Minnesota READ Act Literacy Plan

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

For

Rocori Public School District (0750-01)

Date Submitted to the State 06/03/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rocori Public School District (0750-01). 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

Rocori Public School District (0750-01)'s literacy goal(s) for the 2025-26 school year:
Sixty-five percent of students tested in grades K and 1 will meet the low-risk benchmark for Fastbridge earlyReading during the spring testing window of 2025. Sixty-five percent of students tested in grades 2-11 will meet the low-risk benchmark for Fastbridge aReading during the spring testing window of 2025.

The following was implemented or changed to make progress towards the goal(s):
The district began the implementation of new curricular resources including UFLI in grades K-2, Functional Morphology in grades 3-5, and Arts and Letters in grades K-5. Additionally, the middle school initiated the implementation of Into Literature. The district utilized its literacy lead to work with teachers in supporting initial implementation, instructional materials, and strategies. The district included 12 hours of professional development for implementation of Arts and Letters with Great Minds consultants. We included monthly staff meetings beginning in November focused on teaching and learning progressions within Arts and Letters' implementation process. Many teachers completed LETRS Volume 2 training this year as well.

The following describes how Rocori Public School District (0750-01)'s current student performance differs from the literacy goal detailed in the READ Act:
Based on earlyReading and aReading risk levels as a measure of grade-level proficiency, 43% of students in grades K-1 are meeting the earlyReading grade-level benchmark and 63% of students in grades 2-11 are meeting the aReading grade-level benchmark.

Rocori Public School District (0750-01)'s literacy goal(s) for the 2026-27 school year:
By the end of the 2026-27 school year, 65% of students tested in grades K-1 will meet the grade-level benchmark for Fastbridge earlyReading during the spring testing window of 2027.

By the end of the 2026-27 school year, 65% of students tested in grades 2-3 will meet the grade-level benchmark for Fastbridge aReading during the spring testing window of 2027.

By the end of the 2026-27 school year, 65% of students tested in grades 4-11 will meet the grade-level benchmark for the Capti ReadBasix Reading Comprehension subtest during the last testing window of 2027.

The Local Literacy Lead, Cody Lewis, for Rocori Public School District (0750-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The district literacy lead is a member of the district-wide MTSS team; this team meets 6-8 times per year. He also works with the elementary leadership team which includes principals, instructional coaches, and deans of students along with the director of teaching and learning; this team meets monthly. At the elementary level, the literacy lead facilitated literacy data work across all elementary buildings.The instructional coaching team meets multiple times per month; the district literacy lead is a part of this team. At this time, secondary administration is working with the district literacy lead to facilitate implementation of improved core literacy instruction in addition to improved MTSS in the area of literacy.

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

Rocori Public School District (0750-01) Local Literacy Plan is posted on the district website at
https://www.rocori.k12.mn.us/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.

Rocori Public School District (0750-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Rocori Public School District (0750-01) 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	aReading and AUTOreading (grades 2-3)
	Grade 1	Vendor Composites using vendor benchmarks	aReading and AUTOreading (grades 2-3)
	Grade 2	Vendor Composites using vendor benchmarks	aReading and AUTOreading (grades 2-3)
	Grade 3	Vendor Composites using vendor benchmarks	aReading and AUTOreading (grades 2-3)

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 Rocori Public School District (0750-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 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

Rocori Public School District (0750-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Rocori Public School District (0750-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Beginning in the 2026-27 school year, we will discontinue the use of Fastbridge as a reading screener in grades 4-12. In its place we will begin using the integrated approach with all students in grades 4-12 twice per year and administer all six subtests of Capti ReadBasix.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rocori Public School District (0750-01) 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	132	70	130	60	132	55
1st	126	53	130	58	131	59
2nd	140	61	139	82	142	75
3rd	145	93	145	88	148	89

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 Rocori Public School District (0750-01) 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.

Rocori Public School District (0750-01) 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	130	72
1st	131	70
2nd	75	33
3rd	69	18

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

Rocori Public School District (0750-01) 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 Rocori Public School District (0750-01) 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	140	139	55	55	53	0
5th	157	155	66	66	64	0
6th	176	170	57	57	55	0
7th	229	221	65	70	57	5
8th	190	181	62	67	43	5
9th	202	185	26	28	20	2
10th	212	185	22	22	12	0
11th	282	215	16	18	11	2
12th	236	173	1	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Rocori Public School District (0750-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Grade levels screen three times per year and collect formative assessment data to inform instruction and match interventions to student needs. Fall and winter data digs inform Tier 2 and 3 interventions while formative assessment data is intended to inform WIN time within grade levels, providing the opportunity to match instruction and intervention to student needs. Diagnostics are used by interventionists to provide insight into specific student needs, guiding the process of matching students with appropriate interventions.

