

Minnesota READ Act Literacy Plan

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

For

Robbinsdale Public School District (0281-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Robbinsdale Public School District (0281-01). 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

Robbinsdale Public School District (0281-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, the percentage of students in Robbinsdale Area Schools that read at or above grade level as determined by meeting standards on the MN Reading MCA will increase from 41.3% to 46.3%.

By the end of the 2025-26 school year each school will have at least a 25% increase in percentage of students making aggressive growth according to screening data.

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

Robbinsdale Area Schools implemented several instructional improvements during the current school year to advance literacy goals and improve student outcomes.

The district adopted Wit & Wisdom as its elementary knowledge-building literacy curriculum. Implementation was supported through professional development, instructional coaching, classroom observations, and ongoing feedback aligned to the Science of Reading and Structured Literacy.

In grades 4-5, Functional Morphology was implemented as a foundational literacy resource to strengthen word analysis and reading skills. Teachers received targeted professional learning to support implementation.

In grades K-3, the district continued implementation of Bridge2Read. Teachers participated in coaching and regular fidelity observations. Summative and progress-monitoring data were collected and used to guide instructional decisions, including reteaching, small-group instruction, and Tier 1 adjustments.

Phase 1 teachers continued required Science of Reading training, while Phase 2 teachers began professional learning. Paraprofessionals also participated in Science of Reading training to strengthen instructional consistency.

Instructional coaching and observation systems were expanded to support implementation fidelity, data analysis, and continuous improvement.

During winter screening, students in grades 4-12 identified as below grade level were assessed using Capti ReadBasix to inform intervention planning and instructional support.

These efforts reflect a coordinated approach to strengthening literacy instruction, professional practice, and data-based decision-making across the district.

The following describes how Robbinsdale Public School District (0281-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance does not yet fully align with the literacy goals outlined in the Literacy Plant. Because the MCA assessment has been updated and current data remains embargoed, we are unable to make definitive statements regarding statewide proficiency targets at this time.

Across multiple buildings, many students did not meet expected growth targets in reading. In particular, aReading proficiency levels indicate limited overall change following the implementation of the new knowledge-building curricular resource, suggesting that initial instructional shifts have not yet translated into consistent gains in this measure.

In contrast, earlyReading data shows more positive growth trends in kindergarten and grade 1, particularly in schools that are in their second year of implementation. Sites with strong instructional coaching and consistent implementation support demonstrated stronger rates of growth, indicating that fidelity of implementation and coaching structures are key factors influencing student outcomes.

Overall, while early indicators show promising growth in the early grades under conditions of strong support, current data suggests that continued focus on implementation fidelity, coaching, and sustained instructional practice is needed to achieve the literacy growth goals.

Robbinsdale Public School District (0281-01)'s literacy goal(s) for the 2026-27 school year:

Elementary

By June 2027, 80% of students will demonstrate proficiency in grade-level literacy skills and standards as measured by summative assessments aligned to the district-adopted literacy curricular resources (Wit & Wisdom, Bridge2Read, and Functional Morphology).

By June 2027, 80% of elementary classroom teachers will enter summative assessment data aligned to district literacy curricular resources into the designated curricular assessment documents and use the data to make instructional decisions.

Middle School

By June 2027, middle school students will demonstrate measurable growth in their ability to read and define multisyllabic words as evidenced by pre- and post-assessment data aligned to district literacy curricular resources.

By June 2027, 80% of middle school ELA teachers will implement the district-adopted multisyllabic routine with fidelity within their literacy instruction to support students' decoding, word recognition, and vocabulary development.

High School

By June 2027, the number of high school students identified and served in a targeted reading intervention course will increase to ensure expanded access to evidence-based literacy support.

By June 2027, high school students enrolled in the reading intervention course will demonstrate measurable growth in foundational reading skills as evidenced by increased scores on the CAPTI Read Basix assessment, specifically in word reading and decoding subtest.

The Local Literacy Lead, Laura Suckerman, for Robbinsdale Public School District (0281-01) 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 collaborates regularly with district and school leadership teams to support implementation of literacy initiatives, monitor progress toward literacy goals, and ensure alignment with Minnesota READ Act requirements. The Literacy Lead provides professional learning, analyzes district literacy data with leadership teams, and supports the development of school improvement plans focused on literacy outcomes.

At the district level, the Literacy Lead meets with curriculum leaders, instructional coaches, and administrators to review implementation data, identify areas of need, and coordinate supports. At the school level, the Literacy Lead partners with principals, instructional coaches, and teacher leaders to conduct classroom observations, review student achievement and screening data, monitor implementation fidelity of literacy resources, and support data-based instructional decision-making.

