

Minnesota READ Act Literacy Plan

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

For

Greenbush Middle River Schools (2683-01)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Greenbush Middle River Schools (2683-01). 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

Greenbush Middle River Schools (2683-01)'s literacy goal(s) for the 2025-26 school year:

Minnesota READ Act is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. The Minnesota READ Act ensures a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Our goal is that each student is 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. Instruction that provides the basis for all students to read well by grade 3 and beyond will help close the achievement gap and ensure all students are ready for the demands of post-secondary education and the workplace. Each grade level provides an important building block for subsequent years and it is important students who are struggling with reading are identified as early as possible so additional assistance and resources can be provided to ensure growth of at least one year, each year. In order for this goal to be achieved it will require students, parents, teachers, and administration to all be part of the solution.

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

All K-6 teachers, special education teachers, interventionist, and principal at Greenbush Middle River successfully completed Phase 1 OL&LA training in compliance with Minnesota READ Act requirements. Tier 1 classroom teachers provided explicit, systematic instruction in phonemic awareness and phonics through the implementation of Heggerty and UFLI instructional practices. Students identified as reading below grade level received Tier 2 intervention services that included targeted, intensive literacy instruction designed to address individual skill deficits. Student progress was monitored every two weeks to evaluate growth, inform instructional decisions, and ensure interventions were responsive to student needs.

The following describes how Greenbush Middle River Schools (2683-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, every student enrolled in the Greenbush Middle River school district is NOT reading at or above grade level.

Greenbush Middle River Schools (2683-01)'s literacy goal(s) for the 2026-27 school year:

The Greenbush Middle River school district will strive to have every 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.

The Local Literacy Lead, Robin Waage, for Greenbush Middle River Schools (2683-01) has an FTE of .13

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

The Literacy Lead Teacher supports the development and implementation of high-quality literacy instruction and intervention practices for students in grades K-12, with a primary focus on early literacy achievement and student progress monitoring. This role collaborates closely with teachers, interventionists, and district leadership to ensure data-driven instructional decisions that improve student outcomes. Key responsibilities of the Literacy Lead include: Attending monthly regional literacy networking meetings to collaborate with literacy professionals, stay informed on current literacy practices, and support continuous program improvement. Meeting biweekly with the MTSS (Multi-Tiered System of Supports) team to analyze student progress-monitoring data for grades K-6 and assist in planning targeted interventions and instructional supports. Administering and coordinating K-3 mClass DIBELS benchmark assessments to monitor early literacy development and identify students needing intervention. Administering CAPTI literacy screenings for students in grades 4-12 to support literacy identification and intervention planning. Supporting teachers in interpreting assessment data and implementing evidence-based literacy strategies and interventions. Assisting with the coordination and monitoring of literacy programming and interventions across grade levels. Promoting collaboration among classroom teachers, specialists, and administration to ensure alignment of literacy goals and student support systems. Maintaining accurate assessment records and communicating student progress with staff and stakeholders as appropriate.

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

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

Yes

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

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

Greenbush Middle River Schools (2683-01) Local Literacy Plan is posted on the district website at

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.

Greenbush Middle River Schools (2683-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Greenbush Middle River Schools (2683-01) 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
mCLASS with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	Early STAR Lit
	Grade 1	Vendor Composites using vendor benchmarks	Early STAR Lit
	Grade 2	Vendor Composites using vendor benchmarks	Early STAR Lit
	Grade 3	Vendor Composites using vendor benchmarks	Early STAR Lit

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

Yes

Continuous Improvement for Screening Tools Used in Grades K-3

Greenbush Middle River Schools (2683-01) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

Greenbush Middle River Schools (2683-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will not be using Early STAR Lit in the 2026-27 school year

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 Greenbush Middle River Schools (2683-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Greenbush Middle River Schools (2683-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Greenbush Middle River Schools (2683-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

In the 2026-27 school year, GMR will screen ALL students in grades 4-12 using CAPTI. We will not be using STAR in 2026-27.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Greenbush Middle River Schools (2683-01) 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	14	3	14	8	14	9
1st	15	4	15	4	15	8
2nd	15	4	15	6	15	6
3rd	18	6	18	8	18	10

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 Greenbush Middle River Schools (2683-01) 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.

