

Minnesota READ Act Literacy Plan for 2024-25

For

Rushford-Peterson Public Schools (0239-01)

Date Submitted to the State 06/14/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rushford-Peterson Public Schools (0239-01). 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

Rushford-Peterson Public Schools (0239-01)'s literacy goal(s) for the 2024-25 school year:

Students will be reading proficiently no later than the end of 3rd grade.

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

Our district implemented UFLI in Tier 1 in our K-2 grade classrooms. In Tier 2, a research based phonics curriculum using the Orton Gillingham approach was used in the Title and Intervention programs. We also were able to implement a Tier 3 with students who were not showing progress towards their goals.

The following describes how Rushford-Peterson Public Schools (0239-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance does not yet meet the literacy goal detailed in the Minnesota READ Act, which aims for every child to read at or above grade level every year, beginning in kindergarten, while also supporting multilingual learners and students receiving special education services in achieving their individualized reading goals. According to our most recent data, we do not have all students reading at or above grade level. This gap indicates that while progress has been made, additional efforts are needed to ensure that all studentsâ€"including those with diverse language backgrounds and learning needsâ€"receive the targeted instruction and support necessary to achieve grade-level reading proficiency

Rushford-Peterson Public Schools (0239-01)'s literacy goal(s) for the 2025-26 school year:

For the 2025â€"26 school year, our district's literacy goal is to increase student achievement in foundational reading skills by improving scores on FASTBridge Early Reading and aReading assessments by 5%. This goal reflects our commitment to strengthening early literacy through evidence-based instruction, targeted interventions, and consistent progress monitoring. Kindergarten students will improve their Early Reading scores from 46% of students showing grade level proficiency in Spring of 2025 to 51% in Spring of 2026. 1st grade students will improve their Early Reading scores from 66% of students showing grade level proficiency in Spring of 2025 to 71% in Spring of 2026. 2nd grade students will improve their aReading scores from 62% of students showing grade level proficiency in Spring of 2025 to 67% in Spring of 2026. 3rd grade students will improve their aReading scores from 62% of students showing grade level proficiency in Spring of 2025 to 67% in Spring of 2026. 4th grade students will improve their aReading scores from 59% of students showing grade level proficiency in Spring of 2025 to 64% in Spring of 2026. 5th grade students will improve their aReading scores from 68% of students showing grade level proficiency in Spring of 2025 to 73% in Spring of 2026.

Rushford-Peterson Public Schools (0239-01)'s Local Literacy Plan is posted on the district website at:

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Rushford-Peterson Public Schools (0239-01) 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	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rushford-Peterson Public Schools (0239-01) 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	39	27	39	26	39	18
Grade 1	47	31	48	36	48	31
Grade 2	41	26	42	28	40	25
Grade 3	40	28	40	22	42	26

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 Rushford-Peterson Public Schools (0239-01) 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.

Rushford-Peterson Public Schools (0239-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	39	19
Grade 1	47	15
Grade 2	15	10
Grade 3	16	9

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 Rushford-Peterson Public Schools (0239-01) 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			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

The following method will be used by Rushford-Peterson Public Schools (0239-01) 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:

Our district is planning to screen grades 4-12 once each year using Fastbridge. We will use those results as well as each students testing history, grades, attendance and MCA score to determine which students fall below the benchmark and are found to not be reading at grade level. After the students are identified, the CAPTI Read Basix will be administered every 6-8 weeks to determine the area of need.

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

The following table displays the number of students in Rushford-Peterson Public Schools (0239-01) 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	44	18	0	0
5th	52	17	0	0
6th	44	15	0	0
7th	54	18	0	0
8th	45	11	0	0
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	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

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 Rushford-Peterson Public Schools (0239-01) 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	No	
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:

- Digital_messaging (email, text, or communication app)
- 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:

- Parent teacher conferences

Continuous Improvement for Parent Notification

Rushford-Peterson Public Schools (0239-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

In the 2025-26 school year, our district will implement several changes to strengthen parent notification and involvement in support of student literacy. Parents of students in grades K-12 who are not reading at grade level will receive timely notification following the screening period. For these students, Personal Learning Plans (PLPs) will be developed to outline targeted strategies and supports; these plans will be shared with families to ensure collaboration. Additionally, parents will receive regular updates on their child's progress monitoring data, as well as results from the CAPTI Read Basix assessment for students in grades 4-12. To further engage families, we plan to expand literacy opportunities through events such as family literacy nights, providing resources and activities to help parents support reading development at home.