The Literacy Lead also facilitates communication between district and school teams, provides guidance on evidence-based literacy practices, and supports ongoing professional learning to strengthen literacy instruction and improve student outcomes across the district.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Robbinsdale Public School District (0281-01) Local Literacy Plan is posted on the district website at

<https://www.rdale.org/academics/curriculum-and-literacy>

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.

Robbinsdale Public School District (0281-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Robbinsdale Public School District (0281-01) 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	Grades 2-3 FAST Track Reading including aReading and AUTO Reading
	Grade 1	Vendor Composites using vendor benchmarks	Grades 2-3 FAST Track Reading including aReading and AUTO Reading
	Grade 2	Vendor Composites using vendor benchmarks	Grades 2-3 FAST Track Reading including aReading and AUTO Reading
	Grade 3	Vendor Composites using vendor benchmarks	Grades 2-3 FAST Track Reading including aReading and AUTO Reading

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Robbinsdale Public School District (0281-01) will be utilizing the following screening tool(s) in 2026-27:

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

Robbinsdale Public School District (0281-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Robbinsdale Area Schools will be making the following changes to screening tools and criteria for grades K-3 that will be implemented in the 2026-27 school year include:

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Addition of the Oral Repetition measure:

Kindergarten: all students in all 2 screening windows

Grade 1: all students in the fall; students below grade level in winter and spring

Grade 2: all students in the fall; students below grade level in winter and spring

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 Robbinsdale Public School District (0281-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	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

Robbinsdale Public School District (0281-01) administers the following Capti ReadBasix subtests for the

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2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Robbinsdale Public School District (0281-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Robbinsdale Area Schools will use the vendor composite score from FastBridge aReading to determine if a student is at grade level proficiency in grades 4-8. If a student tests under the fortieth percentile they will be indicated as below grade level. In grades 9-12 we will use two data points to determine grade level. We will use their latest Reading MCA score along with their latest FastBridge aReading score. After students have completed their screening assessments we will give any student that was determined to not be grade level proficient the Capti ReadBasix. We will give this each screening window, fall, winter, spring unless the student is now determined to be at grade level. Students will take all 6 subtests in each window. Yes we will be now administering Capti ReadBasix during all 3 testing windows and giving all 6 subtests.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Robbinsdale Public School District (0281-01) 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	642	363	638	347	647	323
1st	634	300	630	317	651	381
2nd	630	360	647	343	656	342
3rd	679	416	685	399	697	395

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 Robbinsdale Public School District (0281-01) 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.

Robbinsdale Public School District (0281-01) 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	642	279
1st	634	336
2nd	265	190
3rd	261	189

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

Robbinsdale Public School District (0281-01) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Robbinsdale Public School District (0281-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

In 2026-27 we will be determining the MDE Composite score to guide our systems of support for students

After determining the MDE Composite score we will use the associated risk levels to determine the level of supports for students. We will be providing explicit directives on which diagnostic assessments to provide to students in each risk level so that students can be placed in the appropriate intervention setting.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Robbinsdale Public School District (0281-01) 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	732	713	272	272	240	2
5th	699	681	288	288	262	3
6th	677	657	239	236	215	5
7th	697	674	262	262	210	2
8th	666	640	232	234	145	2
9th	729	636	223	166	105	2
10th	774	736	154	154	89	5
11th	763	422	105	102	58	2
12th	919	574	109	117	64	2

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.

Robbinsdale Public School District (0281-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Robbinsdale Area Schools uses a comprehensive data-based decision-making process to ensure that evidence-based instruction and intervention are aligned to individual student needs. Multiple sources of data are collected and analyzed throughout the school year to identify students requiring additional support, monitor progress, and adjust instruction as needed.

Universal literacy screening is conducted three times per year for all students. Screening data serves as the primary source for identifying students who may be at risk for reading difficulties and in need of additional instructional support. Screening results are reviewed by educators and used to inform instructional planning, intervention placement, and progress-monitoring decisions.

Data review cycles are embedded within the district's Professional Learning Community (PLC) process and are aligned with intervention and WIN (What I Need) grouping structures. During these cycles, educators analyze student performance data, identify trends, evaluate the effectiveness of current instruction and interventions, and make adjustments to student groupings and instructional supports based on demonstrated need.

