

# Minnesota READ Act Literacy Plan

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

For

Tri-County School District (2358-01)

Date Submitted to the State 06/04/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Tri-County School District (2358-01). 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

Tri-County School District (2358-01)'s literacy goal(s) for the 2024-25 school year:

Screening & Dyslexia: \*All students grade K-8 will be screened in the fall and spring using mClass with DIBELS 8th edition \*Students who are identified as reading below grade level will be screened for dyslexia using mClass with DIBELS 8th edition  
Professional Development: 100% of staff registered, will complete Phase 1 of LETRS training  
Literacy Curricula Selection: Using the information provided by the Minnesota Department of Education, the district will explore updating our literacy curricula

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

Screening & Dyslexia: All students K-6 were screened with mClass DIBELS in the fall, winter, and spring. Those scoring as below grade level were then screened for dyslexia. Professional Development: All staff that registered completed Part 1 of LETRS. Literacy Curricula Selection: We reviewed, piloted, and chose a Partially Aligned Curriculum to be used starting in Fall, 2025.

The following describes how Tri-County School District (2358-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Screening & dyslexia: The staff gave the screenings to K-6 students in fall, winter, & spring. . Next year, teachers need to utilize the data more to plan instruction & interventions. Professional Development: Teachers who went through LETRS training all used skills learned in their classrooms to help students with foundational skills. Literacy Curricula: Student performance has not been affected yet. 2025-2026 will be the first year of full implementation

Tri-County School District (2358-01)'s literacy goal(s) for the 2025-26 school year:

Curricular Resources: Elementary staff will implement the Wonders curriculum in Grades K-5. They will use UFLI with fidelity in Grades K-3  
Intervention: K-6 students reading below grade level will be given intervention instruction by Title 1 and Special Education staff. A reading intervention curriculum will be chosen after the recommendations from MDE. An intervention plan will be implemented in Grades 7-12 in the spring of 2026.  
Professional Development: 100% of staff registered will complete LETRS1 or LETRS2.

Tri-County School District (2358-01)'s Local Literacy Plan is posted on the district website at:

<https://tricity.k12.mn.us>

## 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 Tri-County School District (2358-01) 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	mClass with DIBELS 8th Edition	MDE composites	Star Early Literacy
Grade 1	mClass with DIBELS 8th Edition	MDE composites	Star Early Literacy
Grade 2	mClass with DIBELS 8th Edition	MDE composites	Star Early Literacy
Grade 3	mClass with DIBELS 8th Edition	MDE composites	Sta

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

Universal screening for foundational reading skills for Tri-County School District (2358-01) 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	13	2	13	0	13	1
Grade 1	12	2	12	3	12	5
Grade 2	16	0	16	3	16	5
Grade 3	13	4	13	5	13	6

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 Tri-County School District (2358-01) 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.

Tri-County School District (2358-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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	13	0
Grade 1	12	1
Grade 2	16	5
Grade 3	13	2

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 Tri-County School District (2358-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	STAR Reading	Renaissance	Vendor benchmarks
Grade 5	STAR Reading	Renaissance	Vendor benchmarks
Grade 6	STAR Reading	Renaissance	Vendor benchmarks
Grade 7	STAR Reading	Renaissance	Vendor benchmarks
Grade 8	STAR Reading	Renaissance	Vendor benchmarks
Grade 9	STAR Reading	Renaissance	Vendor benchmarks
Grade 10	STAR Reading	Renaissance	Vendor benchmarks
Grade 11	STAR Reading	Renaissance	Vendor benchmarks
Grade 12	STAR Reading	Renaissance	Vendor 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 Tri-County School District (2358-01) to determine which students in grades 4-12 are not reading at grade level:

All students in grades 4-12 will take the STAR reading test in September. Those students who are below grade level (according to Renaissance benchmarks) will then take the Capti ReadBasix.

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:

For those students who are not reading at grade level, they will be screened 3 times a year - Fall, Winter, & Spring.

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

The following table displays the number of students in Tri-County School District (2358-01) 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 Tri-County School District (2358-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time per year

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

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
- School events

## 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.

Tri-County School District (2358-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

1. All elementary teachers are doing the LETRS training. Teachers have learned many strategies that can be used with on-level & struggling students. 2. mClass DIBELS is used to do screenings 3 times a year for grades K-6. Teachers use that data to provide differentiated instruction. 3. In Grades K-3, a Highly Aligned phonics curriculum (UFLI) is used. All teachers are focusing on the structured literacy components.

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

Data is collected by classroom teachers using reading screeners, weekly tests, classroom observations, behavior, attendance, and social-emotional learning. Additional support with the Title 1 reading interventionist is determined based on those assessments, in addition to teacher observation. Differentiated instruction is based on the needs & interests of students, keeping in mind students' backgrounds & prior knowledge. Tier 1 instruction involves modeling, collaborative learning, inquiry-based learning, differentiated instruction, scaffolding, & technology integration.