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.

Rushford-Peterson Public Schools (0239-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

To ensure that evidence-based instruction and intervention is matched to each student's needs, our district follows a data-driven, multi-tiered system of support (MTSS) framework. The process begins with universal screening using Fastbridge to identify students who are at risk for reading difficulties. These screenings occur three times per year and provide baseline data on foundational reading skills, comprehension, and fluency. For students identified as below grade level, additional diagnostic assessments are used to determine specific skill gaps using tools such as Capti ReadBasix, Core Phonics Survey, (e.g., phonemic awareness, decoding, vocabulary). Based on this data, targeted interventions that are aligned with evidence-based practices are selected and implemented in small-group or individualized settings. These interventions are matched to students' specific needs and adjusted over time based on ongoing progress monitoring. Progress monitoring tools are administered regularly (e.g., every 1-2 weeks) to assess student response to intervention. This data is reviewed during our data team meetings to determine whether students are making adequate growth, require instructional adjustments, or need more intensive support. The decision-making process ensures that instruction is both evidence-based and responsive to each student's literacy development.

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

To ensure high-quality literacy instruction, our district has established clear processes for monitoring fidelity and differentiating Tier 1 instruction. Fidelity of Tier 1 instruction is monitored through regular classroom observations and collaborative team meetings. Administrators use observation tools aligned to the core curriculum to ensure teachers are implementing lessons as designed and using evidence-based practices. Professional learning communities (PLCs) also review student data to confirm instructional alignment and effectiveness. Tier 1 instruction is differentiated using data from universal screeners, classroom assessments, and formative observations. Teachers group students based on skill level and learning needs, adjusting pacing, materials, and scaffolds accordingly. Strategies such as flexible grouping, small-group instruction, and varied questioning techniques help meet the diverse needs of all learners, including multilingual students and those receiving special education services. Ongoing professional development supports teachers in using differentiation strategies effectively within the core literacy block. This structured approach ensures that Tier 1 instruction remains both rigorous and responsive to all students.

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

Our district uses a data-informed, tiered support model to identify and respond to student reading needs. Entrance into Tier 2 and Tier 3 interventions is based on multiple data sources, including universal screeners,

progress monitoring, classroom performance, and teacher input. Elementary Level (Grades K&"5): Tier 2 (Supplemental Intervention): These students score below benchmark but above the intensive intervention range on universal screeners such as FASTBridge Early Reading, CBMreading, or aReading. They are typically identified as performing between the 16th and 40th percentile. Teacher observations and diagnostic assessments confirm specific reading skill gaps (e.g., phonics, fluency). Intervention includes small-group instruction five times per week, in addition to core literacy instruction. Tier 3 (Intensive Intervention): These students are scoring well below benchmark, typically below the 15th percentile on screeners. This may also include students who have not responded adequately to Tier 2 interventions despite documented fidelity. Diagnostic assessments are used to pinpoint needs, and instruction is highly individualized, more frequent, and provided in smaller groups or one-on-one. In the secondary level, students who demonstrate below-grade-level proficiency on assessments such as FastBridge will receive Tier 2 intervention. These students typically show signs of comprehension or fluency struggles that impact academic performance. Intervention often includes small group support.

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:

Our district has established a consistent, data-driven progress monitoring protocol to evaluate the effectiveness of supplemental (Tier 2) and intensive (Tier 3) reading interventions and to guide instructional decision-making, including any necessary intensifications or modifications. The frequency of progress monitoring for Tier 2 and Tier 3 is every 1-2 weeks using probes aligned with their area of need. This helps us to closely track growth and responsiveness to their interventions.

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

Our district follows a systematic, data-informed process to determine when students are ready to exit from supplemental (Tier 2) or intensive (Tier 3) reading interventions. Exit decisions are based on multiple points of evidence to ensure students can sustain grade-level reading performance without additional support. In order to exit, the student achieves grade-level benchmark scores on universal screeners (e.g., FASTBridge CBMreading, aReading, or CAPTI Read Basix). They will also show steady, consistent growth on progress monitoring assessments (e.g., above aimline and/or meeting grade-level expectations) over a period of 6&"8 weeks or more. Teacher observations and classroom data is also used. The intervention team reviews all data and determines that the student no longer requires additional support beyond core instruction.

