

Minnesota READ Act Literacy Plan

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

For

Renville County West Schools (2890-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Renville County West Schools (2890-01). 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

Renville County West Schools (2890-01)'s literacy goal(s) for the 2025-26 school year:

In accordance with the Minnesota READ Act, Renville County West School is dedicated to delivering high-quality research-based reading instruction, assessments, and curriculum aligned with the Minnesota K-12 Academic Standards in English Language Arts for all students. Key Components of Our Literacy Program:

1. Standards-Aligned Curriculum: We continue to align our curriculum with the MN K-12 Academic Standards in English Language Arts, providing a solid foundation for all students. - unwrapping of standards, vertical and horizontal alignment of standards for K-12, and aligning to the curriculum.
2. Research-Based Instruction: Our reading instruction methods are grounded in the latest educational research, ensuring effective and impactful learning experiences.- Explicit Instruction -systematic, direct teaching of concepts with modeling, guided practice, and independent practice. Scaffolding -Gradual release of responsibility from teacher to students (I do, we do, you do) Formative Assessment and Feedback -Use regular checks for understanding to guide instruction- data driven instructional decisions Cooperative Learning -Structured group work where students work together towards learning goals Cognitive Strategy Instruction (Metacognition) -Teaching students how to think about their thinking using strategies like summarizing, questioning, and visualizing
3. Comprehensive Assessment System: A comprehensive system will identify students at risk of reading difficulties. This system includes Screening Assessments for Early identification of students who may be at risk. Diagnostic Assessments: In-depth analysis to understand specific reading challenges. Progress Monitoring Assessments: Regular evaluations to track student progress and adjust instruction as needed.
4. Tiered Intervention Support: We provide targeted interventions on a tiered continuum for students not performing at grade-level expectations. This ensures that all students receive the appropriate level of support to meet their individual needs. Through these measures, Renville County West School is committed to fostering literacy and ensuring that every student has the opportunity to achieve reading proficiency. RCW will develop and implement a Tier 1 instructional fidelity checklist. UFLI and Functional Morphology will also have fidelity checklists

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

Goal 1: Standards Aligned Curriculum: UFLI curriculum was implemented K-2. Functional Morphology was implemented 3-5. PreK implemented Kickstart Literacy Science of Reading Curriculum. Unwrapping Reading Standards/Benchmarks is complete across K-5, Writing & LSVEI Standards and Benchmarks are in process. Grades 6-12 worked towards completion of unwrapping the ELA standards and aligning the standards with the curriculum. A vertical and horizontal alignment of the standards for K-12 is in progress of being aligned to the District Adopted Curriculum: Benchmark Advanced 2021, UFLI, Functional Morphology, and Wit and Wisdom.

Goal 2: Research-Based Instruction: Professional Development was provided monthly to K-5 teachers on Explicit Instruction and Scaffolding - Gradual Release of Responsibility. In grades K-2, Fidelity Implementation Cycles were implemented. Grades 6-12 Staff participated in MTSS professional development with a focus of the five individual categories.

Goal 3: FastBridge Screening assessments were administered to all K-8 students F/W/S. The assessments administered to each grade level followed the Read Act Requirements for testing. The MDE Composite Score Spreadsheet was used in grades K-3. Students at risk, Grades 4-12, were given the Capti Read-Basix screener.

Goal 4: Tiered Intervention Support: Students in K-5 were given monthly UFLI Decoding Inventories to identify Tier 2 and Tier 3 Intervention students. Tier 2 and Tier 3 supports were provided by Title and Classroom Teachers. Students in grades 6-12 received intervention within the general education classroom and within an intervention block 1 hour each week.

The following describes how Renville County West Schools (2890-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We remain underperforming on the READ Act literacy goal. K-6 showed a 7 percent increase in students at or above grade level this school year. 7th grade students showed an increase of 7% on the aReading FastBridge Assessment from Spring of 2025 to Spring of 2026. 8th grade showed an increase of 8 percent on the aReading FastBridge Assessment from Spring of 2025 to Spring of 2026.

