Minnesota READ Act Literacy Plan

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

For

Grand Rapids Public School District (0318-01)

Date Submitted to the State 06/06/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Grand Rapids Public School District (0318-01). 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).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Grand Rapids Public School District (0318-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade K, will increase from 73% in Spring 2025 to 77% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading assessments grade 1 will increase from 66% in Spring 2025 to 71% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 2 will increase from 64% in Spring 2025 to 70% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading CBM assessments grade 3 will increase from 52% in Spring 2025 to 60% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on Fastbridge reading areading assessments grade 2 will increase from 62% in Spring 2025 to 70% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 3 will increase from 61.3% in Spring 2025 to 65% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 4 will increase from 61.4% in Spring 2025 to 65% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 5 will increase from 63.4% in Spring 2025 to 67% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 6 will increase from 50.3% in Spring 2025 to 55% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 7 will increase from 40.1% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 8 will increase from 46% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 9 will increase from 44.7% in Spring 2025 to 50% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 10 will increase from 27.3% in Spring 2025 to 30% in Spring 2026. The percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 11 will increase from 48.4% in Spring 2025 to 50% in Spring 2026. We do not have any baseline date for grade 12 for Spring of 2024. However, the percentage of students enrolled at ISD 318 who show grade-level proficiency on STAR reading assessments grade 12 will be 50%. The percentage of students enrolled in Grand Rapids Area Schools who show grade-level proficiency Reading MCA tests grade 3 will increase from 58.1% in 2025 to 65% in 2026, with no student group (FRP, American Indian, Special Education) below 85, by 2026. (*Data based on preliminary MCA results.) Preliminary data for subgroups not available at the time of reporting. ISD 318 state and local assessments gauge rigorous understanding of the MN Academic standards, however, we will not be constrained by these standards. We will challenge our students at all ability levels before, during, and after evidence of proficiency.

The following was implemented or changed to make progress towards the goal(s):
During the school year, several systems and instructional improvements were implemented to support progress toward our literacy and academic achievement goals. Grade-level teams met regularly with the literacy lead to strengthen implementation of evidence-based literacy practices, including UFLI and other science-of-reading aligned instructional routines. Professional development sessions, coaching cycles, classroom walkthroughs, and implementation health checks were conducted to monitor fidelity and provide targeted support. The school maintained a structured MTSS process, with data review meetings held three times per year following benchmark screening windows. During these meetings, teams analyzed student performance data, reviewed intervention effectiveness, and adjusted instructional supports as needed. The master schedule was revised to ensure dedicated time for core phonics instruction and intervention support. Administrative staff received benchmarking training to establish consistent assessment protocols and improve data reliability across grade levels and classrooms. Teachers participated in ongoing instructional coaching related to Wit & Wisdom implementation. Coaching priorities were informed by classroom walkthrough data and STAR assessment results and were supported through collaboration with a company trainer. Additionally, teachers engaged in standards bundling and unpacking work through Grade 8 to strengthen alignment between instruction, assessment, and Minnesota academic standards. Early Out professional development days were intentionally focused on collaborative planning, data analysis, and instructional decision-making. Added Functional Morphology in grades 3-5 for 30 minutes/day.

The following describes how Grand Rapids Public School District (0318-01)'s current student performance differs from the literacy goal detailed in the READ Act:
Implementation data collected through classroom walkthroughs, coaching cycles, and professional learning activities demonstrates that the district is making progress toward READ Act expectations. While several classrooms consistently demonstrate evidence-based literacy practices aligned to the READ Act, implementation varies across grade levels and classrooms. The district recognizes that achieving full implementation requires ongoing professional learning, coaching, monitoring, and support. These areas will remain a priority during the 2026-27 school year as we work toward consistent, districtwide implementation. **add implementation health data

