

Minnesota READ Act Literacy Plan

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

For

Rush City Public School District (0139-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rush City Public School District (0139-01). 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

Rush City Public School District (0139-01)'s literacy goal(s) for the 2024-25 school year:

Grades 3-5: Fifty percent of all students enrolled October 1st at CE Jacobson will achieve proficiency on the MCA III Reading exam in the spring of 2025. Students in grades 4 and 5 will grow in MCA proficiency from previous year's results and not decline between the 2024 and 2025 assessments. Grades K-6: Fifty percent of students in grades K-6 will meet their typical expected growth as measured by FAST earlyReading or aReading by the end of the school year, spring 2025. Preschool / EC: Thirty-five percent of preschool students regardless of attendance will achieve a score of "meets" on the TS Gold early literacy assessment. Grades 7-12: The percentage of students in grades 7-12 at Rush City Secondary receiving ADSIS Reading services who are making typical or more normative growth on the FastBridge aReading assessment will increase from 21.2% proficiency in 2022-2023 to 40% by end of 2023-2024 state year.

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

Reading and Intervention Teachers in Early Childhood through grade 12 participated in Structured Literacy professional development this year. Our district selected LETRS and have been working towards all teachers completing this training since the summer of 2022. The majority of our teachers completed this training in May, 2025. This learning will be ongoing until all teachers have completed the 2 year program. We began implementing Amplify's CKLA and ELA curriculum this school year in grades K-8. We have been purposeful about making sure what we have learned in LETRS is applied as we learn and implement this new curriculum. This has proven to be an increase in rigor for teachers and students which more repeated reading than our previous knowledge curriculum. Rush City Schools is an active participant in the Transformation Zone project with the MN Department of Education, CAREI, and the St. Croix River Education District. Part of this includes observations for the fidelity of instruction. This group has developed a solid system for training observers and ensuring all participants are using the same rating system for these observations. Our District Literacy Implementation Team reviews these results along with other information to provide additional professional development to all staff, groups of teachers and coaching for individuals in order to improve instruction.

The following describes how Rush City Public School District (0139-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Rush City teachers and students are continually working towards all students reading at grade level. The goals we have set assist us with staying on track and taking steps towards meeting the literacy goal detailed in the READ Act. While not all students are reading at grade level yet, we are making progress as evidenced by 60% of all K-6 students and 69% of grade 7-12 ADSIS students meeting or exceeding typical growth on Fastbridge earlyReading and aReading assessments in the 2024-2025 school year.

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Rush City Public School District (0139-01)'s literacy goal(s) for the 2025-26 school year:

Grades 3-5: Fifty percent of all students enrolled October 1st at CE Jacobson will achieve proficiency on the MCA III Reading exam in the spring of 2026. Students in grades 4 and 5 will grow in MCA proficiency from previous year's results and not decline between the 2025 and 2026 assessments. Grades K-6: 55 percent of students in grades K-6 will meet their typical expected growth as measured by FAST earlyReading or aReading by the end of the school year, spring 2026. Preschool / EC: Thirty-five percent of preschool students regardless of attendance will achieve a score of "meets" on the TS Gold early literacy assessment. Grades 7-12: The percentage of students in grades 7-12 at Rush City Secondary receiving ADSIS Reading services who are making typical or more normative growth on the FastBridge aReading assessment will increase from 69% in 2024-2025 to 75% by end of 2025-2026 state year.

Rush City Public School District (0139-01)'s Local Literacy Plan is posted on the district website at:

https://www.rushcity.k12.mn.us/parents/r_c_s_d_curriculum

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 Rush City Public School District (0139-01) 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)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	FastBridge aReading, AUTORreading, and Nonsense Words
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Fas

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rush City Public School District (0139-01) 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	46	21	46	24	46	25
Grade 1	46	14	44	11	44	21
Grade 2	63	30	64	32	64	35
Grade 3	55	24	55	24	55	27

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Rush City Public School District (0139-01) 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.

Rush City Public School District (0139-01) 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:

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	46	13
Grade 1	46	4
Grade 2	64	6
Grade 3	55	15

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 Rush City Public School District (0139-01) 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	CBMReading	Fastbridge	District & Vendor Set Benchmarks
	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 5	CBMReading	Fastbridge	District & Vendor Set Benchmarks
	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 6	CBMReading	Fastbridge	District & Vendor Set Benchmarks
	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 7	CBMReading	Fastbridge	District & Vendor Set Benchmarks
	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 8	CBMReading	Fastbridge	District & Vendor Set Benchmarks
	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 9	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 10	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks
Grade 11	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 12	AUTO Reading	Fastbridge	Vendor Set Benchmarks
	aReading	Fastbridge	District Set Benchmarks

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 Rush City Public School District (0139-01) 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:

Students in grades 4-12 will be considered at grade level if they meet or exceed proficiency benchmarks on at least one of the following assessments: most recent MCA Reading assessment, most recent aReading assessment, or most recent CBMReading assessment. Those that do not meet benchmark on all 3 assessments listed will be considered not at grade level and will complete the Capti ReadBasix assessment.