Renville County West Schools (2890-01)'s literacy goal(s) for the 2026-27 school year:

The percentage of all students in grades K-6 who are performing at or above the "low risk" range will increase from 49% in Spring 2026 to 54% in Spring 2027. We will use earlyReading and aReading scores.

The percentage of all students in grades 7-8 who are performing at or above the "low risk" range will increase from 51% in Spring 2026 to 56% in Spring 2027. We will use aReading scores.

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The percentage of all students in grades 9-12 who are performing at or above the "low risk" range will increase from 90% in Spring 2026 to 93% in Spring 2027 using course grades and credits towards graduation.

The Local Literacy Lead, Kristen Egge, for Renville County West Schools (2890-01) has an FTE of .25

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

As the District Literacy Lead and Elementary Principal, collaboration with both the District and School Leadership Teams is ongoing and embedded within the district's continuous improvement process. Regular meetings are held with district administration, instructional staff, intervention teams, and building leadership teams to review literacy data, monitor implementation of evidence-based practices, and align literacy goals with the requirements of the Minnesota READ Act.

In the role of Elementary Principal and District Literacy Lead, support is provided to classroom teachers, Title staff, special education staff, EL staff, and interventionists to ensure consistent literacy instruction across grade levels. Leadership teams review FastBridge screening data, progress monitoring data, intervention outcomes, and classroom instructional practices to identify student needs and guide instructional decisions.

Professional learning opportunities are coordinated in partnership with leadership teams to strengthen teacher capacity in the Science of Reading, structured literacy practices, and evidence-based interventions. Ongoing support includes facilitating PLCs and data meetings, assisting with literacy planning, monitoring implementation fidelity, and supporting the use of instructional resources such as UFLI and Benchmark Advance.

Communication with district and school leadership teams occurs regularly to share implementation updates, literacy goals, student achievement trends, and areas of need. This collaborative approach ensures alignment between district initiatives, school improvement efforts, and classroom instruction while maintaining a strong focus on improving literacy outcomes for all students.

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

Local Literacy Plan for Renville County West Schools (2890-01)

- STRIVE Science of Reading Grades 4-12

Renville County West Schools (2890-01) Local Literacy Plan is posted on the district website at

<https://www.rcw.k12.mn.us/district/district-publications>

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.

Renville County West Schools (2890-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Renville County West Schools (2890-01) 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	MDE Composites	NA
	Grade 1	MDE Composites	NA
	Grade 2	MDE Composites	NA
	Grade 3	MDE Composites	NA

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

Renville County West Schools (2890-01) will be utilizing the following screening tool(s) in 2026-27:

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

Renville County West Schools (2890-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The Oral Repetition Subtest in FastBridge Screener will be administered.

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 Renville County West Schools (2890-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2
MCA Reading	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 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

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

Renville County West Schools (2890-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Renville County West Schools (2890-01) 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	34	15	35	13	37	20
1st	37	9	34	8	35	13
2nd	28	9	23	7	27	12
3rd	47	7	45	23	46	22

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 Renville County West Schools (2890-01) 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.

Renville County West Schools (2890-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	38	23
1st	39	22
2nd	29	19
3rd	47	27

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

Renville County West Schools (2890-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Renville County West Schools (2890-01) 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	46	46	33	33	33	0
5th	44	44	28	28	28	0
6th	41	41	17	13	13	0
7th	37	37	15	14	14	0
8th	32	32	17	12	12	0
9th	38	38	24	12	12	0
10th	30	30	21	8	8	0
11th	33	33	25	7	7	0
12th	35	35	17	8	8	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.

Renville County West Schools (2890-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Our district uses a structured, data-driven MTSS process to ensure evidence-based literacy instruction and intervention are aligned to student needs. Universal screening is conducted three times per year using FastBridge for all K-8 students to identify risk areas and guide instructional decisions.