Does Rushford-Peterson Public Schools (0239-01) use personal learning plans for literacy:

Yes

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

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- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

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

In our personal learning plans, we have added different areas of information. We include the screeners we use (including the students score and the goal score), the interventions used, progress monitoring results, suggestions for helping at home and the next steps. All of these will be sent home to parents 3 times per year.

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.

Rushford-Peterson Public Schools (0239-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rushford-Peterson Public Schools (0239-01) 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 Rushford-Peterson Public Schools (0239-01), how the resource 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	· Tara West Curriculum	Knowledge Building	30
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Reading Street	Knowledge Building	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Reading Street	Knowledge Building	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
Grade 3	· Reading Street	Comprehensive	90
Grade 4	· Reading Street	Comprehensive	90
Grade 5	· Reading Street	Comprehensive	90

Continuous Improvement for Core Reading Instruction and Curricula

Rushford-Peterson Public Schools (0239-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

In the 2025-26 school year, our district will implement significant changes to our K-5 literacy curriculum to strengthen alignment with the science of reading and improve student outcomes. We will adopt the Amplify Core Knowledge Language Arts (CKLA) program for grades K-5, which integrates knowledge-building content with structured literacy instruction, including phonics, vocabulary, and reading comprehension. Amplify CKLA supports both foundational skill development and content knowledge across subject areas. In addition, students in grades K-2 will also receive explicit phonics instruction through the UFLI (University of Florida Literacy Institute) Foundations program. UFLI provides a systematic and sequential approach to foundational

reading skills, including phonemic awareness, phonics, and decoding, and is designed to support early readers in mastering the essential components of reading. Together, Amplify CKLA and UFLI will provide a comprehensive, evidence-based framework for literacy instruction, with professional development and ongoing support in place to ensure effective implementation. These changes are designed to better meet the needs of all learners and advance our goal of ensuring all students read at or above grade level.

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 Rushford-Peterson Public Schools (0239-01) 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	Orton Gillingham	Orton Gillingham
Grade 1	Orton Gillingham	Orton Gillingham
Grade 2	Orton Gillingham	Orton Gillingham
Grade 3	Orton Gillingham	Orton Gillingham
Grade 4	Orton Gillingham	Orton Gillingham
Grade 5	Orton Gillingham	Orton Gillingham
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Rushford-Peterson Public Schools (0239-01) will make the following changes to reading interventions for the 2025-26 school year.

In addition to our pull out Title and Intervention services in K-3, we will also utilize the push in method where an instructional support

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.

Rushford-Peterson Public Schools (0239-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/20/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

For staff members who do not complete the approved training at the vendor-recommended 80% proficiency level, our district will have a structured support system in place to ensure they are given the tools and guidance needed for success. These staff members will be required to meet with the school's literacy lead to review and revisit the training modules in depth. This individualized support allows for clarification of content, targeted review, and opportunities for discussion and reflection. A professional learning plan will be developed in collaboration with the teacher, outlining specific goals, timelines, and checkpoints to guide their continued growth and progress in the training content. In addition, the staff member will meet with the principal for regular follow-up discussions to monitor progress, address challenges, and ensure accountability. This layered support structure is designed to ensure that all educators meet the expected proficiency level and are well-prepared to implement evidence-based literacy practices in the classroom.

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 that elementary teachers are implementing explicit, systematic, and evidence-based instruction in the five essential components of reading—"phonemic awareness, phonics, fluency, vocabulary, and comprehension"—the district is collecting multiple forms of fidelity data. A key component of this process includes formal classroom observations that specifically focus on reading instruction. All elementary teachers will have at least one observation per year that centers on their literacy teaching practices. Non-tenured teachers will be observed three times throughout the year to provide additional support and feedback as they develop their instructional skills. Each observation will be aligned with evidence-based literacy practices and will include a review of instructional delivery, student engagement, and differentiation strategies across the five areas of reading. Observers will use a consistent rubric to ensure a clear and objective measure of fidelity to instructional expectations. Following each observation, teachers will meet with the principal. This meeting

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provides an opportunity to discuss what went well, identify areas for growth, and collaborate on strategies to enhance instruction. These regular check-ins help reinforce best practices, offer targeted support, and ensure that high-quality reading instruction is consistently delivered across all classrooms.