Grand Rapids Public School District (0318-01)'s literacy goal(s) for the 2026-27 school year:
The first three goals come directly from the district's operational plan. 1. The district will provide a range of high-quality programs, services, and experiences that are available and accessible to all, ensuring that access and success are not predictable by demographic measures. Barriers will be identified and eliminated so systems, processes, and opportunities for engagement are designed and made available in ways that ensure equitable access, representation, and outcomes for all. 2. High-quality instruction, informed by evidence-based practices, culturally responsive curriculum and approaches, and effective professional development, will enable staff to meet the unique social, emotional and academic needs of learners. Students will learn academic standards and life-long skills through a learning experience that takes into account student voice, student needs, and the unique interests, talents, skills, and

abilities of each learner. 3. High levels of collaboration and cooperation within the school district will balance individual needs with collective success. Intentional efforts to engage families and the community as partners in schools and learning will lead to improved outcomes for all students. We will maintain and enhance our current community partnerships while examining new ways to collaborate with other organizations to support students and families and increase efficiency and effectiveness. 4. District efforts in this direction will focus on strengthening internal and external communication systems, establishing clear expectations for school-to-home communication, and creating consistent opportunities for listening and engagement with stakeholders. These five goals come directly out of the district's 26-27 literacy goals document. 1. Build an equitable K-12 literacy system 2. Strengthen Tier 1 literacy intruction districtwide 3. Stengthen Tier 2 & 3 literacy supports within MTSS 4. Improve use of assessment and data for instructional-decision making 5. Build sustainable educator capacity through targeted professional learning

The Local Literacy Lead, Carol Copp, for Grand Rapids Public School District (0318-01) has an FTE of .50

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The District Literacy Lead collaborates closely with district and school leadership teams to support the implementation of the district literacy plan and evidence-based literacy practices. Ongoing collaboration occurs with principals, district administrators, Building Leadership and Learning Teams, the Strategy Team, and literacy committees to ensure alignment of literacy initiatives across all schools. Throughout the year, the District Literacy Lead provides leadership teams with updates on literacy implementation, student achievement data, classroom walkthrough findings, and professional development priorities. Walkthrough data, benchmark assessments, and implementation health checks are used to identify strengths, monitor progress, and determine areas for additional support. The District Literacy Lead works alongside principals to develop literacy goals, coordinate professional learning, support curriculum implementation, and strengthen instructional practices. Leadership teams collaborate on scheduling, intervention systems, assessment practices, READ Act implementation, and continuous improvement efforts. Additionally, the District Literacy Lead facilitates professional development, coaching cycles, and collaborative planning opportunities that build leadership capacity and support consistent literacy instruction across the district. Through regular communication, data analysis, and shared decision-making, district and school leaders work together to ensure all students have access to high-quality literacy 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

Local Literacy Plan for Grand Rapids Public School District (0318-01)

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

Grand Rapids Public School District (0318-01) Local Literacy Plan is posted on the district website at https://www.isd318.org/departments/teaching-learning/literacy-plan

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.

Grand Rapids Public School District (0318-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Grand Rapids Public School District (0318-01) 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	STAR Reading Grade 3
	Grade 1	Vendor Composites using vendor benchmarks	STAR Reading Grade 3
	Grade 2	Vendor Composites using vendor benchmarks	STAR Reading Grade 3
	Grade 3	Vendor Composites using vendor benchmarks	STAR Reading Grade 3

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

Yes

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 Grand Rapids Public School District (0318-01) 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
Star	Grade 4	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 8	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 5	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 9	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 10	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 6	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Star	Grade 11	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 12	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).
	Grade 7	3 time per year	District set benchmarks - Students below the 50%ile on STAR reading were then administered the Captu ReadBasix (6 subtests).

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

Grand Rapids Public School District (0318-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

All students below the 50%ile were given a subtest (based on their lowest/flowchart) every 6 weeks to track progress, on top of Fastbridge progress monitoring.

Continuous Improvement for Screening Tools Used in Grades 4-12

Grand Rapids Public School District (0318-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will switch to Capti ReadBasix as the screener instead of STAR reading for grades 3-12.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Grand Rapids Public School District (0318-01) 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	210	95	202	104	208	121
1st	234	103	236	111	230	129
2nd	252	112	250	115	258	130
3rd	256	134	251	155	256	163

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 Grand Rapids Public School District (0318-01) 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.

Grand Rapids Public School District (0318-01) 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	210	89
1st	234	92
2nd	252	98
3rd	256	111

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

Grand Rapids Public School District (0318-01) 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 Grand Rapids Public School District (0318-01) 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	265	261	132	86	56	3
5th	290	287	144	79	62	7
6th	293	271	109	94	89	14
7th	313	304	101	82	71	17
8th	306	288	134	92	88	11
9th	310	295	125	104	75	21
10th	292	271	92	67	59	12
11th	332	318	89	67	67	18
12th	284	279	140	74	69	13

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.