At the elementary level, teachers also collect and analyze student performance data from Bridge2Read Mastery Activities. These assessments provide ongoing information about students' acquisition of foundational literacy skills and help teachers determine when reteaching, enrichment, or intervention is needed. Several elementary schools further support this process through structured data dives, during which educators and instructional leaders collaboratively analyze student achievement data to identify instructional priorities and intervention needs.

Students identified through universal screening as demonstrating potential literacy concerns are administered diagnostic assessments to determine specific skill deficits and guide intervention selection. Diagnostic tools may include the LETRS Spelling Screener, PRESS diagnostic assessments, and other approved measures aligned to the area of concern. Information gathered through these assessments allows educators to identify underlying skill needs and match students with targeted, evidence-based interventions designed to address those specific areas.

This systematic process of screening, diagnostic assessment, collaborative data analysis, and ongoing progress monitoring helps ensure that instructional and intervention decisions are responsive to student needs and grounded in evidence-based literacy practices.

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

Implementation fidelity of Bridge2Read is monitored through monthly classroom observations conducted by instructional coaches using the curriculum's fidelity checklist. Coaches provide teachers with timely feedback to strengthen implementation and improve student outcomes.

To ensure consistency, Bridge2Read coaches participate in weekly meetings with the District Literacy Coordinator and Bridge2Read staff. These meetings focus on professional learning, calibration of coaching practices, review of implementation data, and strategies to support teachers.

Observation data is reviewed by building and district leaders and used to inform School Improvement Plans, coaching supports, and professional learning priorities.

Student data is also used to support differentiated instruction. Teachers collect Mastery Activity data following formative and summative assessments. Coaches and administrators use these data to support instructional planning and identify student needs. During the 2025-26 school year, the district increased support for teachers in using Mastery Activity results to make decisions regarding reteaching, additional practice, and intervention supports. Teachers review student performance after each assessment to determine readiness for new learning or the need for additional instruction.

Implementation of Wit & Wisdom is monitored through classroom walkthroughs conducted by district Teaching and Learning leaders, building administrators, and curriculum support staff. During the first year of implementation, principals participated in two guided observation days with Wit & Wisdom support staff that included classroom visits, observation of instructional practices, and reflection on implementation strengths and growth opportunities. Elementary teachers participated in three days of professional learning focused on Wit & Wisdom, Structured Literacy, and the Science of Reading. Building administrators also received leadership-focused training to strengthen their ability to support implementation and monitor instructional quality.

At the secondary level, fidelity and differentiation efforts focused on strengthening curriculum alignment and instructional consistency. Department leaders participated in districtwide meetings focused on literacy instruction, curriculum development, and standards implementation.

Activities included conducting a standards audit, providing professional learning related to state standards and Indigenous Education for All benchmarks, and developing viable curriculum documents for English Language Arts courses. Secondary educators also began Science of Reading professional learning through Neuhaus Structured Literacy training. In addition, the district piloted an ELA classroom walkthrough process to gather implementation data, identify instructional trends, and support continuous improvement.

Across all grade levels, Robbinsdale Area Schools utilizes its Quality Compensation (Q Comp) framework to support continuous improvement through collaborative goal setting, observations, feedback, professional learning, and data analysis. These structures ensure educators receive ongoing support to strengthen instructional effectiveness and improve literacy outcomes.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Robbinsdale Area Schools utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in need of supplemental and intensive reading interventions.

Students scoring below the 40th percentile on fall universal literacy screeners are flagged for review through the school's MTSS process in Elementary School. School teams consider multiple sources of information when determining the need for Tier 2 intervention, including: universal screening data, classroom performance and formative assessment data, documentation of additional classroom supports that have been provided, previous participation in Tier 2 or Tier 3 interventions, diagnostic assessment data when additional information is needed. When appropriate, diagnostic assessments are administered to identify specific skill deficits and determine the most appropriate intervention. Grade-level teams review student data during PLC meetings and collaboratively assign students to WIN (What I Need) groups, intervention groups, or other targeted support services based on common instructional needs.

Student progress is reviewed approximately every six weeks through established data cycles. Based on student performance and growth data, intervention groups and WIN group placements may be adjusted to ensure that support remains aligned to student needs.

Students may be considered for Tier 3 intervention when they have participated in Tier 2 intervention across multiple WIN and data-review cycles and have demonstrated insufficient progress despite receiving targeted, evidence-based instruction. School teams review progress-monitoring data, intervention history, and diagnostic assessment information to determine the need for more intensive intervention services.