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

The district is committed to supporting all elementary teachers in delivering high-quality, explicit, systematic, and evidence-based reading instruction in the five critical areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. To achieve this, coaching support and feedback are directly aligned with the results of fidelity data collected through observations and other implementation checks. Based on observation data and identified needs, coaches provide targeted, job-embedded support tailored to individual teachers or grade-level teams. This may include co-planning lessons, modeling instructional strategies or facilitating data meetings to analyze student progress in reading. Each teacher will set goals for the year and revisit those goals to monitor progress over time. This continuous improvement model ensures that all teachers, regardless of experience level, have the support they need to deliver effective literacy instruction that meets the needs of every student.

The following changes in instructional practices have impacted students :

The district's shift toward more explicit, systematic, and evidence-based literacy instruction has had a measurable and positive impact on student outcomes. These changes, grounded in the Science of Reading, have led to increased consistency in instructional practices across grade levels and improved student engagement and performance in foundational literacy skills. The evidence of impact includes improved benchmark scores. Recent district-wide literacy assessments show growth in key areas such as phonemic awareness and phonics, particularly in early grades. For example, students in K&"2 have demonstrated notable increases in decoding accuracy and fluency rates, indicating stronger foundational skills. We have also seen stronger student engagement. Teachers are noticing higher levels of student participation and enthusiasm for reading activities. Structured routines and scaffolded instruction have helped build student confidence, particularly among struggling readers. There has also been noticeable reduced gaps in learning. Data from intervention groups and Tier 2/Tier 3 support programs show that students who were previously behind in literacy are making accelerated progress. This reflects the positive effect of consistent, targeted instruction aligned with the new practices. Overall, the changes in instructional practice"supported by training, curriculum adoption, and coaching"are translating into real academic gains, ensuring that more students are developing the literacy skills necessary for long-term success.

Rushford-Peterson Public Schools (0239-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has taken intentional steps to implement professional development around culturally responsive practices, with a strong focus on ensuring that all students see themselves reflected in the curriculum and have

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access to inclusive, affirming literacy instruction. As part of this commitment, the district has begun integrating culturally responsive teaching (CRT) into ongoing professional development. Teachers are receiving training that helps them understand and recognize the cultural assets their students bring to the classroom, reflect on their own teaching practices and biases, and create learning environments that value and uplift diverse voices. This training includes strategies for building relationships, incorporating student experiences into instruction, and selecting texts and materials that reflect a wide range of cultures, backgrounds, and perspectives. To support implementation of culturally responsive literacy practices specifically, the district has aligned this work with the adoption of our new Amplify curriculum. As part of the rollout, teachers are being guided on how to use the curriculum flexibly and intentionally—ensuring that while it is evidence-based and systematic, it is also responsive to the unique needs of their students. This includes highlighting diverse texts, encouraging student voice and choice in reading and writing activities to promote engagement and ownership and also embedding discussion structures that allow students to connect texts to their own lives and cultural experiences. Moving forward, the district plans to provide additional support through PLCs and resource sharing that reinforces culturally responsive strategies within the context of daily literacy instruction.

Rushford-Peterson Public Schools (0239-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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):

in addition to other literacy-focused professional development opportunities, all teachers will receive training on the newly adopted Amplify curriculum. This training will ensure that instruction is aligned with the ELA standards and supports the effective implementation of evidence-based practices across reading, writing, and speaking and listening.

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	2	2	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	9	8	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	4	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	8	8	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	7	2	0	5

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	3	0	0	3
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	5	0	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Rushford-Peterson Public Schools (0239-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$27,662.48

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

\$4,412.00

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

- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Rushford-Peterson Public Schools (0239-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$25,242.08

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

- MDE approved READ Act professional development (CAREIALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training

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

\$16022

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

It will be spent on CAREIALL training for new teachers, reading intervention materials, literacy lead stipend and approved literacy screeners.