

Minnesota READ Act Literacy Plan

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

For

Rock Ridge Public Schools (2909-01)

Date Submitted to the State 06/12/2026

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 2025-26 school year:

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

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

Contracted with district literacy lead from NESD to support literacy work Capti was administered 4-12 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. Provided whole group multi syllabic word interventions in 4-6 4-8 grade teachers worked on aligning curriculum with state standards

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 2026-27 school year:

By the end of the 2026-2027 school year 75% of our K-12 students will be reading at or above grade level as measured by the FastBridge/Star assessments

The Local Literacy Lead, Sally Weidt, for Rock Ridge Public Schools (2909-01) has an FTE of .31

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

The District Literacy Lead regularly communicates with site administration about the progress of coaching. Additionally, the DLL meets and plans with the leadership team on how to support staff.

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:

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

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

Rock Ridge Public Schools (2909-01) 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.

Rock Ridge Public Schools (2909-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	FastBridge Progress Monitoring
	Grade 1	Vendor Composites using vendor benchmarks	FastBridge Progress Monitoring
	Grade 2	Vendor Composites using vendor benchmarks	FastBridge Progress Monitoring
	Grade 3	Vendor Composites using vendor benchmarks	FastBridge Progress Monitoring

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

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

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

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

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology

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- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Rock Ridge Public Schools (2909-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Rock Ridge Public Schools (2909-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Capti Screening will be completed twice during the school year (Fall and Spring) to help guide and assess instruction

4. 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	124	73	125	72	128	83
1st	154	69	155	85	156	99
2nd	165	108	166	119	168	124
3rd	141	107	142	94	143	102

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 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) 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	129	64
1st	105	42
2nd	167	36
3rd	143	44

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

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:

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 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.

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	172	172	55	0	51	0
5th	147	147	59	0	57	0
6th	168	168	47	0	43	0
7th	171	171	30	0	29	0
8th	153	153	31	0	27	0
9th	166	166	42	0	29	0
10th	171	171	16	0	7	0
11th	137	0	0	CTSTR	CTSTR	0
12th	192	0	0	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.

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:

To ensure evidence-based instruction matches student needs, educators use FastBridge screening data to identify specific reading deficits and place students in targeted interventions, such as Heggerty for phonemic awareness or Orton-Gillingham (OG) for phonics. To guarantee these interventions remain effective, students are progress-monitored weekly using brief FastBridge probes. Then, every 4 weeks, intervention teams analyze this data to flexibly regroup students-either graduating those who meet their goals, adjusting the intensity for those making insufficient progress, or shifting them to a different instructional focus.

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

To monitor instructional fidelity and support Tier 1 differentiation, educators establish clear, data-driven goals for classroom delivery and student growth. Administrators then conduct informal walkthroughs to observe daily instruction, ensuring core curricula are delivered as intended and that teachers are actively differentiating for diverse learners through flexible grouping and scaffolding. Leadership then reviews this observational data during regular principal meetings to identify school-wide trends and direct coaching resources. Finally, formal evaluations involving principals and the superintendent create district-wide accountability, ensuring that both high-fidelity teaching and robust Tier 1 differentiation are systematically sustained to maximize student success.

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

To qualify for targeted reading intervention, students must meet specific entrance criteria based on universal screening data, which varies by grade level. In elementary schools (K-6), students are entered into Tier 2 or Tier 3 interventions if they are flagged on the FASTBridge (FAST) testing for falling below established grade-level benchmarks in foundational reading skills. Conversely, at the secondary level (7-12), the screening process shifts to the Star assessment, where flagged scores in reading comprehension and vocabulary determine a student's need for supplemental or intensive support. At both levels, the specific Tier placement (Tier 2 for strategic, small-group support or Tier 3 for highly intensive, individualized intervention) is dictated by the severity of the deficit flagged on these respective assessments.

