

## Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Rock Ridge Public Schools (2909-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rock Ridge Public Schools (2909-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). 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 \(2024\)](#).

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## 1. Read Act Goals

### District or Charter School Literacy Goals

Rock Ridge Public Schools (2909-01)'s literacy goal(s) for the 2024-25 school year:

By the end of the 2024-25 school year 75% of our K-12 students will be reading at or above grade level as measured by the FastBridge/Star assessments.

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

We implemented the FastBridge assessments for grades K-6. We identified our struggling students, providing interventions, small group instruction, and progress monitoring for those students not reading at grade level.

The following describes how Rock Ridge Public Schools (2909-01)'s current student performance differs from the literacy goal detailed in the READ Act:

At this time we do not have all students reading at or above grade level.

Rock Ridge Public Schools (2909-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-26 school year 80% of our K-12 students will be reading at or above grade level as measured by the FastBridge (K-3) and the Capti ReadBasix (4-12) assessments.

Rock Ridge Public Schools (2909-01)'s Local Literacy Plan is posted on the district website at:

<https://rrps.org/district/teaching-and-learning/curriculum-instruction-assessment/>

## 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.

The table below details the screening tool used by Rock Ridge Public Schools (2909-01) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rock Ridge Public Schools (2909-01) 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	163	70	164	97	161	81
Grade 1	169	41	169	72	171	97
Grade 2	145	40	151	92	151	97
Grade 3	169	46	168	103	167	100

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Rock Ridge Public Schools (2909-01) 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.

Rock Ridge Public Schools (2909-01) 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

The following criteria was used to determine which students are 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	163	101
Grade 1	171	74
Grade 2	151	54
Grade 3	167	67

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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Rock Ridge Public Schools (2909-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	CBM Reading	FastBridge	High Risk/Some Risk
Grade 5	CBM Reading	FastBridge	High Risk/Some Risk
Grade 6	CBM Reading	FastBridge	High Risk/Some Risk
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Rock Ridge Public Schools (2909-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will use the STAR Reading assessment to determine which students in grades 7-12 are not reading at grade level. We will use the FastBridge aReading assessment to determine which students are not reading at grade level in grades 4-6.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Rock Ridge Public Schools (2909-01) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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. 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 Rock Ridge Public Schools (2909-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- 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

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

- Family engagement nights
- Parent teacher conferences

## 8. 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.

Rock Ridge Public Schools (2909-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All students take the benchmark assessments 3x a year. After data analysis, we determine which students need Tier 2 and Tier 3 interventions. Students are pulled into a small group or pulled out to work on their specific skills. Progress monitoring happens every 1-2 weeks to see if the interventions are working. If they are successful and the student has mastered the skills, they are removed from interventions. If the student has not mastered the skills, they continue the interventions and repeat the process.

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

Teachers use a unified curriculum and common grade level assessments. Throughout the lesson teachers do formative assessments to check for understanding and modify their instruction accordingly.

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

Students who score at the Some Risk level qualify for Tier 2 interventions and those students who score at the High Risk level qualify for Tier 3 interventions.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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

Students are serviced for 6 weeks and have 6 weeks of progress monitoring data. If at this time, we do not see growth and the interventions are not working, we would make modifications and/or intensive the reading instruction.

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

After 6 weeks of progress monitoring data we look at their growth. If they have meet the expectations for their grade level, they will return to Tier 1 instruction where they will be monitored closely.

Does Rock Ridge Public Schools (2909-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

## 9. 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 \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Rock Ridge Public Schools (2909-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rock Ridge Public Schools (2909-01) has participated in MDE MnMTSS professional learning:

Yes

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

Rock Ridge Public Schools (2909-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Our district is currently participating in the MDE MnMTSS professional Learning, so we are assuming after that training, they will learn new things to make positive changes to the MTSS system.

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Rock Ridge Public Schools (2909-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Open Court 2016	Comprehensive	60
Grade 1	· Open Court 2016	Comprehensive	60
Grade 2	· Open Court 2016	Comprehensive	60
Grade 3	· Wonder's 2020	Comprehensive	60
Grade 4	· Wonders 2020	Comprehensive	60
Grade 5	· Wonder's 2020	Comprehensive	60

## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Rock Ridge Public Schools (2909-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Heggerty/Orton Gillingham/FastBridge	HeggertyOrton Gillingham/FastBridge
Grade 1	Heggerty/Orton Gillingham/FastBridge	Heggerty/Orton Gillingham/FastBridge
Grade 2	Orton Gillingham/FastBridge	Orton Gillingham/FastBridge
Grade 3	Orton Gillingham/FastBridge	Orton Gillingham/FastBridge
Grade 4	Orton Gillingham/FastBridge	Orton Gillingham/FastBridge
Grade 5	Orton Gillingham/FastBridge	Orton Gillingham/FastBridge
Grade 6	Orton Gillingham/FastBridge	Orton Gillingham/FastBridge
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

### Continuous Improvement for Reading Interventions

Rock Ridge Public Schools (2909-01) will make the following changes to reading interventions for the 2025-26 school year:

We will be adding interventions and support for our 7-12 students in the 2025-26 school year. We have not determined what int

## 12. Section 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.

Rock Ridge Public Schools (2909-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 10/17/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

At this time, all but one of our teachers have passed the course with 80% accuracy or above. One person received a 79%. Since the teachers was only one point away we monitored instruction and provided support as needed. If teachers do not pass we will provide more coaching and support to help with implementation.

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:

-Classroom walkthroughs and observations -FastBridge Assessments: Benchmarks and Progress monitoring data

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:

Classroom walkthroughs, teacher data meetings, and follow up meetings regarding the reading training.

The following changes in instructional practices have impacted students :

Being it is our first year using the FastBridge Assessment system, we feel we do not have data to compare the impact. However, our teachers spent more time with vocabulary using the strategies learned. They believe this has had an impact on their reading comprehension.

Rock Ridge Public Schools (2909-01) has implemented the following professional development and support for teachers around culturally responsive practices:

We had grade level PD days around the 2022 ELA standards. A few staff members were trained through the Service Cooperative. We are planning more PD on this during the 2025-26 SY for all staff.

Rock Ridge Public Schools (2909-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

#### Local Literacy Plan for Rock Ridge Public Schools (2909-01)

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

We are planning Culturally Responsive Practices PD for our teachers during the 2025-26 SY.

#### Continuous Improvement for Professional Development Plan

Rock Ridge Public Schools (2909-01) will make the following changes to the professional development plan for the 2025-26 school year:

We have changed our school year calendar to include more PD days. During these days we plan to provide more Literacy Training. We will provide literacy training to all K-12 literacy teachers.



### 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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	6	6	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	30	30	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	23	22	1	0
K-12 Reading Interventionists	7	7	0	0
K-12 Special Education Educators responsible for reading instruction	17	15	2	0
PreK through grade 5 Curriculum Directors	2	2	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	5	3	2	0

#### Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	6	0	0	6
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Rock Ridge Public Schools (2909-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$110,930.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$110,930.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Rock Ridge Public Schools (2909-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$177,155.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

If funds remain, the plan to spend down the remaining funds are as follows:

NA