

Minnesota READ Act Literacy Plan

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

For

Thief River Falls School District (0564-01)

Date Submitted to the State 06/03/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Thief River Falls School District (0564-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Thief River Falls School District (0564-01)'s literacy goal(s) for the 2025-26 school year:

The percentage of all students who score at Fall Benchmark to Spring Benchmark on FastBridge in Reading will increase by 5% at Challenger Elementary by Spring 2026.

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

- We continued with classwide interventions. More small group interventions within Tier 1 were added.
- We had training on UFLI (K-2) and Functional Morphology (3-5) for classroom teachers.
- Two additional interventionists completed Orton-Gillingham training.
- Three special education staff completed Orton-Gillingham training.
- Nearly all paraprofessionals completed Structured Literacy training.

The following describes how Thief River Falls School District (0564-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While we did not meet our goal for all students, students who were receiving interventions saw the most growth overall. Strong growth was also noted in grades 1 (+4.8%) and 2 (+12.7%), who adopted new foundational curriculum. For students in an intervention in grades 2 - 5, there was a 5.4% increase in the number of students who met benchmark on Fastbridge aReading.

Thief River Falls School District (0564-01)'s literacy goal(s) for the 2026-27 school year:

The percentage of all students in grades K-5 who perform at benchmark on the FastBridge Reading Screening (earlyReading and aReading) assessments will increase from 43.4% in Spring 2026 to 45.4% in Spring 2027.

The Local Literacy Lead, Sara Olson, for Thief River Falls School District (0564-01) has an FTE of .20

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

- Leads the District Literacy Team
- Attends the elementary Literacy Team
- Meets monthly with the elementary principal
- Meets monthly with the ADSIS reading teachers for data reviews
- Attends the regional Literacy Lead meetings and brings back information
- Oversees curriculum selection
- Assists with school & classroom data outcomes
- Oversees assessment program

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- Oversees intervention programs: ADSIS & Title I; provides program leadership and leads team meetings

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

Thief River Falls School District (0564-01) Local Literacy Plan is posted on the district website at

<https://www.trfschools.org/departments/teaching-learning/local-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.

Thief River Falls School District (0564-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Thief River Falls School District (0564-01) 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	n/a
	Grade 1	Vendor Composites using vendor benchmarks	n/a
	Grade 2	Vendor Composites using vendor benchmarks	n/a
	Grade 3	Vendor Composites using vendor benchmarks	n/a

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

No

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 Thief River Falls School District (0564-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Thief River Falls School District (0564-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

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We used it at the high school for a small number of students that had a single area of focus for intervention. We mainly used Fastbridge for our progress monitoring.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Thief River Falls School District (0564-01) 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	98	50	97	28	100	20
1st	82	24	84	24	85	29
2nd	116	37	119	30	119	31
3rd	102	43	103	31	104	35

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 Thief River Falls School District (0564-01) 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.

Thief River Falls School District (0564-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	98	52
1st	82	30
2nd	119	47
3rd	104	38

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

Thief River Falls School District (0564-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Thief River Falls School District (0564-01) 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	122	114	54	0	37	0
5th	135	129	76	0	49	0
6th	127	123	65	0	43	0
7th	137	129	69	0	25	0
8th	158	140	80	0	22	0
9th	154	148	51	0	7	0
10th	124	118	37	0	1	0
11th	129	109	42	0	1	0
12th	119	105	57	0	1	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.

Thief River Falls School District (0564-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

We review our universal screening data in various settings - administrator meetings, curriculum teams, and PLCs - to monitor our core instruction. Interventions are monitored through our SAT/MTSS teams and adjustments are made based on cut scores, progress monitoring outcomes, and fidelity analysis.

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

Establish Clear Expectations: At the beginning of implementation, we would clearly define what Tier 1 literacy instruction should look like, non-negotiable instructional components, daily instructional minutes, use of Benchmark resources and routines.

Conduct Frequent Classroom Walkthroughs: I will regularly visit classrooms for short walkthroughs focused specifically on literacy instruction. During visits, I would look for: Alignment to Benchmark lesson structure, Student engagement, and explicit modeling and think-alouds.

PLC Conversations: We would use formative assessments, Benchmark unit assessments, universal screening data, and classroom observations to monitor effectiveness. During PLCs, teams discuss which students are mastering standards, which students need reteaching, which instructional practices are working and areas where additional support or professional development is needed

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

We utilize our MTSS process for entrance into most of our Tier 2 and Tier 3 programs. Using fall data, the MTSS team provides guidance and support to classrooms that need classwide or small group interventions. Individual student referrals are brought to the MTSS team with a data review of past intervention efforts. At the secondary levels, students are selected for Tier 2 interventions through a review of multiple data points by their SAT team.