Greenbush Middle River Schools (2683-01) 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	0	CTSTR
1st	15	5
2nd	15	4
3rd	18	3

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

Greenbush Middle River Schools (2683-01) 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 Greenbush Middle River Schools (2683-01) 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	12	12	7	CTSTR	CTSTR	0
5th	22	22	18	13	5	0
6th	19	19	12	6	2	0
7th	17	17	4	CTSTR	CTSTR	0
8th	17	17	2	CTSTR	CTSTR	0
9th	14	14	7	CTSTR	CTSTR	0
10th	17	17	2	CTSTR	CTSTR	0
11th	14	14	2	CTSTR	CTSTR	0
12th	15	15	1	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

Greenbush Middle River Schools (2683-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Greenbush Middle River School uses Minnesota READ Act screening data from DIBELS (K-3) and CAPTI (Grades 4-12) to ensure that evidence-based instruction and intervention are aligned to individual student needs. Universal screening is administered 3 times each year to identify students who may be at risk in foundational reading skills, fluency, vocabulary, and comprehension. DIBELS data provides detailed information on students' literacy skill development, while CAPTI assessment results help identify specific instructional gaps related to reading comprehension and language proficiency. An MTSS (Multi-Tiered System of Support) Team, grade-level teachers, intervention teacher, and special education teachers collaboratively review screening data during bimonthly data meetings to determine trends, identify students requiring additional support, and match interventions to targeted skill deficits. Students performing below benchmark are provided with tiered interventions through the school's Multi-Tiered System of Supports (MTSS). Interventions are selected based on evidence-based literacy practices aligned to the Science of Reading and are adjusted according to ongoing progress monitoring results.

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

Progress monitoring occurs every 2 weeks for students receiving interventions to evaluate growth and instructional effectiveness. Teachers use this data to modify instructional strategies, intensify supports when needed, and ensure that students are making adequate progress toward grade-level reading expectations. Screening and intervention data are also used to guide classroom instruction, small-group differentiation, and professional collaboration focused on improving literacy outcomes for all Greenbush Middle River school learners.

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

Greenbush Middle River School uses universal screening and progress monitoring data to determine student eligibility for Tier 2 (Title 1) supplemental support and Tier 3 (Special Education IEP) intensive intervention within its Multi-Tiered System of Supports (MTSS). Students in kindergarten through grade 3 who score Below Benchmark or Well Below Benchmark on mClass/DIBELS assessments are referred for Tier 2 interventions targeting foundational literacy skills. Students in grades 4-12 demonstrating Weak or Low Average performance on CAPTI assessments are also identified for Tier 2 reading intervention support. Tier 3 intensive intervention is considered for students who demonstrate significant reading deficits, minimal progress despite Tier 2 support, or continued performance substantially below grade-level expectations based on screening, diagnostic, and progress monitoring data. Intervention placement decisions are made collaboratively by instructional staff using multiple data sources to ensure that supports are matched to individual student needs and aligned with evidence-based literacy practices.

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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 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:

Greenbush Middle River School will conduct progress monitoring through mClass (DIBELS or CAPTI) every two weeks for all K-12 students receiving Tier 2 supplemental reading support who are performing below grade-level expectations. Progress monitoring data will be collected using assessment tools aligned to each student's targeted literacy needs and intervention goals. Teachers and intervention staff will use the data to evaluate student growth, determine the effectiveness of interventions, and make timely instructional adjustments as needed. Regular review of progress monitoring results ensures that interventions remain responsive, evidence-based, and appropriately matched to individual student performance and rate of improvement.