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

The district continues to look for a manageable process of monitoring fidelity and differentiation of Tier 1 instruction. Principal observations and walkthroughs continue to be an anecdotal source of information regarding fidelity and differentiation. Instructional coaches also gather data via coaching visits and walk throughs.

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

Elementary entrance criteria for Tier 2 looks at screening data at or below the 20th percentile across multiple measures--earlyReading subtests, aReading, CBMreading, etc. Tier 3 entrance criteria is when progress monitoring data from Tier 2 intervention shows six or more consecutive weekly data points below the goal line. At the secondary level, criteria for supplemental reading intervention is multiple screening data points showing some or high risk in reading. At this time, there is no differentiation between Tier 2 and Tier 3 in the secondary.

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:

Tier 2 intervention goals were set at grade-level expectation/benchmark. Data was reviewed at six-week check-in/reset points to determine students who were making adequate progress or needing a change to the intensity or scope of intervention. For students who received a Tier 3 intervention, they were progress monitored based on sub-skills; the Student Assistance Team (SAT) reviewed data to determine next steps if a student received a Tier 3 intervention.

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

Exit criteria from Tier 2 is a progress monitoring trend line that shows six or more consecutive data points at or above the goal line and the projection line is above grade-level goal. Tier 3 exit criteria is the same, but the focus is on a targeted sub skill.

At the secondary, interventions are currently built as a class in the master schedule; student exit at the end of a term. Teachers/parents can recommend continued participation in the intervention course if student shows continued need for support.

Continuous Improvement for Data-Based Decision Making for Action

Rocori Public School District (0750-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The middle school will utilize a WIN model and Capti data to inform WIN; the district plans to use Capti subtests every six weeks to determine progress during WIN and inform necessary shifts in WIN opportunities for students.

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 Rocori Public School District (0750-01) 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	1 time per year	Digital messaging
Grade 1	1 time per year	Digital messaging
Grade 2	1 time per year	Digital messaging
Grade 3	1 time per year	Digital messaging
Grade 4	1 time per year	Digital messaging
Grade 5	1 time per year	Digital messaging
Grade 6	1 time per year	Digital messaging
Grade 7	1 time per year	Digital messaging
Grade 8	1 time per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging

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:

- Parent teacher conferences

Continuous Improvement for Parent Notification

Rocori Public School District (0750-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

This is a topic for conversation with administrative and districtwide MTSS teams during the summer of 2026.

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 Rocori Public School District (0750-01), 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 - Great Minds Arts & Letters	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
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
As a part of our curriculum cycle, a team was gathered to reflect on current practices, successes, and challenges within our core instruction. We reviewed the research and evidence as it relates to high quality instruction and materials for teaching literacy at an elementary level. We reviewed the recommendations from MDE and CAREI as it related to highly aligned materials. We received samples from a number of companies, reviewed them internally, and narrowed our deeper investigations to two or three resources for both foundational and knowledge building materials. We visited other schools, shared samples with teachers across multiple grade levels for review, and chose the curricular resources that best aligned with the district's core values, resource look-fors, and evidence-based practices.
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

The district spent three years in the review and selection process as we waited for READ Act guidance and implementation from MDE. We are in Year 1 of implementation of those resources. In year 2 with additional PLC time for our teachers now that Phase 1 training is complete for most of our staff, we will begin standards alignment, fidelity checks, and coaching visits to continue a highly supported implementation of core resources for literacy.