Grand Rapids Public School District (0318-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The school uses a Multi-Tiered System of Supports (MTSS) framework to ensure that evidence-based instruction and intervention are matched to individual student needs. Student performance is reviewed through multiple data sources, including attendance, behavior, academic screening, diagnostic assessments, classroom performance, and progress-monitoring data. This process allows staff to identify students in need of additional support and provide timely interventions aligned to specific skill deficits. Three universal screening windows are conducted annually (fall, winter, and spring). Academic screening data are collected using FastBridge assessments in grades K-2, STAR Reading and STAR Math in grades 3-12, and Capti ReadBasix for students requiring additional literacy diagnostics. Behavior data are collected using mySAEBRS, and attendance data are reviewed regularly to identify barriers impacting student success. Following each screening window, the Building Leadership and Learning Team (BLLT) and MTSS teams meet to analyze student data. Staff review grade-level, classroom, subgroup, and individual student results to identify trends and determine instructional needs. Diagnostic assessments, including FastBridge subtests and Capti skill profiles, are used to pinpoint specific areas of need such as phonemic awareness, phonics, fluency, vocabulary, comprehension, or mathematics skill gaps. Students performing below benchmark receive targeted interventions based on identified needs. Intervention selection is guided by evidence-based programs aligned to the Science of Reading and Minnesota READ Act requirements. Examples include Heggerty for phonemic awareness, Functional Phonics for foundational reading skills, Functional Morphology for advanced word analysis, Voyager Passport for reading fluency and comprehension support, Lexia Core5 for K-5 literacy intervention, Lexia PowerUp for grades 6-12 literacy intervention, and Rewards for older students needing support with multisyllabic word reading, fluency, and comprehension. Targeted mathematics interventions are also provided through licensed intervention staff. Students requiring more intensive support may receive Tier 3 interventions with increased instructional time, smaller group sizes, and more frequent progress monitoring.

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

Grade-level teams met with the literacy lead to strengthen implementation of evidence-based literacy practices, including UFLI and other SOR-aligned instructional routines. Quarterly professional development sessions, coaching cycles, classroom walkthroughs, and implementation health checks were conducted to monitor fidelity and provide targeted support. The school maintained a structured MTSS process, with data review meetings held three times per year following benchmark screening windows. During these meetings, teams analyzed student performance data, reviewed intervention effectiveness, and adjusted instructional supports as needed. The master schedule was revised to ensure dedicated time for core phonics instruction and intervention support. Administrative staff received benchmarking training to establish consistent assessment protocols and improve data reliability across grade levels and classrooms. Teachers participated in ongoing instructional coaching related to Wit & Wisdom implementation.Teacher

Look Fors: TA.1 Communicates and uses module- and lesson-level questions and learning goals to set a purpose for learning and to drive inquiry; TA.2 Provides clear directions for instructional tasks and routines, ensures students effectively engage in them, maintains clear expectations for student behaviors, and maximizes use of routines to promote student engagement; TA.3 Executes the lesson with efficiency and appropriate urgency, devoting most instructional time to the lesson's Learn section; TA.4 Transitions smoothly and logically between lesson sections and activities; TA.5 Projects interest in and accurate understanding of module and lesson content and demonstrates content understanding and focus in responding to students' contributions to the lesson; TA.6 Organizes and uses resources, materials, and learning space as needed to coherently move through the lesson's learning. Coaching priorities were informed by classroom walkthrough data and STAR assessment results. Additionally, teachers engaged in standards bundling and unpacking work to strengthen alignment between instruction, assessment, and Minnesota academic standards.

