

## Minnesota READ Act Literacy Plan

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

For

River Bend Education District (6049-61)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by River Bend Education District (6049-61). 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 \(2024\)](#).

### Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

# 1. Read Act Goals

## District or Charter School Literacy Goals

River Bend Education District (6049-61)'s literacy goal(s) for the 2025-26 school year:

The River Bend Education District will provide research-based reading instruction, assessments, and curriculum aligned with MN K-12 Academic Standards in English Language Arts for all students. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments. 95% of River Bend students who are in programming for the full school year will improve reading skills.

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

During the 2025-2026 school year, River Bend Education District provided Phase 1 teachers with LETRs Volume 2 training. All teachers were finished with training by the end of the school year. Capti ReadBasix was used as a screening tool for students in 4th-12th grade during all 3 screening windows to determine which students required additional intervention. In grades 9-12, interventions were begun 2 days per week to work on reading skills, including multisyllabic word reading, reading comprehension, and reading fluency.

The following describes how River Bend Education District (6049-61)'s current student performance differs from the literacy goal detailed in the READ Act:

At the end of the 2025-2026 school year, River Bend Education District had 33% of students in K-3 show improvement in reading based on standardized assessments, and 51% of 4-12 students demonstrated improvement in reading based on the Capti ReadBasix assessment. For the K-3 students, there were only six students who were with River Bend for the full school year worth of programming. Of those students, four refused to complete the full spring assessment battery, resulting in incomplete or no scores to compare with fall data. The two students who completed all assessments in fall and spring both demonstrated growth in their reading skills.

River Bend Education District (6049-61)'s literacy goal(s) for the 2026-27 school year:

The River Bend Education District will provide evidence-based reading instruction, assessments, and curriculum aligned with MN K-12 Academic Standards in English Language Arts for all students. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments. Reading interventions based on these assessments will be provided to students in kindergarten through 12th grade until they are no longer at-risk of not reading well. By the end of the 2026-2027 school year, 96% of River Bend students who are in programming for the full school year will improve their reading skills, as assessed by comparing fall and spring assessment data.

## Local Literacy Plan for River Bend Education District (6049-61)

The Local Literacy Lead, Stephanie Ross, for River Bend Education District (6049-61) has an FTE of .00

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

The District Literacy Lead is an involved full member of the District Leadership Team. As a Program Coordinator, she is involved school based decision making that pertains to anything with the READ Act, including school assessments, teacher training, paraprofessional training, curriculum, and student intervention.

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

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

Yes

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

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

River Bend Education District (6049-61) Local Literacy Plan is posted on the district website at

<https://www.rbed6049.org/>

## 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.

River Bend Education District (6049-61) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by River Bend Education District (6049-61) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	None
	Grade 1	MDE Composites	None
	Grade 2	MDE Composites	None
	Grade 3	MDE Composites	None

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

No

### Continuous Improvement for Screening Tools Used in Grades K-3

River Bend Education District (6049-61) will be utilizing the following screening tool(s) in 2026-27:

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

River Bend Education District (6049-61) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

River Bend Education District will add the oral language screening in the 26-27 school year for students in K-3. MLL students who are currently scoring below level 2 on the WIDA assessment will not be screened with the FastBridge assessment until that level has been reached.

### 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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by River Bend Education District (6049-61) 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	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	3 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

River Bend Education District (6049-61) 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

River Bend Education District (6049-61) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

For the 2026-2027 school year, students in grades 7-12 will only be assessed two times per school year, once in the first 6 weeks of the school year and then during the last six weeks of the school year. This reduction in testing will allow more time for instruction, avoid unnecessary extra testing, and still allow the district to measure student growth over the school year.

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

Universal screening for foundational reading skills for River Bend Education District (6049-61) 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	1	CTSTR	1	CTSTR	1	CTSTR
1st	1	CTSTR	1	CTSTR	0	CTSTR
2nd	1	CTSTR	1	CTSTR	1	CTSTR
3rd	3	CTSTR	1	CTSTR	1	CTSTR

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 River Bend Education District (6049-61) 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.

River Bend Education District (6049-61) 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	1	CTSTR
1st	1	CTSTR
2nd	1	CTSTR
3rd	3	CTSTR

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

River Bend Education District (6049-61) 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 River Bend Education District (6049-61) 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	6	0	5	CTSTR	CTSTR	1
5th	9	0	8	CTSTR	CTSTR	1
6th	7	0	5	CTSTR	CTSTR	2
7th	10	0	9	CTSTR	CTSTR	1
8th	8	0	7	CTSTR	CTSTR	1
9th	19	0	19	0	6	0
10th	28	0	25	0	2	3
11th	32	0	31	0	8	1
12th	29	0	29	0	4	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.