Three of the district's four middle schools offer a reading course that is part of the regular Tier 1 schedule for all students. Within this course, teachers provide differentiated instruction and targeted small-group supports based on student needs. Students requiring additional support receive supplemental instruction within the course structure through flexible grouping and targeted interventions aligned to identified literacy skill deficits.

At this time, middle schools do not have a formal Tier 3 reading intervention structure. Students with significant literacy needs receive targeted supports through differentiated instruction, intervention opportunities within the reading course, and other school-based support systems as appropriate.

At the high school level, literacy intervention structures vary by building. Currently, one high school offers a designated structured study hall for students identified through universal screening data as demonstrating significant reading needs. Students enrolled in this support period utilize Lexia PowerUp to receive targeted instruction and practice in foundational literacy skills.

Beginning in the 2026-27 school year, the district will expand secondary literacy intervention opportunities through the implementation of structured reading intervention courses for students who are substantially below grade level, using screening and diagnostic data to identify students most in need of intensive support.

Across all grade levels, intervention placement decisions are informed by multiple data sources and are regularly reviewed to ensure that students receive the level of support necessary to make meaningful progress toward grade-level literacy expectations.

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Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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

At the Tier 1 level in Elementary, student progress is monitored through Bridge2Read Mastery Activities administered throughout the instructional sequence. Teachers collect and analyze Mastery Activity data to determine student understanding of foundational literacy skills and concepts. This data is used to identify students who may require additional support and to inform instructional planning.

When students demonstrate difficulty mastering grade-level skills, teachers intensify instruction within Tier 1 through strategies such as: small-group instruction focused on identified skill deficits, additional guided practice opportunities, reteaching of previously taught skills and concepts, increased instructional scaffolding and support.

If these Tier 1 supports are not sufficient to meet a student's needs, the student may be considered for Tier 2 intervention through the school's MTSS process.

At the Tier 2 level, the district has provided guidance regarding progress monitoring; however, implementation has varied across schools. When progress monitoring is conducted, FastBridge measures are typically used to assess student growth and responsiveness to intervention. Student data is reviewed during PLC meetings, WIN (What I Need) data cycles, and MTSS discussions to determine whether interventions should be continued, intensified, modified, or discontinued.

Students who demonstrate limited progress despite receiving targeted intervention across multiple data-review cycles may be considered for more intensive intervention supports. Decisions regarding intensification are informed by progress-monitoring data, screening results, classroom performance, and diagnostic assessment information.

At the secondary level, progress monitoring practices are continuing to evolve as the district expands literacy intervention systems. Student performance is monitored through classroom assessments, universal screening data, course performance, and literacy intervention program data when available.

For students receiving targeted literacy support, educators review available data to determine responsiveness to intervention and make adjustments to instructional supports as needed. Beginning in the 2026-27 school year, the implementation of structured reading intervention courses at the middle and high school levels will include more defined assessment and progress-monitoring protocols to support instructional decision-making and intervention planning.

As Robbinsdale Area Schools continues to strengthen its Multi-Tiered System of Supports (MTSS), the district is working toward greater consistency in progress-monitoring practices across schools and grade levels. Future efforts will focus on establishing clearer protocols for collecting, analyzing, and responding to intervention data to ensure that students receive timely instructional adjustments and increasingly intensive supports when needed.

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

Robbinsdale Area Schools does not currently have a single, standardized district-level set of exit criteria for supplemental (Tier 2) or intensive (Tier 3) reading interventions. Instead, decisions regarding exit from intervention services are determined at the building level through the Multi-Tiered System of Supports (MTSS) process.

At the elementary level, exit decisions from Tier 2 and Tier 3 interventions are made by the local MTSS team in collaboration with classroom teachers, instructional coaches, and building administrators. These decisions are based on multiple sources of data, including: grade-level universal screening assessments, progress monitoring data (when available), classroom performance and instructional data, evidence of student response to intervention over time. Students may be considered for exit from intervention when data indicate sustained progress toward grade-level benchmarks and when students demonstrate the ability to maintain performance within expected ranges on screening and classroom-based measures. Final decisions are made by the MTSS team based on a review of all available data and professional judgment regarding student readiness to return to Tier 1 instruction without supplemental support.

At the secondary level, exit from intervention services is also determined at the building level through collaboration among teachers, intervention staff, and school-based MTSS teams. Decisions are informed by available screening data, course performance, and any intervention-specific progress monitoring data.

Because secondary intervention structures are still developing and vary by building, exit criteria are applied flexibly and are based on demonstrated student readiness to access grade-level content with appropriate Tier 1 supports. As the district continues to refine secondary literacy intervention systems, more consistent and formalized exit criteria will be developed to ensure alignment across schools and programs.