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

The following table displays the number of students in Rush City Public School District (0139-01) 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 Rush City Public School District (0139-01) 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.

Rush City Public School District (0139-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All students in Rush City Public Schools have access to quality core academic instruction in Tier 1 reading.

Screening systems are in place to evaluate the effectiveness of the universal, core (tier 1) supports in reading.

Students are screened 3 times per year in grades K-6, 2 times per year in grades 7-8, and 3 times per year for at risk students in grades 7-12. Data is reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams. Diagnostic data is gathered by trained interventionists to determine the best evidence based intervention to meet individual student needs. •

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

Rush City Public Schools has adopted a series of procedures to systematically monitor implementation fidelity.

Many observations occur in the Tier 1 classrooms by differing groups of educators. We use standardized tools to check for instructional fidelity including our observation rubric, the Observation Tool for Instructional Supports and Systems (OTISS), along with the curriculum check list and district walk through forms. All observers complete training to ensure that all are using the tools correctly and scoring in the same manner.

Any educators identified as needing additional support are provided that support through our district coaching model. All teachers are using learning targets developed from the Minnesota State Academic Standards.

Common assessments are generally used at the elementary level through the common resources being used in each grade level. To ensure that benchmarks for academic content areas are well-articulated within and across grade levels and schools, the district holds annual vertical planning meetings with Pre-K through grade 4 and grades 5 through 12. A scope and sequence, provided by the publisher of the curriculum, exists for each grade level. Scope and sequence is discussed at cross curricular meetings; some grades or subject areas have redesigned their scope and sequence to meet their students' needs. Students that need additional Tier 1 support receive differentiated instruction planned by their Tier 1 teacher.

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

Students in need of targeted (Tier 2 or 3) supports are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. The Title 1 school-wide program in place at C.E. Jacobson provides Tier 2 supplemental support for students who qualify in the areas of reading. Rush City High School English teachers provide Tier 2 reading interventions for students who qualify in the areas of reading. ADSIS supports and services directly align with these targeted supports in that they provide Tier 3 intensive

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intervention to students in both schools who demonstrate academics in addition to the universal support provided. These supports complement the MTSS framework within the targeted level of support (Tier 2) in that they are part of a continuum of services that aim to build skills in academics in a variety of ways with varying levels of intensity.

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:

Students receiving Tier 2 or 3 support have their progress monitored at least every two weeks to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention. What distinguishes Tier 3 from Tier 2 interventions is that Tier 3 interventions are more individualized through a process of diagnostic testing, and have an increased frequency of progress monitoring to evaluate response to instructional intensification.

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

Students are considered for exiting a Tier 2 or Tier 3 intervention when they have had a minimum of 3 progress monitoring data points above their goal line and are on track to meet grade level targets. MTSS Teams discuss student progress and problem solve concerns. The team reviews the data available and makes a determination about whether a student should be transitioned from one intervention to another or exited from services.

Does Rush City Public School District (0139-01) 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.

Rush City Public School District (0139-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rush City Public School District (0139-01) has participated in MDE MnMTSS professional learning:

Yes

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 Rush City Public School District (0139-01), 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	· Benchmark Literacy 2018	Knowledge Building	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	60
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	60
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Foundational	50
Grade 3	· Benchmark Literacy	Knowledge Building	70
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	60
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	105
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	75

Continuous Improvement for Core Reading Instruction and Curricula

Rush City Public School District (0139-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

All grade levels will be transitioning to Amplify Core Knowledge Language Arts (CKLA) K-5 for both our Foundational and Knowledge Building curriculum. Functional Phonics+Morphology will move from Tier 1 core instruction to a supplemental program and continue for Tier 2 and 3 interventions.

