delivering literacy interventions, allowing students to receive targeted support without missing core instruction. The district anticipates that these scheduling adjustments, combined with strengthened progress monitoring expectations and intervention-matching processes, will improve the effectiveness of intervention services and support more timely responses to student learning needs.

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 Faribault Public School District (0656-01) 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	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 1	3 times per year	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 2	3 times per year	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 3	3 times per year	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 4	3 times per year	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 5	3 times per year	Parent teacher conferences
	Other - Our resources for home reading are in periodic principal newsletters	Digital messaging
Grade 6	1 time per year	Mailed letter
Grade 7	1 time per year	Mailed letter
Grade 8	1 time per year	Mailed letter

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?

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Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

Faribault Public School District (0656-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Right now our notification requirements are spread across multiple sources (Fastbridge report, Intervention teacher letters, newsletter resources). We have set up Smartforms in Educlimber so next year we can 1. consolidate communication into one report, 2. send reports electronically in a format that allows for language translation 3. Ensure all students grades K-12 are receiving notification of reading results for all 3 testing windows

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 Faribault Public School District (0656-01), 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
Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)	Foundational	Kindergarten	35
	Foundational	Grade 1	35
	Foundational	Grade 2	35
	Foundational	Grade 3	35
	Foundational	Grade 4	35
Other Curriculum - Benchmark Literacy (2012)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
Other Curriculum - Heggerty Phonemic Awareness	Supplemental	Kindergarten	15

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district used a collaborative process to select an evidence-based Tier 1 literacy resource aligned with the Science of Reading. Teachers first identified key look-fors and potential red flags in high-quality literacy curricula, which guided the review process. District teams then visited schools currently using the programs to observe instruction and gather feedback from educators. Teachers piloted at least one unit from two curriculum options and provided feedback on instructional quality, usability, and alignment to student needs. To ensure broad staff input, the district hosted an open house and created an asynchronous review guide that allowed any teacher to examine the materials and share feedback. Survey results and pilot feedback were reviewed and shared with teachers and the District Advisory

Committee. Based on the evidence gathered throughout the process, the district selected Benchmark Advance as its Tier 1 knowledge-building literacy resource.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

In 2023, the district formed a teacher cohort focused on identifying indicators of Science of Reading alignment and established the criteria used to evaluate and select instructional materials. In 23-24, the district prioritized foundational skills curriculum and piloted Bridge2Read. Pilot teachers received training through ServeMinnesota and visited a district with successful implementation. Based on teacher feedback, classroom experience, and student outcomes, the district adopted Bridge2Read as its Tier 1 foundational skills curriculum. During 24-25, all K-3 teachers were trained and supported through coaching cycles. In 25-26, principals were trained to use the Bridge2Read coaching tool for walkthroughs and fidelity checks, which will continue in 26-27 with formal data collection. To select a knowledge-building resource, the district piloted Benchmark Advance and EL Education in Fall 2025. The review process included teacher feedback, classroom observations, curriculum rubrics, MDE review information, and other independent evaluations. Based on these data, the district selected Benchmark Advance as its Tier 1 knowledge-building curriculum while continuing Bridge2Read for foundational skills instruction. During summer 2026, a teacher leadership team will develop pacing guides and align Benchmark Advance units with science and social studies standards to strengthen knowledge-building opportunities. All teachers will receive initial training during workshop week, followed by coaching and professional learning sessions throughout the year. Principals and instructional coaches will use fidelity tools to monitor implementation, support continuous improvement, and provide ongoing job-embedded professional development.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Faribault Public School District (0656-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

During the 2026-27 school year, the district will implement Benchmark Advance as its core knowledge-building literacy curriculum (K-5) while continuing Bridge2Read as the foundational skills curriculum in grades K-3. To support successful implementation, teacher teams will develop pacing guides and align science and social studies standards with Benchmark Advance units to maximize knowledge-building opportunities across content areas. All teachers will receive initial training prior to implementation, followed by ongoing professional learning and coaching throughout the school year. Principals and instructional coaches will use fidelity tools to monitor implementation, provide feedback, and support continuous improvement.