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

Methods to determine if students need Tier 2 intervention in K-6: 1. below grade level screening results using STAR reading, STAR Early Literacy, Local assessments, and DIBELS 8th edition 2. not responding to Tier 1 instruction (curriculum assessments, teacher observation) Methods to determine if students need Tier 2 intervention in 7-12: 1. All students will take STAR reading. If they show below grade level screening results they will be further screened using Capti ReadBasix 2. not responding to Tier 1 instruction (curriculum assessments, teacher observation) Tier 3 K-12: If students have not been making progress using Tier 1 or Tier 2 instruction, they may be referred for further assessment in special education. 1. Student Assistance Team meeting with regular ed teacher, Title 1 teacher, Sped teacher, school psychologist, school social worker & administration to discuss interventions 2. Meeting with parents 3. Start the Testing progress 4. If a student qualifies for an Individualized Education Plan, individual goals and assessments are done.

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

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below every quarter (9 weeks)

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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:

Tier 2: K-6: Monthly (as needed) students receiving Tier 2 instruction are assessed using non-standardized measures depending on individual needs (Fry sight word list, Letter naming & Letter sounds checklist, Phonological Awareness Screening Test, LETRS Phonics & Word-Reading Survey, and LETRS Spelling Screener)

7-12: There is not a plan for progress monitoring yet. Tier 3: K-12 students receiving Tier 3 instruction are progress monitored at the end of each academic quarter (every 9 weeks) based on their IEP goals & objectives. Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Tier 2 Criteria for exit: 1. Students have reached grade-level on screening tools 2. Students are having success in the regular classroom Tier 3 criteria for exit: 1. Students meet all goals and objectives on their IEP 2. Given the Woodcock IV, students no longer have discrepancy needed to qualify for special education. 3. The IEP team, including parents, agree to exiting 4. Student is successful in the regular ed room

Does Tri-County School District (2358-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Tri-County School District (2358-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

For Tier 2 instruction, the use Personal Learning Plans for literacy in grades K-3 during the 2025-26 school year will be introduced. This will be a start, and other grade levels will follow For Grades 4-12, a plan for interventions and progress monitoring will be developed in the fall.

## 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.

Tri-County School District (2358-01) is implementing a multi-tiered system of support framework:

No

## 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 Tri-County School District (2358-01), 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	· Journeys	Comprehensive	35
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	10
	· Heggerty	Foundational	20
Grade 1	· Journeys	Comprehensive	50
	· Heggerty	Foundational	20
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	25
	· Scholastic News	Knowledge Building	6
	· Reading Eggs	Supplemental	6
	· Epic	Supplemental	6
	· Twig Science	Knowledge Building	20
Grade 2	· Journeys	Comprehensive	75
	· Heggerty	Foundational	15
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	20
	· Reading Eggs	Supplemental	5
	· Prodigy	Supplemental	5
	· Scholastic News	Knowledge Building	5
Grade 3	· Journeys	Comprehensive	80
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	6
	· Prodigy & Boost	Supplemental	10
	· Scholastic News	Knowledge Building	5

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 4	· Journeys	Comprehensive	75
	· Scholastic News	Knowledge Building	5
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	10
	· Boost online	Supplemental	5
Grade 5	· Journeys	Comprehensive	75
	· Prodigy	Supplemental	10
	· Scholastic News	Knowledge Building	10
	· PBS Learning- News Quiz	Knowledge Building	5

Continuous Improvement for Core Reading Instruction and Curricula

Tri-County School District (2358-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

1. UFLI Foundations - will be used with K-3 on a daily basis
2. Wonders, K-5, 2023 will become the comprehensive curriculum for K-5
3. Boost through Amplify will be the supplemental online platform for K-5

## 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 Tri-County School District (2358-01) 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	UFLI Foundations	individualized instruction based on IEP goals
Grade 1	UFLI Foundations	individualized instruction based on IEP goals
Grade 2	UFLI Foundations	individualized instruction based on IEP goals
Grade 3	UFLI Foundations	individualized instruction based on IEP goals
Grade 4	Journeys	individualized instruction based on IEP goals
Grade 5	Journeys	individualized instruction based on IEP goals
Grade 6	NA	individualized instruction based on IEP goals
Grade 7	NA	individualized instruction based on IEP goals
Grade 8	NA	individualized instruction based on IEP goals
Grade 9	NA	individualized instruction based on IEP goals
Grade 10	NA	individualized instruction based on IEP goals
Grade 11	NA	individualized instruction based on IEP goals
Grade 12	NA	individualized instruction based on IEP goals

### Continuous Improvement for Reading Interventions

Tri-County School District (2358-01) will make the following changes to reading interventions for the 2025-26 school year:

We will look at MDE recommended curricula and decide on a curriculum that can be used for Tier 2 and/or Tier 3.

## 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.

Tri-County School District (2358-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/30/2026

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 Phase 1 teachers currently completing Year 1 of LETRS, we have implemented several support strategies: 1.