Across all grade levels, exit decisions are grounded in multiple data points and are intended to ensure that students are successfully maintaining literacy progress before transitioning out of supplemental or intensive supports.

Continuous Improvement for Data-Based Decision Making for Action

Robbinsdale Public School District (0281-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Beginning in 2026-27, each elementary school will have a designated Instructional Coach focused on literacy and an MTSS specialist. These staff members will support teachers and grade-level teams in using screening and instructional data to make instructional decisions, facilitate data discussions, interpret assessment results, and plan instructional responses based on student needs.

Following universal screening windows, the Minnesota Department of Education (MDE) composite score will be used to determine student risk levels and guide instructional supports. This process will create a more consistent approach to decision-making across schools.

At the elementary level, teachers will collect and analyze Bridge2Read Mastery Activity data, as well as formative and summative assessment data from literacy instruction. Data will be entered into shared systems and reviewed during individual student progress reviews, classroom planning, and PLC meetings. Teachers will use these data to adjust

instruction, provide reteaching, modify pacing, and identify students needing additional support or enrichment.

At the middle school level, students will be placed in a stand-alone reading intervention course based on universal screening, diagnostic assessments, and Capti ReadBasix results, with priority given to students demonstrating decoding deficits. Students will receive structured literacy instruction using a resource aligned to Strategic Adolescent Reading Intervention (STARI). Progress will be monitored through program assessments, Capti ReadBasix, and screening data.

Within Tier 1 English Language Arts courses, all students will receive grade-level instruction that includes explicit multisyllabic word-reading instruction at least three times per week. Student progress will be monitored through common formative assessments, and this routine will gradually expand to additional content areas.

At the high school level, students identified through screening and Capti ReadBasix data as significantly below grade level will be placed in a structured reading intervention course. During 2026-27, implementation will focus on tenth-grade students requiring intensive support. Students will receive daily intervention using Lexia PowerUp, with progress monitored through program assessments and screening data.

Students demonstrating moderate reading needs may be placed in a structured study hall model where a Science of Reading-trained educator will provide targeted intervention using Advanced Word Study for at least 15 minutes, three times per week. Progress monitoring data will be used to evaluate growth and guide instructional adjustments.

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 Robbinsdale Public School District (0281-01) 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	Digital messaging
	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Digital messaging

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Grade	Frequency of Notification	Method of Notification
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:

- Parent teacher conferences

Continuous Improvement for Parent Notification

Robbinsdale Public School District (0281-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

In the 26-27 school year we will be establishing a system to more clearly notify parents when their child is in a reading intervention and what that specific intervention entails.

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 Robbinsdale Public School District (0281-01), how the resource is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 4	30
	Foundational	Grade 5	30
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Kindergarten	90
	Knowledge Building	Grade 1	90
	Knowledge Building	Grade 2	90
	Knowledge Building	Grade 3	90
	Knowledge Building	Grade 4	90
	Knowledge Building	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: For foundational literacy instruction in grades K-3, the district continued using Bridge2Read. The resource had already been implemented across the district and was identified as an approved evidence-based curriculum aligned with state requirements. District leaders reviewed available evidence and determined that continued implementation would provide consistency while supporting ongoing improvement efforts.

To select a knowledge-building literacy resource for elementary students, the district conducted a formal curriculum

review process that included two evidence-based programs. A district literacy committee composed of teachers, instructional staff, and administrators researched both options, reviewed instructional materials, evaluated alignment to standards and evidence-based literacy practices, and gathered feedback throughout the process.

The district also hosted a vendor fair that provided all K-5 teachers an opportunity to learn about each resource, review materials, and ask questions. Following the vendor fair, teachers completed a feedback form identifying their preferred resource. Teacher input, along with recommendations from the literacy committee, was used to inform the final decision. Based on this process, Wit & Wisdom was selected as the district's knowledge-building literacy curriculum.

. After reviewing available options, Functional Morphology was selected as the evidence-based resource because it best addressed the district's instructional needs and was the only available resource that met the criteria established for grades 4-5 foundational literacy instruction.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Robbinsdale Area Schools developed a three-year implementation plan for Wit & Wisdom to support high-quality, sustainable implementation of the curriculum.

During Year 1, the focus was on building educator understanding of the resource and how it fits within existing instructional schedules and literacy systems. Teachers participated in three full days of professional learning focused on curriculum design, instructional practices, and alignment to evidence-based literacy instruction. District and building leaders conducted multiple classroom walkthroughs throughout the year to monitor implementation and identify common strengths and challenges. Information gathered from these walkthroughs was used to identify implementation themes and plan professional learning, coaching, and support structures.