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 Faribault Public School District (0656-01) 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
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	30
	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
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	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
Other Resources - Fastbridge Interventions	Tier 2 & 3	Kindergarten	30
	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 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Fastbridge Interventions	Tier 2 & 3	Grade 5	30

Continuous Improvement for Litearcy Intervention Resources

Faribault Public School District (0656-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We will be adding Rewards for multisyllabic decoding in grades 3-5. Secondary (6-12) will be implementing classwide word study/morphology interventions in the style of the Rewards decoding process for 10 minutes at the beginning of class.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Faribault Public School District (0656-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$97,715

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

$101,886

READ Act Literacy Aid

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

Faribault Public School District (0656-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$124,094

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

$124,094

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

We will be purchasing a new K-5 core ELA resource in FY 27.

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	Literacy Aid Funds
MDE approved READ Act professional development	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.

Faribault Public School District (0656-01) 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

Faribault Public School District (0656-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Teachers are required to participate in a scheduled coaching session with our instructional coaches who are also our Local Certified Facilitators of LETRS. They go over content that was challenging for the teacher and inform the DLL the date this meeting was completed.

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 district will collect fidelity data through multiple measures. Elementary Principals will conduct regular classroom walkthroughs using fidelity checklists provided by Bridge2Read and Benchmark Advance. These tools are designed to identify the essential instructional components of each curriculum and provide timely, actionable feedback to teachers regarding implementation as intended. Fidelity data from these walkthroughs will be collected centrally to monitor implementation fidelity, identify areas of strength, and inform districtwide professional learning and support.

Principals and leadership teams (PK-12) have created their Site Improvement Plans identifying a SMARTIE Goal and at least one practice from the COMPASS Menu of Evidence Based Practice Clusters that they will use as a building to meet their goal. They are identifying data points that they will collect to monitor their progress toward the goal and how/when data will be shared with the building.

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 elementary instructional coaches are certified local LETRS facilitators and have extensive training in evidence-based literacy practices. Their expertise allows them to support teachers in implementing explicit and systematic literacy instruction, identifying effective instructional practices, and providing targeted professional learning based on observed needs. Instructional coaches at each site provide ongoing job-embedded coaching and support to teachers. Coaches use classroom observations, instructional conversations, and curriculum-specific fidelity tools to guide implementation and strengthen instructional practices. Coaches also facilitate literacy committees, building-level professional development, and data review meetings where teachers analyze screening and progress monitoring results to make instructional decisions. Principals also assume a coaching stance with teachers when conducting walkthroughs and fidelity checks. They provide timely feedback to teachers and suggest possible next steps for improvement.
The following changes in instructional practices have impacted students:
At this stage of implementation, we have not yet seen widespread improvement in K-12 student outcomes as measured by standardized assessment measures, but we have identified isolated examples of success and examined the factors that may be contributing to that success. One grade-level team demonstrated particularly strong student growth and achievement gains in their Fastbridge data. This team consistently applied the principles emphasized through LETRS training and implemented systematic, sequential, explicit, and data-informed literacy instruction with a high degree of fidelity. Team members engaged in regular weekly PLC meetings to analyze student data, evaluated instructional effectiveness, and adjusted instruction based on student needs. They participated in extended coaching cycles focused on using assessment data to drive instructional decisions, consistently maintained progress monitoring data, and moved students between WIN intervention groups as soon as mastery data indicated that instructional needs had changed. These team members have been good messengers of the success that they achieved when they committed to making meaningful changes in instruction. While these practices have not yet been implemented consistently across all schools and grade levels to that same level of fidelity, this example demonstrates the positive impact that can occur when evidence-based instructional practices, strong collaborative structures, ongoing coaching, and responsive intervention systems are implemented together. As the district continues to strengthen system-wide expectations, fidelity monitoring, coaching supports, and data-based decision-making processes, we anticipate that these successful practices will become more consistent across classrooms and lead to broader improvements in student literacy outcomes.
Faribault Public School District (0656-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
The district has taken several steps to strengthen culturally responsive literacy practices and ensure that all students see their identities, experiences, and perspectives reflected in literacy instruction. We have invested in culturally responsive classroom libraries, carefully curating texts that reflect diverse cultures, backgrounds, languages, and experiences. We also encourage teachers to learn about students' cultural identities and provide them a place to share their experiences such as through Morning Meeting. Districtwide professional development has had a number of culturally responsive topics. At the beginning of the year, we held a session on effective instructional practices for