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

The school uses a comprehensive Multi-Tiered System of Supports (MTSS) framework to determine entrance into Tier 2 (supplemental) and Tier 3 (intensive) reading interventions. Decisions are based on multiple sources of data, including universal screening results, diagnostic assessments, classroom performance, progress-monitoring data, teacher input, and student response to core instruction. The goal is to ensure that students receive the appropriate level of support as early as possible and that interventions are aligned to identified skill deficits. At the elementary level (Grades K-5), students participate in universal screening three times annually during the fall, winter, and spring benchmark windows. FastBridge assessments are used in grades K-2, while STAR Reading is utilized in grades 3-5. Diagnostic assessments, including FastBridge subtests and classroom-based reading measures, are reviewed to identify specific areas of need in phonemic awareness, phonics, fluency, vocabulary, morphology, and reading comprehension. Students who score below benchmark expectations, demonstrate significant skill deficits, or show limited progress within Tier 1 instruction are considered for supplemental intervention services. Intervention placement is determined through collaborative review by classroom teachers, intervention staff, and the Building Leadership and Learning Team (BLLT). Tier 2 interventions are matched to student needs and may include Heggerty for phonemic awareness, Functional Phonics for decoding and phonics instruction, Functional Morphology for vocabulary and word analysis development, Voyager Passport for fluency and comprehension support, and Lexia Core5 for individualized literacy intervention. Students receiving Tier 2 support participate in targeted instruction in addition to core classroom instruction and are monitored regularly to evaluate their response to intervention. Students may be considered for Tier 3 intervention when data indicate significant and persistent reading difficulties, limited responsiveness to Tier 2 interventions, or performance substantially below benchmark expectations. Tier 3 interventions provide increased instructional intensity through smaller group sizes, additional instructional time, and more frequent progress monitoring. Students requiring intensive support may receive interventions such as 95 RAP, which provides explicit instruction in foundational literacy skills, including phonemic awareness, phonics, decoding, and word recognition. Placement decisions are based on multiple data points and a review of student growth over time rather than a single assessment score. At the secondary level (Grades 6-12), students are screened using STAR Reading and Capti ReadBasix. Screening and diagnostic data are reviewed to identify students who are not meeting grade-level reading expectations and to determine the specific

literacy skills requiring intervention. Students who demonstrate reading deficits beyond what can be addressed through core instruction are considered for supplemental intervention services.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

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:

The school utilizes a systematic progress-monitoring process within its Multi-Tiered System of Supports (MTSS) framework to determine the effectiveness of Tier 2 (supplemental) and Tier 3 (intensive) reading interventions and to guide decisions regarding instructional intensification, modification, continuation, or exit. Progress monitoring is conducted using reliable assessment tools, intervention-specific data, classroom performance measures, and teacher observations to ensure students receive instruction that is responsive to their individual needs. At the elementary level (Grades K-5, Grade 6 at Bigfork), students receiving Tier 2 and Tier 3 interventions are progress monitored using FastBridge assessments, intervention-specific assessments, curriculum-based measures, and classroom performance data. Students receiving interventions such as PRESS, UFLI, Lexia Core5, or 95 RAP have their skill development monitored regularly to evaluate growth in phonemic awareness, phonics, decoding, fluency, vocabulary, morphology, and reading comprehension. Tier 2 students are typically monitored at least biweekly, while Tier 3 students are monitored weekly due to the increased intensity of support. At the secondary level (Grades 6-12), students receiving interventions such as Lexia PowerUp, Rewards, and 95 RAP are monitored using program-specific performance data, Capti ReadBasix diagnostic measures, STAR Reading data, classroom performance, grades, and teacher feedback. Progress-monitoring measures focus on growth in decoding, fluency, vocabulary, multisyllabic word reading, and reading comprehension skills. Students receiving Tier 2 support are monitored at least biweekly, while Tier 3 students are monitored weekly. Following each progress-monitoring cycle, interventionists, classroom teachers, and school leadership teams review student performance data to determine responsiveness to intervention. Data reviews occur regularly during MTSS meetings, grade-level data meetings, and Building Leadership and Learning Team (BLLT) discussions. Multiple data points are considered when making instructional decisions, including rate of improvement, benchmark performance, attendance, classroom achievement, intervention fidelity, and student engagement.