At the K-2 level, additional literacy data is collected through UFLI Foundations progress monitoring assessments, PRESS Intervention progress monitoring, and the PRESS Decoding Inventory to identify specific foundational skill deficits in phonemic awareness, decoding, and encoding.

To accelerate learning within Tier 1 core instruction, K-2 has implemented a UFLI podding system. Students are flexibly grouped initially based on fall literacy data to receive targeted foundational skills instruction at their instructional level. These groups are reviewed and adjusted regularly through collaborative PLC and intervention planning meetings to ensure instruction remains responsive to student progress.

Students needing additional support are matched to evidence-based Tier 2 and Tier 3 interventions based on identified skill deficits. Progress is monitored regularly, and instructional adjustments are made based on student response to intervention data. This continuous cycle of screening, diagnostic assessment, progress monitoring, and collaborative data review ensures literacy instruction remains evidence-based, responsive, and aligned to student needs

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

Our district uses a collaborative, data-driven process to monitor the fidelity of Tier 1 literacy instruction and ensure differentiation meets student needs. Fidelity is monitored through classroom walkthroughs, instructional observations, PLC meetings, and review of pacing and implementation data to ensure evidence-based literacy practices are implemented consistently.

Core literacy instruction is delivered using district-adopted resources, including UFLI Foundations in grades K-2, and Functional Morphology in grades 3-5. Teachers follow the curriculum scope and sequence while instructional leaders provide feedback to support consistent implementation.

Grade-level PLC teams meet to review student performance data, monitor curriculum pacing, and discuss instructional practices. These meetings provide opportunities to identify areas where additional support, coaching, or adjustments are needed to maintain fidelity. Data sources reviewed include FastBridge benchmark data, UFLI

Foundations progress monitoring, classroom formative assessments, and other diagnostic literacy measures.

Tier 1 differentiation is driven by flexible grouping and targeted instruction. In K-2, a UFLI podding system is used to accelerate learning within core instruction. Students are grouped and regrouped based on literacy data to receive targeted foundational skills instruction at their instructional level. Teachers differentiate through small-group instruction, reteaching, scaffolded supports, and targeted practice based on identified skill needs.

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

After the fall screening period, the percentage of students at grade level was 43% in grades K-6. With 47% percent of students not on grade level a Tier 1 problem is indicated. Tier 2 supports were grouped by foundation skills and interventions delivered in the classroom by classroom teachers and Title 1 teachers. Reading Corps provided Tier 2 intervention on an individual or pairs of students in grades K-3. Tier 3 interventions were delivered individually to students by the classroom teacher or the Title 1 teachers. Tier 3 criteria were determined after a completed MTSS referral process.

Secondary will move to implementation after Phase 2 Training is complete.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

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:

K-2 used the UFLI Decoding Inventory to determine a student's current level of phonics need and achievement.

3-5 used the UFLI Decoding Inventory to determine a student's current level of phonics need and achievement.

6-12- Secondary will move to implementation after Phase 2 Training is complete.

Tier 3:

K-5 students were placed into an intervention with progress monitoring using PRESS and FastBridge CBMR. This was completed weekly.

6-12- Secondary will move to implementation after Phase 2 Training is complete.

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

K-5 students exited Tier 2 by scoring 80% or higher on the UFLI progress monitoring of the skill and were performing at grade level.

K-5 students exited Tier 3 by scoring 80% or higher on the PRESS skill monitoring and performing at grade level.

6-12- Secondary will move to implementation after Phase 2 Training is complete.

Continuous Improvement for Data-Based Decision Making for Action

Renville County West Schools (2890-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

In grades K-5:

Students with some risk on FastBridge Screener Early Reading/aReading will receive differentiated and intensified Core (Tier 1) or supplemental (Tier 2). These students are progress monitored every two weeks.

Students with high risk on FastBridge Screeners Early Reading/aReading will receive supplemental Tier 2 or Intensive Tier 3 instruction. Diagnostic assessment with progress monitoring is given every 2 weeks.