multilingual learners, helping teachers better support language development while maintaining access to rigorous literacy instruction. We facilitated a professional learning cohort focused on family engagement which emphasized strategies for building meaningful relationships with families, increasing communication, and creating opportunities for families to participate as partners in their children's literacy development. Teachers participating in LETRS training engaged in discussions and activities related to equitable literacy instruction, the role of language and background knowledge in reading development, and the importance of creating inclusive learning environments. During the 2026-27 school year, culturally responsive practices will continue to be integrated into literacy-focused professional development, coaching cycles, PLC discussions, and curriculum implementation support. Instructional coaches and school leaders will work with teachers to ensure that literacy instruction is both evidence-based and responsive to the diverse cultural and linguistic assets students bring to the classroom.

Faribault Public School District (0656-01) engaged with the Regional Literacy Network through the following:

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

We had secondary leadership participate in the Secondary Literacy Workshop series (all strands). Elementary instructional coaches delivered mini-sessions on science of reading topics of interest throughout the year and facilitated literacy committees. A districtwide team of elementary teachers will be working on standards bundling in relation to our new ELA curriculum resource and science/social studies standards and creating pacing guides.

Continuous Improvement for Professional Development Plan

Faribault Public School District (0656-01) will make the following changes to the professional development plan for the 2026-27 school year:

Phase II training in STRIVE will be conducted. Elementary will be trained in the new core curriculum and principals will be conducting walkthroughs and collecting fidelity data.

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)	15	14	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	94	57	37	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	29	28	1	0
K-3 Classroom teachers	33	23	9	1
K-12 Teachers holding English as a second language licenses	21	10	2	9
K-12 Reading Intervention Teachers	6	6	0	0
K-12 Special Education educators responsible for foundational reading instruction	33	11	10	12
Pre-K through grade five Curriculum Directors	5	4	0	1

Employees who select literacy instructional materials for grades pre-K through grade five	11	7	4	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	27	14	1	12
Teachers who provide reading instruction to students in dual language immersion programs	4	1	2	1
Teachers who provide reading instruction to students in a state-approved alternative program	3	0	0	3
Employees who select literacy instructional materials for grades 6-12	11	0	1	10
Grades 6-12 Curriculum Directors	5	3	0	2
Grades 6-12 instructional support staff who provide reading support	24	16	8	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).

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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.

Faribault Public School District (0656-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Faribault Public School District (0656-01) has participated in MDE MnMTSS professional learning:

Yes

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

Faribault Public School District (0656-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

During the 2026-27 school year, the district will strengthen its Multi-Tiered System of Supports (MTSS) through a more coordinated and systemic approach to implementation. While several district leaders have previously participated in MnMTSS Compass training, the entire district leadership team will participate in MnMTSS Sequence D training to build a shared understanding of effective MTSS practices and create greater consistency across schools. The district has also been awarded the Minnesota MTSS Infrastructure Development Grant, which will support several key MTSS improvement initiatives. These include the development of a district-wide MnMTSS handbook to establish common processes, expectations, and decision-making protocols; increased collaboration with community partners to provide more comprehensive support for students and families; the development of early warning data systems to identify students who may need additional support; and professional development focused on improving staff data literacy and data-based decision making. These efforts are intended to strengthen the district's capacity to identify student needs early, align supports across tiers, improve intervention effectiveness, and ensure that academic, behavioral, and social-emotional supports are delivered consistently across all schools.

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.

Faribault Public School District (0656-01) does include a DLI Program

The following table displays Faribault Public School District (0656-01)'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	Lincoln Elementary School	Grade 1	21
		Grade 2	21
	Roosevelt Early Learning Center	Kindergarten	22

The following table displays the literacy screening tools used in Faribault Public School District (0656-01)'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	Kindergarten	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Fastbridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-2)
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Fastbridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-2)
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Fastbridge: earlyReading Spanish (K-1) and CBMReading Spanish (1-2)

The following table displays the number of students in Faribault Public School District (0656-01)'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	43	40	5
1st	24	22	3
2nd	22	22	5
3rd	0	0	0

The following table displays the number of students in Faribault Public School District (0656-01)'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	0	0	0	0
5th	0	0	0	0
6th	0	0	0	0
7th	0	0	0	0
8th	0	0	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0