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:

Our K-12 progress monitoring protocol uses FastBridge as the primary assessment system to determine whether students receiving Tier 2 supplemental or Tier 3 intensive targeted reading intervention are making adequate progress and whether the intervention needs to be continued, intensified, modified, or faded. Progress monitoring is aligned to the student's identified area of reading need and may include FastBridge measures such as earlyReading, CBMreading, aReading, or other appropriate reading assessments based on grade level and skill deficit. For students in grades 4-5, CAPTI data are also reviewed as part of the student's overall reading profile when ongoing reading concerns are present. CAPTI is not used as the weekly progress monitoring measure; rather, it provides additional information about possible areas of reading difficulty, including dyslexia-related risk factors. This information supports the MTSS team in determining instructional match, intervention intensity, and whether additional diagnostic information or intervention adjustments are needed.

Students receiving Tier 2 and Tier 3 reading intervention are progress monitored weekly. Weekly progress monitoring allows the school team to identify student response to intervention in a timely manner and make instructional adjustments when data indicate that the current intervention is not producing adequate growth. Progress monitoring data are reviewed by the MTSS team, classroom teacher, support team, and interventionist to determine whether the student is responding adequately to the intervention.

FastBridge data are analyzed using multiple indicators, including the student's current score, rate of improvement, trend line, goal line, and comparison to benchmark expectations. The team does not rely on one data point alone. Instead, decisions are made by examining patterns over time. If a student's trend line shows adequate growth and the student is moving toward the established goal, the intervention may be continued as planned. If the student meets the goal or demonstrates sustained progress toward grade-level expectations, the team may consider reducing the intensity of intervention or moving the student to a lower level of support while continuing to monitor performance.

If progress monitoring data show limited or inconsistent growth, the MTSS team reviews the intervention plan to determine whether changes are needed. This review includes examining intervention fidelity, attendance, instructional match, group size, frequency, duration, materials used, and whether the intervention is targeting the correct reading skill. If the intervention has been implemented with fidelity and the student is not making adequate progress, the team may intensify support by increasing the frequency or length of intervention sessions, reducing group size, providing more explicit instruction, increasing opportunities for practice and feedback, or changing the instructional approach.

For students receiving Tier 3 intervention, lack of adequate progress may lead to more individualized problem-solving. The team may adjust the intervention based on diagnostic information, add more frequent data review, consult specialists, or consider whether additional evaluation is needed. When modifications are made, the updated intervention plan is documented, including the reason for the change, the new instructional plan, the progress monitoring schedule, and the date the team will review the data again.

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

Monthly data meetings are held with the data review team in grades k-5 and 9-12. If a student is able to sustain 5 data points above the 25th percentile, the classroom teacher is consulted for information about classroom performance. If a student is not making the necessary gains, a data review will be held to discuss moving toward a special educational referral. This decision is then brought to our MTSS team for review before moving forward.

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 Thief River Falls School District (0564-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
	3 times per year	Other - Letter provided to parent with screening results in report card and steps taken at school
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Other - Letter provided to parent with screening results in report card and steps taken at school
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Other - Letter provided to parent with screening results in report card and steps taken at school
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Other - Letter provided to parent with screening results in report card and steps taken at school
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

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

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Thief River Falls School District (0564-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Fountas & Pinnell	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
myView Literacy, K-5, (Minimally Aligned)	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Our district uses a curriculum review process that includes using a rubric & checklist to analyze selected materials. In addition we used MDE's rubrics and the Reading League's rubrics in this process. We met with publishers to learn more about their programs. We also piloted sample lessons in this process.

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

We have selected Benchmark Advance for 2026-2027. We will begin implementation in September 2026. Training will happen throughout the year. The principal will conduct fidelity checks. Work on pacing, common assessments, and standards alignment will happen in PLC time and on professional development days.

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

Thief River Falls School District (0564-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

We will continue using UFLI in K-2 and Functional Morphology in 3-5, but will change our comprehensive curriculum.