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

The school uses a structured, data-based decision-making process to determine when students are ready to exit Tier 2 (supplemental) or Tier 3 (intensive) targeted reading interventions. Exit decisions are made through the Multi-Tiered System of Supports (MTSS) framework and are based on multiple sources of data rather than a single assessment score. The goal is to ensure that students have developed the skills necessary to be successful within Tier 1 core instruction while maintaining academic progress after intervention supports are reduced or removed. At the elementary level (Grades K-5, Grade 6 at Bigfork), intervention staff, classroom teachers, and school leadership teams review progress-monitoring data, benchmark assessments, classroom performance, and teacher observations to determine whether students have met intervention goals. Students receiving Tier 2 interventions such as PRESS, UFLI, or Lexia Core5 may be considered for exit when they consistently demonstrate proficiency in the targeted skill areas, meet grade-level benchmark expectations, and maintain adequate progress within the core instructional setting. Students are expected to demonstrate sustained growth across multiple data points rather than a single assessment administration. At the secondary level (Grades 6-12), intervention staff and classroom teachers review STAR Reading, Capti ReadBasix, intervention-specific data, classroom performance, grades, and teacher observations to determine intervention effectiveness and readiness for exit. Students participating in Lexia PowerUp, Rewards, or other supplemental interventions may be considered for exit when they demonstrate proficiency in the targeted literacy skills, show consistent growth toward grade-level expectations, and are successfully accessing content-area instruction without requiring additional intervention support. Once students exit Tier 2 or Tier 3 interventions, they continue to receive high-quality Tier 1 instruction and remain monitored through universal screening, classroom assessments, and teacher observations. If future data indicate renewed academic concerns, students may be reconsidered for supplemental or intensive supports through the MTSS problem-solving process.

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 Grand Rapids Public School District (0318-01) 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	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 1	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 2	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 3	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 4	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 5	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 6	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 7	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call
Grade 8	3 times per year	Letter sent home with student
	3 times per year	Other - Phone Call

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

Continuous Improvement for Parent Notification

Grand Rapids Public School District (0318-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

During the 2026-27 school year, the district will strengthen family communication and involvement processes to ensure greater consistency and fidelity across all buildings. A standardized family communication system will be implemented to ensure families receive timely information regarding student academic performance, screening results, and intervention supports. All families will receive benchmark screening reports and explanatory letters three times per year following the fall, winter, and spring screening windows (all buildings, all grades). These communications will provide information regarding student performance, growth, and available supports. While this process has been established at the elementary level, it will be expanded to secondary buildings to create a consistent K-12 approach to family engagement. Prior to the initiation of Tier 2 interventions, classroom teachers will make direct contact with parents or guardians through a phone call to discuss student needs, review assessment data, explain the intervention plan, and answer questions.

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 Grand Rapids Public School District (0318-01), 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	25
	Foundational	Grade 4	25
	Foundational	Grade 5	25
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
Wit & Wisdom, K-5, 2023 (Highly 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

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The district utilizes a collaborative and data-driven process to select Tier 1 core curricular resources. The process begins with a review of multiple data sources, including universal screening results, state assessment data, local assessment data, classroom performance, intervention outcomes, and educator feedback. District leadership reviews these data to identify instructional strengths, gaps, and areas where additional support may be needed. A Literacy Committee and the District Leadership Team (DLT) guide the review and selection process. These teams include administrators, classroom teachers, interventionists, special education staff, instructional leaders, and other stakeholders. Committee members evaluate potential resources for alignment to Minnesota Academic Standards, Minnesota READ Act

requirements, evidence-based literacy practices, and the Science of Reading. **review the adoption checklist to add items here.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
The district's Literacy Lead and MTSS Coordinator collaborated with the University of Minnesota and completed in-person training on Functional Morphology. During the 2025-26 school year, the program was piloted in grades 3-5. Students completed the Capti morphology subtest before implementation and again at the end of the school year, with results demonstrating strong growth and a positive impact on student performance (13% increase). The Literacy Committee reviewed the pilot data, teacher feedback, and alignment to district literacy goals before selecting Functional Morphology as the district's morphology resource. A full implementation is scheduled for fall 2026, with refresher and make-up training provided in August for staff who were unable to attend the initial training. In spring 2025, the district's Literacy Lead and MTSS Coordinator reviewed student achievement data, district literacy goals, and Minnesota READ Act requirements to select UFLI Foundations as a Tier 1 foundational literacy resource. Staff were introduced to the purpose and expectations of the program during a May 2025 staff meeting, where common language and implementation expectations were established. Teachers completed approximately three hours of UFLI webinar training during the summer, received materials in August, and began implementation in September 2025. Fidelity was monitored through monthly administrative walkthroughs, grade-level collaboration, and ongoing data reviews. Throughout implementation, the district adapted instruction to better align with Minnesota Academic Standards and local literacy goals, including incorporating Project Read AI activities to strengthen skill application and student outcomes.