Additional Coaching and Support: Teachers who score below the 80% threshold are provided with individualized support through check-ins with admin and our Title I teacher. This includes reviewing module content, discussing misunderstandings, and offering guided practice opportunities 2.

Time for Review and Retakes: Staff are given ample time to revisit LETRS content and re-engage with challenging modules. Teachers are encouraged to retake assessments after additional review. 3.

Collaborative Learning: We promote peer collaboration by biweekly PLCs around LETRS content. This allows teachers to clarify concepts together and share strategies for implementation. These PLCs are teachers in grades K-6. 4.

Ongoing Monitoring: Administrators work closely with staff to monitor progress and offer encouragement. Our goal is to build confidence, competence, and clarity in the science of reading, not just compliance.

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 implementation fidelity of evidence-based literacy instruction, our district collects several types of data aligned to instructional best practices: 1. Student Work Samples are regularly reviewed by instructional staff and administration to verify alignment with explicit and systematic instruction in the five components of reading. These samples are used during team meetings and PLCs to reflect on instructional effectiveness and identify areas for support or adjustment. 2. Progress Monitoring Data is collected at regular intervals using tools such as STAR and DIBELS.. This data helps teachers assess student growth in key areas like phonemic awareness, phonics, and fluency and guide instructional adjustments. Patterns in progress data also help identify whether core instruction is meeting the needs of most students, which in turn reflects on instructional fidelity. 3. Professional Learning and Training Documentation is tracked, including completion of LETRS training modules and submission of bridge-to-practice tasks. These records ensure teachers are engaging deeply with the science of reading and applying what they learn in their classrooms. Together, these data sources provide a

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well-rounded picture of how consistently and effectively teachers are implementing instruction in line with current research and state literacy goals.

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 district uses the fidelity data collected through student work samples, progress monitoring, and LETRS participation to guide individualized coaching and feedback for elementary teachers. The principal and Title I teacher collaborate to provide embedded coaching based on trends observed in instructional practices and student outcomes. Classroom observations and walkthroughs are used to ensure that instruction aligns with the five key areas of reading. When needs are identified—whether through fidelity data or direct observation—teachers receive timely and specific feedback focused on improving explicit and systematic instruction. This may include modeling of instructional strategies, co-teaching, or assistance with lesson planning that aligns with the science of reading. Additionally, our professional learning communities (PLCs) provide an opportunity for peer collaboration and reflection around instructional practices and student data. This structured support helps teachers continuously improve their practice and ensures consistency across classrooms. As we move into full implementation of a new ELA curriculum, coaching will remain a key priority to ensure fidelity and consistency in delivery of high-quality, evidence-based instruction across all classrooms. The following changes in instructional practices have impacted students :

Our district has already observed noticeable improvements in student outcomes as a result of implementing explicit, systematic, and evidence-based reading instruction aligned with the Science of Reading and LETRS training. Teachers are using more intentional strategies to teach foundational skills such as phonemic awareness and phonics, and literacy instruction across classrooms has become more structured and consistent. Preliminary results from our DIBELS screener for grades K–3 show clear growth in key areas like phonemic awareness and decoding. Many students who began the year needing intensive support have shown meaningful progress by spring, moving toward or reaching grade-level benchmarks. Teachers also report an increase in student confidence and engagement during literacy instruction, and interventions are becoming more targeted and effective. These early outcomes reflect the positive impact of our instructional shifts, and we anticipate continued growth as we build on this momentum and implement our new core reading curriculum in Fall 2025. Tri-County School District (2358-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our district is committed to creating an inclusive and equitable learning environment for all students. While we are in the early stages of building structured professional development around culturally responsive practices, we recognize the importance of this work and are taking intentional steps to embed it into our instructional approach. As we transition into a new core literacy curriculum for K–6 in Fall 2025, we are intentionally evaluating curricular options that reflect diverse perspectives, backgrounds, and experiences. This ensures that students see themselves represented in what they read and learn. Looking ahead, our plan includes providing

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targeted professional development to help teachers implement culturally responsive literacy practices. This will involve training on selecting diverse texts, building background knowledge with sensitivity and respect, and affirming students' cultural and linguistic identities within instruction. These efforts will be supported through PLC discussions, PD, and collaborative planning time to ensure that all staff feel equipped and confident in applying these strategies in their classrooms.

Tri-County School District (2358-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

2025-2026 - Most Phase 1 staff will complete year 2 of LETRS. New elementary staff will complete LETRS yr 1  
Paraprofessionals will complete the para literacy training. Training will be provided to implement the new ELA curriculum. In July, 2025 a team of teachers will attend an ELA standards workshop.

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

#### 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	1	0	0	1
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	1	0	0	1
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.

Tri-County School District (2358-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$7,673.10

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

\$4,000.00

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

- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Tri-County School District (2358-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$13,376.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

\$0

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

no funds remain