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

Greenbush Middle River School will use student performance data and collaborative team decision-making to determine exit criteria for Tier 2 supplemental intervention and Tier 3 intensive targeted reading intervention. Students receiving Tier 2 support may exit intervention services when progress monitoring and assessment data indicate they are consistently performing at or near the class average and are demonstrating adequate progress within core classroom instruction without additional support. Students receiving Tier 3 intensive intervention will exit services based on decisions made collaboratively by the special education team, using multiple data sources including progress monitoring results, classroom performance, diagnostic assessments, and overall student response to intervention. These decisions ensure that students transition appropriately while continuing to receive the level of support necessary for academic success.

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 Greenbush Middle River Schools (2683-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences

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

Greenbush Middle River Schools (2683-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Greenbush Middle River School will host a literacy event during the 2026-27 school year to promote family involvement and strengthen the connection between home and school literacy practices. These events will provide families with information, resources, and strategies to support reading development at home across all grade levels. A literacy night may include interactive reading activities, demonstrations of evidence-based literacy practices, opportunities to learn about assessment tools and intervention supports, and access to take-home reading materials and community resources. By engaging families as partners in literacy development, Greenbush Middle River aims to foster a positive reading culture and support improved student achievement in literacy.

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 Greenbush Middle River Schools (2683-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (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

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

Greenbush Middle River School District established a collaborative literacy leadership team to guide the selection and implementation of evidence-based Tier 1 literacy instructional resources aligned to Minnesota state standards and the requirements of the READ Act. The team included classroom teachers, interventionists, special education staff, instructional leaders, and administration who worked together to review current literacy outcomes, analyze student achievement data, and evaluate instructional practices across grade levels.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Using guidance from the Minnesota Department of Education and current research grounded in the Science of Reading, the literacy team developed a structured review process to identify high-quality curricular resources that support explicit, systematic instruction in foundational reading skills, language comprehension, vocabulary, fluency, and writing. The team prioritized programs and materials that demonstrated strong evidence of effectiveness, alignment to grade-level academic standards, and support for differentiated instruction within a MTSS. Throughout the selection process, the literacy team utilized research-based evaluation tools and criteria to ensure curricular materials reflected scientifically based reading instruction and complied with Minnesota READ Act expectations. The team also considered

culturally responsive practices, accessibility for diverse learners, and opportunities for ongoing progress monitoring and data-driven instruction. The resulting Tier 1 literacy framework provides consistent, standards-aligned instruction across classrooms while supporting early identification of student needs and targeted intervention. Through ongoing professional development and continuous review of student performance data, Greenbush Middle River remains committed to strengthening literacy achievement for all learners through evidence-based instructional practices rooted in the Science of Reading.

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 Greenbush Middle River Schools (2683-01) 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
UFLI	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 - Flow Fluency	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
Other Resources - Word Flight	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20

Continuous Improvement for Literacy Intervention Resources

Greenbush Middle River Schools (2683-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Greenbush Middle River has selected Lexia Core5 Reading as a literacy support resource for students in grades K-5. Lexia Core5 provides personalized, adaptive instruction aligned to foundational reading skills and supports differentiated instruction within the district's Multi-Tiered System of Supports (MTSS). For students in grades 6-12 requiring targeted literacy intervention, the district selected REWARDS, an evidence-based intervention program designed to strengthen decoding, fluency, vocabulary, and comprehension skills for adolescent learners.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Greenbush Middle River Schools (2683-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$10,102

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

\$10,102

READ Act Literacy Aid

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

Greenbush Middle River Schools (2683-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$11,793

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

\$11,793

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

NA

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Professional development on evidence-based literacy screening and progress monitoring tools	Both
MDE approved READ Act professional development	Both
Contracting or employing a District Literacy Lead	Both

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.

Greenbush Middle River Schools (2683-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Greenbush Middle River Schools (2683-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/01/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not initially meet the required 80% proficiency level on their approved STRIVE training assessments will receive targeted support to ensure successful completion and implementation of evidence-based literacy practices. Support may include additional coaching from instructional leaders or literacy team members, opportunities to revisit training modules, collaborative learning with colleagues, and access to supplemental resources aligned to the Science of Reading and Minnesota READ Act requirements. Teachers will also be provided time for reflection, guided practice, and follow-up discussions focused on areas of need. Progress will be monitored through ongoing communication and professional learning support to ensure all staff develop the knowledge and instructional skills necessary to provide high-quality literacy instruction for students.