In Year 2, the district will transition to a more formal implementation support model that includes observation and coaching cycles. Building leaders and instructional coaches will provide targeted feedback to teachers based on classroom observations and identified areas of need. Professional learning and coaching will focus on strengthening instructional delivery and increasing effective use of the curriculum.

A major focus of Year 2 will be the use of Wit & Wisdom assessment data to inform instruction. Teachers will receive support in analyzing formative and summative assessment results, identifying student strengths and needs, and using data to guide instructional decisions, including reteaching, differentiation, and enrichment. This work will strengthen the connection between curriculum implementation and student outcomes while continuing to build instructional expertise across the district.

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 Robbinsdale Public School District (0281-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Lexia PowerUp	Tier 2	Grade 10	30
	Tier 2	Grade 11	30
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
UFLI	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
Other Resources - Bridge2Read	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
Other Resources - FastBridge Interventions	Tier 2 & 3	Kindergarten	20

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - FastBridge Interventions	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

Continuous Improvement for Literacy Intervention Resources

Robbinsdale Public School District (0281-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

At the elementary level, Robbinsdale Area Schools will utilize the Minnesota Department of Education (MDE) composite score to identify students in need of literacy intervention and additional instructional support. In conjunction with this identification process, the district will narrow the range of approved intervention resources at each tier of instruction. This refinement is intended to strengthen system-wide implementation fidelity and ensure that all intervention instruction is grounded in evidence-based literacy practices.

At the middle school level, a new stand-alone reading intervention course will be implemented for students in grades 6-8 who are performing below grade level. This course will utilize structured literacy and Science of Reading-aligned instructional resources, along with a defined assessment protocol to monitor student progress over time. In addition, all Tier 1 English Language Arts courses will include explicit instruction and practice in multisyllabic word reading to strengthen decoding skills across all learners.

At the high school level, students who are identified through screening data as substantially below grade level will receive targeted support. Tenth-grade students in particular who meet this criterion will be enrolled in a structured intervention course designed to provide explicit instruction in essential reading skills. Similar to middle school implementation, all Tier 1 English Language Arts courses will include explicit instruction and practice in multisyllabic word reading to support continued literacy development across content areas.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Robbinsdale Public School District (0281-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$427,676

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

\$431,499

READ Act Literacy Aid

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

Robbinsdale Public School District (0281-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$428,755

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
MDE approved READ Act professional development	Both
Employing a reading intervention specialist	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	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.

Robbinsdale Public School District (0281-01) 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:

Vendor Provided Facilitator

Robbinsdale Public School District (0281-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

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:

If a teacher does not achieve a proficiency score of 80% or higher on a LETRS unit assessment, an alternative assessment process is available.

Prior to accessing the alternative assessment, the Local Literacy Lead will meet with the staff member to verify that they have thoroughly read the unit content and completed all required asynchronous learning activities with fidelity. This review is intended to ensure that the staff member has fully engaged with the learning materials before attempting the alternative assessment.

Once completion of these requirements has been confirmed, the staff member may take the alternative assessment. To successfully complete the unit requirement, the staff member must achieve a proficiency score of at least 80% on the alternative assessment.

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:

In grades K-3, Bridge2Read serves as the district's foundational literacy resource. To ensure high-quality implementation, every teacher is observed at least once per month by a Bridge2Read coach using the curriculum's fidelity checklist. Following each observation, teachers receive a fidelity rating and timely, actionable feedback designed to strengthen instructional practices and support continuous improvement.

Bridge2Read coaches meet weekly with a representative from the curriculum provider and the district Literacy Coordinator to review implementation progress, discuss trends, and refine coaching practices. Observation data collected through fidelity checklists is compiled and analyzed by the district Literacy Coordinator and shared with school administrators and teachers to support reflection, instructional planning, and ongoing improvement efforts.

As part of the Bridge2Read curriculum, students complete Mastery Activities at the conclusion of each instructional unit. Teachers record individual student Mastery Activity scores in a shared data-tracking spreadsheet accessible to building and district administrators. During the current school year, the district prioritized the systematic collection of this data. It provided support to help teachers analyze results and use them to make informed instructional decisions for both whole-class and individual student learning needs.