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

Grand Rapids Public School District (0318-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:
In the 2026-27 school year, we will adopt Functional Morphology in Grades 3-5 for all students at the Tier 1 level. Teachers who were not trained in 25-26 will be trained in August of 2026.

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 Grand Rapids Public School District (0318-01) 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 Core 5	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Lexia PowerUp	Tier 2	Grade 6	25
	Tier 2	Grade 7	25
	Tier 2	Grade 8	25
	Tier 2	Grade 9	25
	Tier 2	Grade 10	25
	Tier 2	Grade 11	25
	Tier 2	Grade 12	25
Orton Gillingham	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
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
Reading Corps	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Reading Corps	Tier 2	Grade 3	25
Sound Partners	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Voyager Passport	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Other Resources - Functional Morphology	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
	Tier 2	Grade 9	30
	Tier 2	Grade 10	30
	Tier 2	Grade 11	30
	Tier 2	Grade 12	30
Other Resources - Read Live	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
	Tier 2	Grade 6	25
	Tier 2	Grade 7	25
	Tier 2	Grade 8	25
Other Resources - Rewards	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
	Tier 2	Grade 9	30
	Tier 2	Grade 10	30
	Tier 2	Grade 11	30
	Tier 2	Grade 12	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Grand Rapids Public School District (0318-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$205,922

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

$81,254

READ Act Literacy Aid

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

Grand Rapids Public School District (0318-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$29,196

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

$111,013

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

If Literacy Aid funds remain after required expenditures, the district plans to invest those resources in areas that will strengthen literacy instruction and support long-term implementation of evidence-based practices. Priority areas include the purchase of supplemental literacy materials and resources to support core instruction and intervention efforts across grade levels. The district will also explore the adoption and implementation of a comprehensive grades 9-12 literacy curriculum to ensure students have access to high-quality, standards-aligned literacy instruction throughout their educational experience. Additional funds may be used to provide ongoing professional learning opportunities, including READ Act-aligned training, curriculum implementation support, instructional coaching, and literacy-focused professional development for teachers and administrators. The district is also considering stipends for Building Literacy Leads who would support literacy implementation at the school level, facilitate communication, provide peer support, and help sustain literacy initiatives. All expenditures will align with the district literacy plan and focus on improving student literacy outcomes.

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
Professional development on evidence-based literacy screening and progress monitoring tools	Read Act Literacy Aid
MDE approved READ Act professional development	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid

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
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

Grand Rapids Public School District (0318-01) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Grand Rapids Public School District (0318-01) 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:

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 the vendor-established proficiency level of 80% on approved training will receive additional support through the district's continuous improvement process. Support may include targeted coaching from the Literacy Lead; participation in refresher training sessions; review of recorded training modules; and opportunities to collaborate with peers who have demonstrated proficiency. Administrators will monitor implementation through classroom walkthroughs and coaching conversations to identify areas of need and provide individualized support. Teachers will be encouraged to retake proficiency assessments after completing additional learning opportunities. The district's goal is to build staff capacity through coaching and professional learning while ensuring all students receive high-quality, evidence-based instruction.

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 collects multiple sources of fidelity data to ensure teachers are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction aligned with the Minnesota READ Act and district literacy goals. Building administrators, the Literacy Lead, and MTSS Coordinator conduct regular classroom walkthroughs using literacy-specific look-for tools focused on explicit instruction, modeling, guided practice, corrective feedback, student engagement, and adherence to core instructional routines. Curriculum implementation data is collected through