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 Thief River Falls School District (0564-01) 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
Orton Gillingham	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
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	30
	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
READ 180	Tier 2	Grade 6	90
	Tier 2	Grade 7	90
	Tier 2	Grade 8	90
Other Resources - Read Naturally	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Thief River Falls School District (0564-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$8,459

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

\$11,000

READ Act Literacy Aid

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

Thief River Falls School District (0564-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$84,590

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	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.

Thief River Falls School District (0564-01) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/31/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Thief River Falls School District (0564-01) 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:

Ongoing support will be provided by the District Literacy Lead.

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:

To ensure teachers in grades K-12 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction with fidelity, our school utilizes multiple sources of data collection, observation, and collaborative review processes. The purpose of collecting fidelity data is not compliance alone, but to ensure consistent high-quality instruction that leads to improved student outcomes.

With the implementation of our new literacy resources from Benchmark Education, we have established clear instructional expectations aligned to evidence-based literacy practices and the Science of Reading framework. Fidelity data is collected through regular classroom walkthroughs and formal observations conducted by administrators. During observations, we utilize implementation checklists and look-fors aligned to key instructional components. In addition to observation data, collaborative Professional Learning Community (PLC) meetings are used to review instructional practices and student learning data. Teachers analyze formative assessments, universal screening data, Benchmark unit assessments, progress monitoring data, running records, and writing samples to determine whether instruction is effectively meeting student needs. These conversations help ensure instruction remains diagnostic and

responsive.

Fidelity is also monitored through intervention and MTSS processes. Student progress monitoring data is reviewed regularly to determine whether Tier 1 instruction is sufficiently supporting student growth before moving students into additional interventions. If students are not making expected progress, teams examine both instructional practices and intervention implementation to ensure alignment to evidence-based practices.

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:

Our district is committed to ensuring that all teachers in grades K-12 successfully implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction through a comprehensive system of coaching, professional learning, and ongoing feedback. The implementation of our new literacy resources from Benchmark Education will strengthen the importance of consistent instructional support across all grade levels.

Coaching support is directly connected to the fidelity data collected through classroom walkthroughs, formal observations, PLC discussions, student achievement data, and progress monitoring results. Our district does not have literacy or instructional coaches. Coaching support is provided by the school administrator.

Administrators provide timely, specific, and actionable feedback aligned to established literacy look-fors and instructional expectations. Feedback conversations focus on strengthening teacher capacity while maintaining a supportive and collaborative environment. Teachers are encouraged to reflect on instructional practices, analyze student responses, and identify next instructional steps to improve student outcomes.

Professional development is also aligned to fidelity data trends. When common instructional needs are identified across classrooms or grade levels, targeted training opportunities are provided to address those areas. Ongoing professional learning includes training in the Science of Reading, explicit instructional practices, diagnostic assessment use, intervention alignment, and effective implementation of Benchmark instructional resources and routines.

The following changes in instructional practices have impacted students:

As we replace traditional "balanced literacy", these instructional practices have significantly improved reading proficiency, particularly for at-risk readers and students with dyslexia. At this point in time we have changed our foundational literacy curriculum, provided training on the specific programs, and collected data on the outcomes of this shift. Next year, our K-5 classrooms will have new comprehensive curriculum supported by our Tier 1 team, with ongoing professional development, data checkpoints, and grade level goal setting.

Thief River Falls School District (0564-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our school and district literacy teams have worked on infusing materials into our core instructional materials, seeking resources that align with our local needs, collaborating with our American Indian Liaisons, and identifying additional professional development options. Next year, we have teams attending COMPASS pathways to support this work.

Thief River Falls School District (0564-01) 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):

We provided training in our foundational skills programs - UFLI and Functional Morphology. Next year, we have teams attending COMPASS pathways to support this work.

Continuous Improvement for Professional Development Plan

Thief River Falls School District (0564-01) will make the following changes to the professional development plan for the 2026-27 school year:

We will utilize early out and full professional development days to implement the new standards, utilizing our new comprehensive curriculum - Benchmark Advance. Next year, we have teams attending COMPASS pathways to support this work.

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)	10	10	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	46	46	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	7	7	0	0
K-3 Classroom teachers	19	19	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	9	9	0	0
K-12 Special Education educators responsible for foundational reading instruction	21	21	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	2	2	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	8	0	0	8
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	0	2	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	28	27	0	1

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).

73

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.

Thief River Falls School District (0564-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Thief River Falls School District (0564-01) has participated in MDE MnMTSS professional learning:

No

15. Dual Language Immersion Programs

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

Thief River Falls School District (0564-01) does not include a DLI Program