River Bend Education District (6049-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

River Bend Education District (RBED) is a district designed for students with disabilities to attend school and develop specific skills in a highly structured, supportive setting in grades K-12. For these students, the district focuses on their Individualized Education Plan goals and objectives and on meeting their academic needs. The Area Learning Center also serves students 8-12, but current enrollment is only 9-12. These students receive comprehensive academic services. For all students, screening is completed K-6 three times per year. Following a screening, teachers review data on student growth and determine the students in need of additional intervention according to the needs identified on the Capti ReadBasix MTSS report or the Screening to Intervention report on the FastBridge Assessment.

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

River Bend Education District ensures that Tier 1 instruction is being provided with fidelity from classroom walkthrough observations. Observers look for consistent instructional routines, appropriate pacing, student engagement, and alignment with grade-level standards. Feedback is provided to teachers following observations to reinforce strengths and offer guidance for improvement. Differentiation is at the core of what River Bend Education District provides for each student in the classroom, made possible through small class sizes. Students in special education programs all receive individualized instruction as directed by their IEPs. Students in the ALC receive literacy instruction from a certified teacher in a low student-to-teacher ratio (usually less than 12:1), allowing the teacher to work with each student at their level.

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

Tier 3 targeted reading intervention serves students on IEPs with reading-related goals and objectives. Tier 2 targeted reading intervention serves any other student who is not meeting grade-level proficiency in reading and has not made sufficient progress with Tier 1 interventions. Students who are significantly behind in a specific area of literacy may be automatically placed in a Tier 2 intervention following their initial screener when entering River Bend.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

Progress monitoring data collection for students in Tier 3 occurs:

Once a month

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:

## Local Literacy Plan for River Bend Education District (6049-61)

River Bend Education District uses a systematic, evidence-based approach to monitor student progress in supplemental (Tier 2) and intensive (Tier 3) reading interventions. This protocol guides teams in determining when interventions need to be adjusted or intensified to better meet student needs. Teams gather progress monitoring information on a regular basis to assess how well students respond to their current reading instruction. While aiming for 3-4 data collection points before making major intervention changes, the decision-making process relies on more than just numbers. Educators apply professional expertise by examining the pattern of results over time, the student's current abilities, and what specific skills are being assessed. Monthly progress reviews should occur consistently, regardless of whether all recommended data points have been collected. When analyzing student progress, teams examine attendance, the consistency with which the intervention is delivered, student behavior data, and other factors that could affect intervention success. These contextual elements help teams understand whether performance trends reflect the intervention's actual effectiveness or other influences. Before making changes, teams should first verify that: the intervention is being delivered as designed, the assessment tool is effectively measuring student growth, and instruction is explicit and responsive to the student's specific needs. When modifications are needed, River Bend Education District teams may adjust intensity, format, group configuration, duration, frequency, behavior supports, technology tools, or teaching methods. If multiple students in the same intervention are not progressing, the team may implement group-wide adjustments rather than individual modifications. After any intervention adjustment, teams continue the cycle of monitoring, reviewing, and refining to ensure supports remain responsive and grounded in current student performance data.

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

Students in Tier 2 intervention will continue until they have met grade-level proficiency in that area. If there are no other areas of need, the student will be exited from reading interventions. If there are still other areas of need in reading, an intervention will be implemented to address them. Students in Tier 3 interventions are IEP-directed and will be changed based on progress monitoring data during team meetings.

### Continuous Improvement for Data-Based Decision Making for Action

River Bend Education District (6049-61) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Progress monitoring during the 26-27 school year for elementary students will continue to occur every two weeks for Tier 3 students and at least monthly for Tier 2 students in reading. At the secondary level, students will be progress monitored at least every month in Tier 3 and every 6-8 weeks in Tier 2.

## 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 River Bend Education District (6049-61) 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	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 1	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 2	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 3	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 4	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 5	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 6	1 time per year	Mailed letter
	1 time per year	Parent teacher conferences
Grade 7	1 time per year	Parent teacher conferences
Grade 8	1 time per year	Parent teacher conferences
Grade 9	1 time per year	Parent teacher conferences
Grade 10	1 time per year	Parent teacher conferences
Grade 11	1 time per year	Parent teacher conferences
Grade 12	1 time 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



## 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 River Bend Education District (6049-61), 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
EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	Grade 3	30
	Comprehensive	Grade 4	30
	Comprehensive	Grade 5	30
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	15
	Foundational	Grade 1	15
	Foundational	Grade 2	15
	Foundational	Grade 3	15
	Foundational	Grade 4	15
	Foundational	Grade 5	15
Magnetic Reading Foundations, K-2, 2023 (Highly Aligned)	Comprehensive	Kindergarten	20
	Comprehensive	Grade 1	20
	Comprehensive	Grade 2	20

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

The district is currently using what resources we have available that teachers have found effective with our student population.