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:

Greenbush Middle River will use DIBELS mClass for grades k-3 and CAPTI for grades 4-12 to assess students literacy skills and monitor progress. The SAT Team will review assessment data regularly and collaborate with teachers to develop and support literacy plans that help students meet grade-level expectations. To provide targeted intervention and enrichment, 25 minutes each day will be dedicated to W.I.N. (What I Need) Time. During this time, students will receive instruction based on their individual literacy needs as identified through assessment data.

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Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The Literacy Lead, Literacy Team, and principal will provide ongoing support, guidance, and recommendations to teachers, helping to ensure that literacy instruction is data-driven, evidence-based, and responsive to student needs across all grade levels.

The following changes in instructional practices have impacted students:

Systematic, explicit, and diagnostic instructional practices have had significant impact on k-12 student outcomes by ensuring that teaching is intentional, targeted, and responsive to student needs. Systematic instruction provides a carefully sequenced progression of skills that builds student understanding over time, while explicit instruction clearly models concepts, strategies, and expectations to reduce confusion and increase mastery. Diagnostic practices allow educators to use assessment data to identify strengths and learning gaps, enabling them to tailor instruction and interventions to individual student needs. Together, these approaches promote higher levels of engagement, academic achievement, and confidence while accelerating skill development. By consistently monitoring progress and adjusting instruction based on evidence, teachers can provide timely support that helps all students make meaningful growth and achieve grade-level standards.

Greenbush Middle River Schools (2683-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Greenbush Middle River teachers will implement culturally responsive literacy practices by incorporating diverse texts, perspectives, and learning experiences that reflect the backgrounds, identities, and experiences of all students.

Teachers will intentionally select reading materials that provide both mirrors, allowing students to see themselves represented, and windows, allowing students to learn about others. Through meaningful discussions, authentic writing opportunities, and connections to students' cultures and communities, educators will create inclusive learning environments that foster engagement and a sense of belonging. Literacy instruction will honor students' strengths, experiences, and voices while maintaining high academic expectations and providing equitable access to grade-level content and literacy development.

Greenbush Middle River Schools (2683-01) 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):

Greenbush Middle River will provide ongoing literacy-focused professional development opportunities to support high-quality instruction across all grade levels and content areas. Professional learning will focus on evidence-based literacy practices, the science of reading, assessment literacy, data-driven instruction, culturally responsive teaching, and effective intervention strategies. Teachers will engage in collaborative learning through professional learning communities, coaching cycles, peer observations, and district training opportunities. Professional development will be

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intentionally aligned to the strands of the Minnesota English Language Arts Standards, including reading, writing, speaking, listening, language, and media literacy. Educators will use these learning opportunities to strengthen instructional practices, ensure vertical alignment of literacy skills, and provide students with consistent, rigorous, and engaging literacy experiences that support college, career, and community readiness.

Continuous Improvement for Professional Development Plan

Greenbush Middle River Schools (2683-01) will make the following changes to the professional development plan for the 2026-27 school year:

During the 2026-2027 school year, Greenbush-Middle River School District will implement targeted reading intervention services for students in grades 7-12 who are reading below grade level. Through data-driven instruction, progress monitoring, and evidence-based literacy strategies, the program will provide additional support to strengthen reading fluency, vocabulary, comprehension, and overall literacy skills. The goal is to accelerate student growth, close learning gaps, and increase academic success across all content areas.

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)	3	3	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	3	3	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	1	1	0	0
K-3 Classroom teachers	4	4	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	2	2	0	0
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	0	0	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	7	7	0	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	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	3	3	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).

6

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.

Greenbush Middle River Schools (2683-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Greenbush Middle River Schools (2683-01) has participated in MDE MnMTSS professional learning:

Yes

15. Dual Language Immersion Programs

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

Greenbush Middle River Schools (2683-01) does not include a DLI Program