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:

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The K-12 progress monitoring protocol relies on frequent data collection and collaborative analysis to dynamically adjust reading interventions. In elementary schools (K-6), students are formally regrouped every 4 weeks based on their progress monitoring data to ensure their instructional placement matches their evolving needs. To support this across all grade levels, interventionists and classroom teachers meet frequently for collaboration, reviewing student data trends to determine if a student requires an intensification of services (such as smaller group sizes or increased instructional time) or a modification to the intervention curriculum itself. This continuous communication loop ensures that both Tier 2 and Tier 3 targeted reading instruction remain responsive, data-driven, and aligned with student growth.

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

8 weeks of progress monitoring, then return to just tier 1 instruction if student is scoring at grade level consistently.

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 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 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
	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Mailed letter
	3 times per year	Parent teacher conferences
Grade 6	3 times per year	Mailed letter
	3 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:

- More than one of the above

Continuous Improvement for Parent Notification

Rock Ridge Public Schools (2909-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Will be notifying families of students in 7-12 who complete Capti testing. Intervention will be sending more frequent progress monitoring updates in K-6.

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 Rock Ridge Public Schools (2909-01), 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
Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
Other Curriculum - Heggerty	Foundational	Kindergarten	30
	Foundational	Grade 1	30
Other Curriculum - Orton Gillingham	Supplemental	Kindergarten	30
	Supplemental	Grade 1	30
	Supplemental	Grade 2	30
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60

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

A teacher committee evaluated and piloted.

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

Teachers reviewed resources, piloted, and adopted. Fidelity checks and standards alignment is ongoing.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Orton Gillingham	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
	Other Resources - Heggerty	Tier 2	Kindergarten
Tier 2		Grade 1	30
Tier 2		Grade 2	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Rock Ridge Public Schools (2909-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$98,292

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

\$98,292

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 2024 school year:

\$177,155

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
Professional development on evidence-based literacy screening and progress monitoring tools	Both
Stipends for teachers completing literacy professional development	Both
MDE approved READ Act professional development	Both
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

Rock Ridge Public Schools (2909-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Rock Ridge Public Schools (2909-01) 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:

Evaluation both formal and informal

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:

To ensure elementary teachers are delivering high-fidelity, evidence-based instruction across the five core areas of reading, the district collects a combination of implementation and student outcome data. Fidelity of instruction is directly monitored through administrative formal evaluations and informal walkthroughs, which verify that lessons in phonemic awareness, phonics, fluency, vocabulary, and comprehension are explicit and systematic. This observational data is paired with goal-setting meetings where teachers and administrators align on instructional targets. Finally, student impact is cross-referenced using FASTBridge assessments for universal screening alongside weekly progress monitoring data, ensuring that high-fidelity teaching translates directly into measurable student growth.

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:

Increase of 13% at grade level in early reading from Fall to Spring 2025-2026 compared to a 4% increase in Fall to Spring 2024-2025 early reading

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

Teachers were supported with integrating local indigenous tribes into their ELA curriculum Grade level work days with dll to look at instructional practices Brought in Ojibway language classes Trained all paras in instructional strategies for literacy (READ Act)

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

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

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

The district is expanding literacy professional development by offering targeted, summer training for interventionists in Orton-Gillingham (OG) Morphology and Intervention and Support for Struggling Readers, which directly aligns with the Reading strand by strengthening foundational decoding and word-analysis skills. To bridge this into upper elementary, the district is exploring Functional Morphology training for grades 3-6, alongside specialized training for teachers on differentiation within small groups and advanced progress monitoring, ensuring data-driven adjustments to core and supplemental instruction. Additionally, teachers will receive training around Essential Questions to deepen student engagement and critical thinking, directly supporting the ELA strands of Reading comprehension, analytical Writing, and Exchanging Ideas through collaborative classroom discourse.

Continuous Improvement for Professional Development Plan

Rock Ridge Public Schools (2909-01) will make the following changes to the professional development plan for the 2026-27 school year:

Two of the professional development days will be teacher choice

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)	21	21	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	75	62	11	2
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	6	6	0	0
K-3 Classroom teachers	26	26	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	7	7	0	0
K-12 Special Education educators responsible for foundational reading instruction	19	19	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	2	2	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	6	0	0	6
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	1	1	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	37	19	14	4

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).

71

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.

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

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.

Rock Ridge Public Schools (2909-01) does not include a DLI Program