walkthrough observations, implementation health checks, lesson plan reviews, and teacher self-reflection. Fidelity measures focus on whether teachers are delivering instructional components in the intended sequence, following program routines, utilizing diagnostic assessment data to inform instruction, and providing sufficient opportunities for student practice and application. The district also monitors participation and completion of required literacy professional development, including vendor training, Minnesota READ Act training, and district-supported instructional initiatives. Proficiency assessment results, training completion records, and coaching notes are reviewed to identify additional support needs. Grade-level teams regularly review universal screening data, diagnostic assessment results, progress-monitoring data, and classroom assessment data to determine whether instructional practices are producing desired student outcomes. Collaborative planning meetings, PD discussions, and data team meetings provide opportunities for educators to analyze fidelity data, discuss implementation challenges, and share effective instructional practices. Administrators and instructional leaders use this information to plan coaching cycles, professional development, and targeted supports. For foundational literacy instruction, specific fidelity checks may include observations of phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension routines. For grades K-2, implementation of foundational skills instruction is monitored through programs such as UFLI Foundations and Heggerty. For grades 3-5, fidelity data includes implementation of morphology instruction and other evidence-based literacy practices. At the secondary level, literacy instructional practices, intervention implementation, and data-based decision-making processes.

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 uses fidelity data collected through classroom walkthroughs, implementation health checks, coaching observations, training proficiency assessments, and student achievement data to guide coaching and professional learning supports. Building administrators and Literacy Lead regularly review fidelity data to identify strengths, trends, and areas where additional support is needed. Teachers receive timely feedback following walkthroughs and observations focused on evidence-based literacy practices, including explicit instruction, modeling, guided practice, corrective feedback, diagnostic data use, and adherence to program routines. Feedback is provided through individual coaching conversations, grade-level meetings, PD sessions, and professional development sessions. Coaching is designed to be supportive and focused on continuous improvement rather than compliance. When fidelity data identifies areas for growth, targeted coaching cycles are implemented. These may include lesson planning support, classroom modeling, co-teaching opportunities, observation of peer teachers, instructional resource review, and follow-up observations. Teachers who do not demonstrate expected implementation levels receive additional support from the Literacy Lead, MTSS Coordinator, administrators, or trained teacher leaders. The district also utilizes grade-level collaboration meetings and early-release professional development days to address common needs identified through fidelity data. Topics may include foundational literacy instruction, morphology, vocabulary development, comprehension strategies, intervention practices, assessment literacy, and effective use of diagnostic data.

The following changes in instructional practices have impacted students:

The district has observed positive student outcomes following the implementation of more systematic, sequential, explicit, and diagnostic literacy practices across K-12 classrooms. These instructional shifts have included the adoption of evidence-based foundational literacy instruction, increased use of diagnostic assessment data to inform instruction, targeted intervention supports through the MTSS framework, and ongoing professional development focused on the Science of Reading and Minnesota READ Act requirements. At the elementary level, teachers have implemented structured literacy practices that emphasize phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension. Universal screening and progress-monitoring data indicate increased percentages of students meeting benchmark expectations and improved growth rates among students receiving targeted support. Diagnostic assessment data has allowed teachers to identify specific skill deficits and provide more precise instruction, resulting in stronger student growth and earlier intervention. The district's pilot of Functional Morphology in grades 3-5 provides a specific example of positive impact. Students completed a Capti morphology assessment before implementation and again at the end of the school year. Results demonstrated substantial growth in morphology skills, supporting the Literacy Committee's decision to adopt the program districtwide beginning in fall 2026. Teacher feedback and classroom observations also indicated increased student confidence when decoding and understanding complex academic vocabulary. At the secondary level, staff have increased the use of diagnostic literacy data to identify student needs and align intervention supports. Students receiving targeted literacy interventions have demonstrated improvements in foundational reading skills, fluency, vocabulary, and reading comprehension as measured by local assessment data and progress-monitoring measures. The district will continue to monitor universal screening data, diagnostic assessments, progress-monitoring results, state assessment outcomes, and fidelity measures to evaluate the long-term impact of these instructional changes and guide continuous improvement efforts.