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

The special education teachers at the elementary level trialed several reading products last school year to try to find the correct fit for the students we serve, who are often very reluctant to engage in traditional reading activities.



## 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 River Bend Education District (6049-61) 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	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
Other Resources - Reading Milestones; IXL Language Arts; Edmark Reading Program; PCI Sight Word Program	Tier 3	Grade 2	15
	Tier 3	Grade 3	15
	Tier 3	Grade 4	15
	Tier 3	Grade 5	15
Other Resources - Teacher created materials based on the science of reading: phoneme blending, phoneme segmenting, ble	Tier 2	Kindergarten	15
	Tier 2	Grade 1	15
	Tier 2	Grade 2	15
	Tier 2	Grade 3	15
	Tier 2	Grade 4	15
	Tier 2	Grade 5	15

Local Literacy Plan for River Bend Education District (6049-61)

### Continuous Improvement for Literacy Intervention Resources

River Bend Education District (6049-61) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district will continue to research and trial evidence-based interventions that meet our students' needs to find the best materials to support student growth.

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

River Bend Education District (6049-61) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$2,570

### READ Act Literacy Aid

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

River Bend Education District (6049-61) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$7,388

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$1,295

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

The remaining funds will be used to purchase additional intervention materials K-12 during the 26-27 school year.

### 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
Evidence-based literacy intervention resources (curriculum, materials, training)	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Read Act Literacy Aid

## 12: Professional Development Plan

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

River Bend Education District (6049-61) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/04/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

River Bend Education District (6049-61) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary
- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

06/01/2027

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:

Individualized support from an instructional coach based on individualized needs.

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:

Administrators conduct regular classroom observations to monitor instructional fidelity in the five essential areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension as part of our Teacher Development and Evaluation (TDE) Plan.

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:

Our school implements coaching support and feedback through the observation and reflection process outlined in our Teacher Development and Evaluation (TDE) Plan. Administrators conduct regular classroom observations to monitor instructional fidelity in the five essential areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Feedback is provided to teachers through post-observation conferences, focusing on strengths and

Local Literacy Plan for River Bend Education District (6049-61)

areas for growth in delivering explicit, systematic, and evidence based instruction. These observations are aligned with our literacy goals and are used to guide ongoing professional development and instructional support. This approach ensures that all elementary teachers are supported in implementing high-quality literacy instruction consistent with the Minnesota READ Act. If an administrator determines that instruction is not being implemented with fidelity across the five essential components of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension, the administrator will meet with the teacher to review concerns and collaboratively develop an improvement plan to strengthen implementation fidelity.

The following changes in instructional practices have impacted students:

Screening students at all levels has provided the data needed for teachers to form intervention groups and begin targeted services for students struggling with reading skills. The data allows teachers to know where to begin teaching and to fill the holes. For the special education programs, many of our students are highly mobile, coming and going from our program during all times of the school year. This makes comparison of data from the fall to the spring difficult unless we limit our comparison to students who have been with us the entire school year.

River Bend Education District (6049-61) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The state-approved literacy training that our teachers have completed and will continue to use includes a module on culturally responsive practices. When teachers are struggling with implementing culturally responsive literacy practices, they will be provided with additional training and support. The River Bend teacher development and evaluation plan offers a variety of professional development opportunities, including cultural competency and culturally responsive practices as required for teacher relicensure requirements. In addition, during observations that take place for teachers who are probationary and on the summative evaluation (3-year cycle), trained evaluators observe staff's ability to create environments of respect and rapport, establish a culture for learning, and create relationships in order to foster learning when focusing on The Learning Environment-Domain 2 of our evaluation rubric -- which all support culturally responsive instruction.

River Bend Education District (6049-61) 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 will continue to provide Paraprofessional Literacy Training to new paraprofessionals each year. New teachers will be required to pass state-approved literacy training within their first year of teaching if they are not eligible for a waiver. Tier 2 teachers will complete training during the 26-27 school year, as well as the rest of the district administrators.

## Continuous Improvement for Professional Development Plan

River Bend Education District (6049-61) will make the following changes to the professional development plan for the

Local Literacy Plan for River Bend Education District (6049-61)

2026-27 school year:

River Bend Education District will add another trainer for Paraprofessional Literacy Training to ensure that all paraprofessionals hired receive 8 hours of training.

### 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)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	13	13	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	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	1	0	0	1
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	12	12	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for River Bend Education District (6049-61)

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	1	1	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	2	0	0	2
Employees who select literacy instructional materials for grades 6-12	1	0	1	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

13

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.

River Bend Education District (6049-61) is implementing a multi-tiered system of support framework:

No

## 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.

River Bend Education District (6049-61) does not include a DLI Program