In grades 6-12 Secondary will move to implementation after Phase 2 Training is complete.

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 Renville County West Schools (2890-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Mailed letter
Grade 1	3 times per year	Mailed letter
Grade 2	3 times per year	Mailed letter
Grade 3	3 times per year	Mailed letter

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

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

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

Yes

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

- School events

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 Renville County West Schools (2890-01), 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
Benchmark Advance, K-5 (Partially Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

UFLI and Functional Morphology were selected by the Leadership Instructional Team from the approved MDE Curriculum List. Benchmark Advanced was selected through a curriculum review cycle protocol.

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

UFLI was implemented in 2024-2025 School Year. Staff were provided 6 hours of virtual training through UFLI. Fidelity Checks using UFLI Fidelity Checklist and SWWC DLT Support.

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 Renville County West Schools (2890-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	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
Reading Corps	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
UFLI	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Renville County West Schools (2890-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Wilson Language Intervention will be used with grades 2-5 for Tier 3 students.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Renville County West Schools (2890-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$27,110

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

\$27,110

READ Act Literacy Aid

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

Renville County West Schools (2890-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$22,406

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
Stipends for teachers completing literacy professional development	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Renville County West Schools (2890-01) 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

Renville County West Schools (2890-01) 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:

Provide academic supports and coaching.

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:

K-2, 3-5 = UFLI and Morphology Literacy Cycles

K-5 Benchmark = Tier 1 Fidelity Checks using District ELA Scope and Sequence

6-12= Tier 1 Fidelity Checks using District ELA Scope and Sequence in conjunction with intervention cycles.

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:

Minnesota River Valley School District provides coaching supports for K-12 staff. Regional Literacy Team also provides supports for Tier 1 Instructional Practices.

The following changes in instructional practices have impacted students:

RCW focused on Tier 1 instruction and delivery within the classroom with coaching supports. Teachers clarity around explicit instructional practices have led to a gain in student achievement for the 2025-2026 school year K-12. Evidence of this impact is reflected by growth shown in FastBridge data.

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Renville County West Schools (2890-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

This is an area of continued growth and development for the district. Professional development specific to culturally responsive practices is provided throughout the year. The district has reviewed the resources available for educators and students and determined there is a need to increase access of culturally responsive literature in grades K-12.

Renville County West Schools (2890-01) 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):

Standards alignment to the strands will continue to be refined with the support of the service cooperative and the MRVED consortium.

Continuous Improvement for Professional Development Plan

Renville County West Schools (2890-01) will make the following changes to the professional development plan for the 2026-27 school year:

The district will continue to provide targeted professional development centered around MTSS and Read Act recommendations.

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)	6	4	2	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	3	3	0	0
K-3 Classroom teachers	8	8	8	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	4	0	1
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	3	1	0	2
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	1	0	0	1
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).

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The PSLT was provided by:

Regional Literacy Network

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.

Renville County West Schools (2890-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Renville County West Schools (2890-01) has participated in MDE MnMTSS professional learning:

Yes

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

Renville County West Schools (2890-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Renville County West continues to strengthen and refine its Multi-Tiered System of Supports (MTSS) framework to ensure all students receive the academic, behavioral, social-emotional, and developmental support they need to succeed. During the 2025-2026 school year, the elementary leadership team conducted a comprehensive review of existing MTSS practices to identify areas with established protocols and systems, as well as areas requiring further development and alignment. This process has helped prioritize next steps for creating consistent procedures, decision-making protocols, and documentation practices.

At the secondary level, many practices aligned to MTSS are already in place, including intervention supports, student data review processes, and collaborative problem-solving structures. As RCW continues its MTSS development work, the secondary team will build upon these existing strengths by examining current systems and organizing them into a more formalized MTSS framework with clearly defined protocols, roles, and procedures. Through ongoing district-wide collaboration, RCW is committed to developing a comprehensive MTSS system that promotes consistency, data-based decision making, and equitable support for all students.

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.

Renville County West Schools (2890-01) does not include a DLI Program