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 Rocori Public School District (0750-01) 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 & 3	Grade 6	53
	Tier 2 & 3	Grade 7	53
	Tier 2 & 3	Grade 8	53
Lexia PowerUp	Tier 2 & 3	Grade 6	53
	Tier 2 & 3	Grade 7	53
	Tier 2 & 3	Grade 8	53
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Sonday	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
Other Resources - Edmark	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	15
	Tier 2 & 3	Grade 7	15
	Tier 2 & 3	Grade 8	15
	Tier 2 & 3	Grade 9	15
	Tier 2 & 3	Grade 10	15
	Tier 2 & 3	Grade 11	15
	Tier 2 & 3	Grade 12	15
Other Resources - Functional Phonics+Morphology	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - REWARDS Secondary	Tier 2 & 3	Grade 9	70
	Tier 2 & 3	Grade 10	70
	Tier 2 & 3	Grade 11	70
	Tier 2 & 3	Grade 12	70
Other Resources - Read Live	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
	Tier 2	Grade 9	25
	Tier 2	Grade 10	25
	Tier 2	Grade 11	25
	Tier 2	Grade 12	25
Other Resources - Reading A-Z	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Reading A-Z	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - Storyworks	Tier 2	Grade 5	25

Continuous Improvement for Litearcy Intervention Resources

Rocori Public School District (0750-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Working with the literacy lead and the district MTSS team, the district is creating guidance that defines what resources should be used in which tiers and for which skills. At the middle school where a new WIN time is being added, the district intends to add Phonics for Reading, Morpheme Magic, and Word Connections as Tier 2 intervention resources based on what we currently see as needs. The district is exploring possible sentence reading intervention supports as well.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Rocori Public School District (0750-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$91,878

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

$48,626

READ Act Literacy Aid

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

Rocori Public School District (0750-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$97,476

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

$94,995

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

This money is being spent down in FY26 to pay for the screening requirements, stipends for teachers who are completing Phase 1 and Phase 2 training, and materials to continue the implementation of structured literacy in ROCORI classrooms.

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Both
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid
Stipends for teachers completing literacy professional development	Read Act Literacy Aid

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.

Rocori Public School District (0750-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Rocori Public School District (0750-01) 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:

Currently, all teacher have met the vendor proficiency level of 80% in this year's training. Teachers who did not meet that threshold last year have received instructional coaching throughout the school year through Spartan Network, a teacher development and mentorship for teachers new to the district.

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 continues to look for a manageable process for monitoring fidelity. Currently principal and instructional coach walk throughs provide some information, but not enough to adequately inform the decision-making process as it relates to high quality implementation.

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:

While the district is still working on a manageable process, we did implement coaching visits with elementary classroom teachers focused on knowledge-building curriculum implementation.

The following changes in instructional practices have impacted students:

AUTOreading data in grades 4 and 5 shows clear double-digit growth; grade 3 maintained their levels of low risk scores. The use of Functional Morphology, a systematic, sequential, and explicit foundational literacy instructional resource, is the likely reason for this growth alongside improved instructor understanding of the reading process.

Rocori Public School District (0750-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Culturally responsive practices have been included in our teacher development and evaluation plan. The district has introduced the Optimal Learning Environment to staff in professional development sessions this school year. The district will continue to build on that learning. Reflections about cultural responsive practices are a part of the TDE annually. In the selection of Arts and Letters as well as Into Literature, teachers reviewed the curriculum resources to determine their cultural relevance to the student population at ROCORI. The district will continue to work with teachers through TDE, QCOMP, and staff development to improve culturally responsive practices in all classrooms.

Rocori Public School District (0750-01) engaged with the Regional Literacy Network through the following:

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

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

The district will continue monthly professional development in curriculum implementation of Arts and Letters as well as UFLI and Functional Morphology, working to tie grade-level benchmarks to the teacher and student practices that are a part of our evidence-based curriculum resources which address reading, writing, and speaking/listening standards that are the foundation of ELA standards. Additionally, district ELA teachers in grades 6-12 will participate with local college professors in virtual meetings to discuss professional takeaways and implementation for learning related to Phase 2 Strive training.

Continuous Improvement for Professional Development Plan

Rocori Public School District (0750-01) will make the following changes to the professional development plan for the 2026-27 school year:

See above.

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)	12	11	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	76	75	0	1
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	27	27	0	0
K-12 Teachers holding English as a second language licenses	7	5	2	0
K-12 Reading Intervention Teachers	8	7	1	0
K-12 Special Education educators responsible for foundational reading instruction	21	18	3	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	3	3	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	12	0	9	4
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	6	0	6	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

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

75

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.

Rocori Public School District (0750-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rocori Public School District (0750-01) has participated in MDE MnMTSS professional learning:

Yes

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

Rocori Public School District (0750-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

The changes for our MTSS system will depend on the results of the work we do with the SEMI-DLT in June with COMPASS support.

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.

Rocori Public School District (0750-01) does not include a DLI Program