Grand Rapids Public School District (0318-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Grand Rapids Area Schools is committed to embedding culturally responsive practices into curriculum, instruction, and family engagement. Our goal is to ensure that all students see themselves, their communities, and diverse perspectives reflected in their learning while maintaining high expectations for all learners. The district uses Wit & Wisdom and has intentionally incorporated Native American perspectives and resources that connect to the histories, cultures, and experiences of the Anishinaabe and Dakota peoples. Teachers are provided with grade-level resources and guidance to strengthen these connections and help students engage with content that reflects both local and diverse experiences. The district also emphasizes authentic learning opportunities that connect curriculum to students' lives. Field trips and community-based experiences are intentionally aligned to curricular units, allowing students to deepen their understanding through real-world connections and culturally relevant experiences. Family engagement is an important component of our culturally responsive work. The district provides parent tip sheets, curriculum information sheets, and informational sessions to help families understand what students are learning and how they can support literacy development at home. These resources help strengthen partnerships between schools and families while increasing access to curriculum and instructional practices. To support teachers, Grand Rapids Area Schools has developed a comprehensive literacy professional learning plan that includes curriculum training, collaborative planning, instructional coaching, professional learning communities, and classroom support. Teachers engage in ongoing

conversations about representation in texts, student engagement, and opportunities to connect learning to students' backgrounds and experiences. District literacy leaders work alongside teachers to review materials, identify culturally responsive instructional practices, and support implementation through coaching and professional development. Teachers are encouraged to reflect on whose voices are represented in instructional materials and how classroom practices can create inclusive learning environments where all students feel valued and supported.
Grand Rapids Public School District (0318-01) 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):
Grand Rapids Area Schools provides a comprehensive literacy professional development system designed to ensure consistent, evidence-based literacy instruction across all grade levels. Our approach combines foundational training, collaborative planning, instructional coaching, classroom support, and teacher leadership opportunities throughout the school year. The school year begins with targeted summer and August professional learning focused on district literacy initiatives, including Wit & Wisdom, UFLI Foundations, Geodes, Functional Morphology, Arts & Letters, writing instruction, fluency, assessment practices, and onboarding for new teachers and administrators. New staff members participate in Launch, Module Lesson Study, and Writing training to build a strong understanding of district expectations and instructional practices. Throughout the year, teachers participate in monthly curriculum planning nights hosted across district buildings. Monthly virtual office hours offer additional support and coaching opportunities as implementation questions arise. Job-embedded learning is a key component of our plan. Teachers engage in instructional coaching cycles, grade-level planning days, classroom visits, and evidence-based practice observations. The district also builds leadership capacity through a K-12 Literacy Committee that meets quarterly to review implementation, provide feedback, and guide future literacy work. Additional READ Act training and secondary literacy sessions ensure alignment with state requirements and current research. Together, these structures provide sustained, year-long support that helps teachers refine practice and improve literacy outcomes for all students.

Continuous Improvement for Professional Development Plan

Grand Rapids Public School District (0318-01) will make the following changes to the professional development plan for the 2026-27 school year:
During the 2026-27 school year, Grand Rapids Area Schools will transition from a literacy implementation focus to a continuous improvement model designed to deepen instructional practices and strengthen student outcomes. While previous years emphasized adoption and foundational training in Wit & Wisdom, UFLI Foundations, and Geodes, the 2026-27 plan provides sustained, job-embedded support throughout the school year. New components include monthly curriculum planning nights where teachers collaborate, prepare upcoming units, analyze standards, and share instructional practices. Monthly virtual office hours will provide ongoing coaching and responsive support to address implementation needs as they arise. The district is also expanding job-embedded professional learning through

instructional coaching cycles, grade-level planning days, and classroom visits focused on evidence-based literacy practices. These opportunities allow teachers to receive targeted feedback, collaborate with colleagues, and refine instruction based on student needs. Professional learning will be differentiated to support teachers at various stages of implementation. New staff will receive foundational training, while returning teachers will engage in advanced learning related to fluency, assessment, writing instruction, morphology, and secondary literacy practices. Quarterly Literacy Committee meetings and READ Act training will continue to build teacher leadership and support statewide literacy initiatives. Together, these enhancements create a comprehensive professional learning system that supports continuous growth, collaboration, and high-quality literacy instruction across the district.

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)	20	20	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	103	103	2	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	0	0	0	0
K-3 Classroom teachers	30	30	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	13	13	0	0
K-12 Special Education educators responsible for foundational reading instruction	47	47	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	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	40	20	20	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	10	3	7	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	42	42	2	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).

103

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.

Grand Rapids Public School District (0318-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Grand Rapids Public School District (0318-01) has participated in MDE MnMTSS professional learning:

Yes

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.

Grand Rapids Public School District (0318-01) does not include a DLI Program