Robbinsdale Area Schools has adopted Wit & Wisdom as its knowledge-building resource within the literacy block. During the first year of implementation, each building principal participated in two days of classroom walkthroughs alongside a Great Minds Success Partner and the district Literacy Coordinator. These walkthroughs focused on collecting implementation data and identifying strengths and areas for growth. Building administrators used the resulting data to design targeted supports for teachers and strengthen implementation within their schools. In addition, the Assistant Director of Teaching and Learning and the district Literacy Coordinator conducted multiple walkthrough cycles in each building throughout the year. Data gathered during these visits was used to identify districtwide implementation trends, inform professional learning priorities, and guide the development of ongoing supports to ensure successful implementation of Wit & Wisdom across the district.

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:

Each K-3 teacher is observed monthly and provided feedback regarding their implementation fidelity of the Bridge2Read curriculum. The process for delivering feedback varies across schools based on the capacity and coaching structures available at each site. Regardless of the feedback model used, all teachers receive information intended to support continuous improvement and strengthen implementation of the curriculum.

Teachers who do not demonstrate expected levels of implementation fidelity receive additional support from their instructional coach. Support may include reviewing recorded model lessons, observing a colleague who demonstrates strong implementation practices, participating in coaching conversations focused on specific instructional components, or having a coach model part or all of a lesson. These differentiated supports are designed to increase teacher understanding and ensure consistent, high-quality implementation of the curriculum.

Feedback from Wit & Wisdom implementation observations is shared with building administrators, who determine the most appropriate method for communicating the information to teachers. During the first year of implementation, the primary focus was on establishing schoolwide implementation of the curriculum. As a result, many principals shared aggregate data and implementation trends with staff to celebrate successes, identify common areas for growth, and guide professional learning efforts. Building leaders also used observation data to inform coaching supports and implementation planning within their schools.

The following changes in instructional practices have impacted students:

Local Literacy Plan for Robbinsdale Public School District (0281-01)

Robbinsdale Area Schools has experienced positive growth in literacy instruction and student outcomes as a result of its focused implementation of evidence-based literacy practices and instructional resources. The district has observed notable improvements in students' foundational literacy skills, reflecting the impact of increased alignment to the Science of Reading, Structured Literacy practices, and targeted intervention supports.

In addition to growth in foundational skills, the implementation of Wit & Wisdom has resulted in meaningful improvements in students' literacy confidence and writing abilities. Through classroom observations, student work samples, and educator feedback, the district has observed increased student engagement in literacy tasks, greater willingness to participate in discussions about complex texts, and stronger written responses. These observable changes suggest that students are developing both the skills and confidence necessary to engage successfully with grade-level literacy expectations.

The district will continue to monitor student achievement data, implementation data, and classroom evidence to evaluate the effectiveness of its literacy initiatives and guide future improvement efforts.

Robbinsdale Public School District (0281-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Robbinsdale Area Schools is committed to building educator capacity in Culturally and Linguistically Responsive (CLR) instructional practices. Previously our secondary teachers participated in professional learning led by Dr. Sharroky Hollie.

This work began with a full-day training session at the start of the school year and continued through ongoing professional learning opportunities focused on the implementation of CLR strategies in classroom instruction.

At the elementary level, approximately one-third of teachers have received an initial introduction to CLR practices through either foundational training sessions or participation in a strategy-focused binder study. The district will continue to expand access to CLR professional learning to build a common understanding and consistent implementation of culturally and linguistically responsive instructional practices across all grade levels.

In addition to dedicated CLR training opportunities, culturally and linguistically responsive practices are intentionally embedded within all district- and building-led professional development sessions. During these learning experiences, CLR strategies are explicitly modeled, explained, and connected to instructional practice to support educators in integrating these approaches into their daily instruction. This ongoing emphasis reinforces the district's commitment to creating equitable, engaging, and academically rigorous learning environments that support the success of all students.

Robbinsdale Public School District (0281-01) engaged with the Regional Literacy Network through the following:

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

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

During the 2025-26 school year, elementary teachers participated in three full days of professional learning focused on the implementation of the district's knowledge-building resource, Wit & Wisdom. These sessions focused on the Science of Reading, Structured Literacy, and curriculum-specific instructional practices, with an emphasis on integrating reading, writing, and speaking/listening standards to support comprehensive literacy instruction.

Local Literacy Plan for Robbinsdale Public School District (0281-01)

Elementary principals received additional leadership-focused professional learning, including four sessions centered on the Science of Reading, Structured Literacy, and effective implementation of Wit & Wisdom. These sessions were designed to strengthen instructional leadership and support consistent implementation across schools.

Teachers in grades 4-5 received targeted professional learning focused on Functional Morphology to support foundational literacy skills, including word analysis and decoding.