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 Rush City Public School District (0139-01) 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	FastBridge & Americorp Interventions for Letter Identification, Letter Sounds; PRESS phonemic awareness	FastBridge & Americorp Interventions for Letter Identification, Letter Sounds; PRESS phonemic awareness
Grade 1	FastBridge & Americorp Interventions for Letter Identification, Letter Sounds; PRESS Nonsense Words, FastBridge Sight Words and Decodable Words	FastBridge & Americorp Interventions for Letter Identification, Letter Sounds; PRESS Nonsense Words, FastBridge Sight Words and Decodable Words
Grade 2	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension
Grade 3	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension
Grade 4	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension, Equipped for Reading Success
Grade 5	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension, Equipped for Reading Success
Grade 6	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension	Fastbridge and PRESS Interventions for Decodable Words, Fluency and Comprehension, Equipped for Reading Success

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 7	Vocabulary for Success, FastBridge Fluency Intervention	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus
Grade 8	Vocabulary for Success, FastBridge Fluency Intervention	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus
Grade 9	Vocabulary for Success, FastBridge Fluency Intervention	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus
Grade 10	Vocabulary for Success, FastBridge Fluency Intervention	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus
Grade 11	Check and Connect, Comprehension	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus
Grade 12	Check and Connect, Comprehension	Vocabulary for Success, Read to Achieve, REWARDS, Reading Plus

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.

Rush City Public School District (0139-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/10/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

Teachers must score at least 80% on the Volume 1 post-test and the Volume 2 post-test from LETRS. If teachers score below 80% on either post-test, they will be required to reach out to the District Implementation Team.

The teacher will meet with a member of the District Implementation Team within 6 weeks to make a learning plan based on relevance for their position and targeted areas from unit assessment scores. The learning plan will include at least one learning activity (e.g. webinar; article; podcast) and a written reflection on what was learned, to be completed within a specified timeline. Following completion of those activities, a final meeting with the teacher, DIT member, and the supervisor will be held to discuss the teacher's learning.

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:

Rush City Schools are monitoring fidelity of implementation through OTISS observations for core instruction 3 times a year in grades K-6. Data is reviewed using a template for trends and areas of growth; action steps are determined. We also ensure fidelity of tier 2 and 3 interventions using fidelity checklists specific to each intervention. These are completed at least annually by School Psychologists, MTSS Coordinator, Special Services Supervisor, Instructional Coach, or Administrators.

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 current literacy coaching capacity is limited. While we do not have a full time literacy coach, we do have a part time instructional coach for Tier 2-3 instruction and a Curriculum, Instruction and Assessment Coordinator available with some time for literacy coaching. Our LETRS Local Facilitators also assist teachers. At this point, most coaching has been informal and no data has been gathered about the coaching process and effectiveness. Our plans for future years are to track the number of teachers that participate in the coaching process, time

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engaged in coaching, stage of coaching (accuracy, fluency, differentiation, data based decision making), and the number of coaching goals met.

The following changes in instructional practices have impacted students :

While students are not yet at grade level in universal screening, we are seeing significant progress in identifying the foundational skills students need to be successful and providing instruction to meet those needs. Teachers have put their new skills into practice in the class. Evidence of these practices have been noted several times through observations and fidelity checks. We are seeing increases in the percentage of students in grades K-3 that are meeting benchmarks on multiple reading measures from fall to spring screening windows. Not only are those students growing to meet the increasing targets, but a higher percentage of students are meeting those targets each time we assess.

Rush City Public School District (0139-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Rush City Schools has conducted professional development around culturally responsive instruction each year and already have an extensive training scheduled for the 2025-2026 school year. Our MTSS process and Professional Learning Communities include a review of materials and procedures to ensure that instructional practices meet our standards. We have been reviewing vocabulary used in literacy and other subject areas to make sure we include culturally relevant information as appropriate. Teachers and district leaders meet regularly with Academic Services Coordinators from the St. Croix River Education District (SCRED) to assist with review and implementation of programs and practices, including literacy support. We have consulted with SCRED and other outside agencies to provide translation services and interpreters for students and families.

Rush City Public School District (0139-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

Rush City Teachers have participated in ELA Standards work over the past year. We reviewed the updated standards, breaking them down to help educators understand what the standards mean, how to teach them and assess them with an appropriate level of rigor. We will continue this work to bundle ELA standards together and determine how to weave in standards from other curricular areas. Teachers have begun to align their updated literacy curriculum with all structured literacy practices we have learned in LETRS and embed that learning into their curriculum plans for the 2025-2026 school year.

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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	13	12	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	5	2	0
K-12 Reading Interventionists	10	5	5	0
K-12 Special Education Educators responsible for reading instruction	9	6	3	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	25	0	0	25

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	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	10	0	0	10
Grades 6-12 Curriculum Directors	1	1	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.

Rush City Public School District (0139-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$34,787.74

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Rush City Public School District (0139-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$31,408.26

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

- Not applicable

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

\$31408

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

Rush City Schools obtained the Comprehensive Literacy State Development Supplemental Award. We used these funds to complete all READ Act professional development through the 2024-2025 school year. We will be using the READ Act Literacy Aid in future years to provide stipends for teachers completing literacy training.