Newly hired teachers identified as Phase 1 participants completed LETRS training independently as required by the Minnesota Department of Education. Secondary Phase 2 teachers began Neuhaus Structured Literacy Modules to build knowledge of the Science of Reading.

Instructional coaches participate in weekly collaborative meetings focused on professional learning, coaching practices, and evidence-based literacy instruction, with a strong emphasis on Bridge2Read implementation.

Secondary ELA teachers have also worked throughout the year to align curricular resources to Minnesota ELA standards and identify future needs to support secondary literacy development.

Continuous Improvement for Professional Development Plan

Robbinsdale Public School District (0281-01) will make the following changes to the professional development plan for the 2026-27 school year:

During the 2026-27 school year, Robbinsdale Area Schools will continue its districtwide focus on high-quality literacy instruction. At the elementary level, each building will have a designated instructional coach with a specific emphasis on literacy instruction. These instructional coaches will meet regularly with district leadership to engage in ongoing professional learning and receive targeted support to strengthen their work with classroom teachers. The primary focus of this coaching model will be on high-quality literacy instruction and the use of data to inform instructional decision-making and improve student outcomes.

At the secondary level, teachers identified as Phase 2 participants will be expected to complete their Science of Reading professional learning. Department meetings will provide structured opportunities for educators to apply this learning directly to classroom instruction and collaborate around implementation practices. In addition, the district will continue working with all secondary educators to deepen their understanding of high-quality literacy instruction and its impact within specific content areas, to strengthen literacy outcomes across disciplines.

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)	55	51	3	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	27	24	2	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	38	37	1	0
K-3 Classroom teachers	126	114	11	1
K-12 Teachers holding English as a second language licenses	37	35	2	0
K-12 Reading Intervention Teachers	10	9	1	0
K-12 Special Education educators responsible for foundational reading instruction	105	73	30	2
Pre-K through grade five Curriculum Directors	10	9	1	0

Local Literacy Plan for Robbinsdale Public School District (0281-01)

Employees who select literacy instructional materials for grades pre-K through grade five	10	9	1	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	62	1	61	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	1	0	1	0
Employees who select literacy instructional materials for grades 6-12	23	0	23	0
Grades 6-12 Curriculum Directors	10	9	1	0
Grades 6-12 instructional support staff who provide reading support	13	0	13	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).

194

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.

Robbinsdale Public School District (0281-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Robbinsdale Public School District (0281-01) has participated in MDE MnMTSS professional learning:

Yes

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

Robbinsdale Public School District (0281-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Each school building will have a designated Instructional Coach with a primary focus on literacy, in addition to an MTSS specialist.

Instructional Coaches and MTSS specialists will facilitate collaborative data discussions, support staff in interpreting assessment results, and assist teams in designing instructional responses aligned to identified student needs. This structure is intended to strengthen consistency in MTSS implementation and ensure timely, data-driven instructional decision-making across classrooms and grade levels.

Following each universal screening window, the Minnesota Department of Education (MDE) composite score will be used to identify student risk levels and guide instructional decision-making within the MTSS framework.

This structured use of composite scoring is designed to create clearer and more consistent decision-making pathways for identifying student needs and matching students with appropriate instructional supports across all schools.

At the middle and high school levels, MTSS structures will be strengthened through the implementation of new reading intervention courses for students performing below grade level. These courses will utilize structured literacy and Science of Reading-aligned instructional resources to provide targeted support in foundational reading skills.

Students will be identified for placement in these courses based on multiple data points, including universal screening results and diagnostic assessments. These courses are designed to provide systematic, explicit instruction and will include ongoing progress monitoring to evaluate student response to intervention and guide instructional adjustments.

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.

Robbinsdale Public School District (0281-01) does include a DLI Program

The following table displays Robbinsdale Public School District (0281-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Spanish	Robbinsdale Spanish Immersion	Kindergarten	17
		Grade 1	17
		Grade 2	17
		Grade 3	17
		Grade 4	17
		Grade 5	17

The following table displays the literacy screening tools used in Robbinsdale Public School District (0281-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

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

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Both	Grade 4	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish
	Grade 5	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge Spanish

The following table displays the number of students in Robbinsdale Public School District (0281-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	116	115	74
1st	109	109	68
2nd	117	117	58
3rd	121	119	84

The following table displays the number of students in Robbinsdale Public School District (0281-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	108	108	52	0
5th	119	118	61	0
6th	0	0	0	0
7th	0	0	0	0
8th	0	0	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0