

The Minnesota Department of Education posts each district and charter school's Local Literacy Plan report. This report is required by the Minnesota READ Act, MINN. STAT. 120.B12 (2024) and must be updated annually by June 15. This report includes a summary of the district's efforts to screen, identify and provide interventions to students who are not reading at grade level and students who demonstrate characteristics of dyslexia. Aggregate data are provided on universal and dyslexia screening in grades K-3 and screening for characteristics of dyslexia in grades 4-12. In addition, the report identifies the reading curricula used for core instruction and interventions, whether the district has adopted an MTSS framework, how the district has used their Literacy Aid funds and the number of educators who have completed the approved literacy professional development.

School Year

District

Run Report

Minnesota READ Act Literacy Plan

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

For

Goodhue County Education District (6051-61)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Goodhue County Education District (6051-61). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Goodhue County Education District (6051-61)'s literacy goal(s) for the 2025-26 school year:

Our goal is for every child to read at or above grade level each year, beginning in kindergarten, through a comprehensive system of screening, identification, and intervention. Improvement Goal: Students in grades K-8 who participate in universal benchmarking at River Bluff Education Center and 5RiversOnline will achieve a median Student Growth Percentile (SGP) of 40 or higher from fall to spring, as measured by the FASTBridge earlyReading and aReading assessments.

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

-Expanded universal screening procedures to meet Read Act requirements and identify students at risk earlier. -Provided Science of Reading professional development for all teachers to strengthen core instruction and intervention. -Communicated with families about effective, research-based practices to support reading at home. -Aligned core instruction, interventions, and materials with the Science of Reading to meet the needs of all students, including those not meeting grade-level benchmarks.

The following describes how Goodhue County Education District (6051-61)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance shows that not all students are reading at or above grade level, as outlined in the READ Act. In addition to this achievement gap, not all students are demonstrating adequate growth over the school year. These gaps in both proficiency and growth emphasize the need for ongoing implementation of high-quality instruction, data-driven intervention, and progress monitoring to ensure all students are on a path to reading success. Grades K-1 earlyReading SGP-IL was 55 Grades 2-5 CBMreading SGP-IL was 47 Both met our establish growth goals, but we still do not have all students reading at grade-level.

Goodhue County Education District (6051-61)'s literacy goal(s) for the 2026-27 school year:

Our goal is for every child to read at or above grade level each year, beginning in kindergarten, through a comprehensive system of

screening, identification, and intervention. Improvement Goal: Students in grades K-8 who participate in universal benchmarking at River Bluff Education Center and 5RiversOnline will achieve a median Student Growth Percentile (SGP) of 40 or higher from fall to spring, as measured by the FASTBridge earlyReading and aReading assessments.

The Local Literacy Lead, Weston Johnson, for Goodhue County Education District (6051-61) has an FTE of 1.00

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

The District Literacy Lead engages with district and school leadership teams through regular communication, planning, data review, and problem-solving. The literacy lead meets with school administrators, PLC leaders, and other instructional leaders to discuss literacy improvement efforts, assessment implementation, screening and progress monitoring data, intervention needs, and next steps for instruction. These meetings help ensure that literacy priorities are aligned across programs and that decisions are grounded in student data and current implementation needs. The literacy lead also supports leadership teams by helping interpret assessment results, identify patterns in student performance, review progress toward literacy goals, and determine areas where additional instructional support or professional learning may be needed. Collaboration with administrators and PLC leaders includes planning for universal screening, data meetings, intervention support, mastery monitoring, instructional coaching, and family communication. Through this ongoing engagement, the literacy lead helps connect district literacy goals to school-level action steps and supports consistent implementation across classrooms, grade levels, and intervention settings.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website: [MDE Read Act Literacy Lead License List](#)

Yes

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

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

Goodhue County Education District (6051-61) Local Literacy Plan is posted on the district website at

<https://www.gced.k12.mn.us/public-notice>

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.

Goodhue County Education District (6051-61) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Goodhue County Education District (6051-61) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

		benchmarks	
	Grade 3	Vendor Composites using vendor benchmarks	None

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Goodhue County Education District (6051-61) will be utilizing the following screening tool(s) in 2026-27:

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

Goodhue County Education District (6051-61) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Conduct oral language screening

3. Screening Tools 4-12

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

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

Yes

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

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

The table below details the screening tool(s) used by Goodhue County Education District (6051-61) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge CBMReading	Grade 4	3 time per year	Other - Used Capti with all students.
	Grade 5	3 time per year	Other - Used Capti with all students.
FastBridge aReading	Grade 4	2 time per year	Other - Used Capti with all students.
	Grade 5	2 time per year	Other - Used Capti with all students.
	Grade 6	2 time per year	Other - Used Capti with all students.

For the 2025-26 school year. MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who

were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Goodhue County Education District (6051-61) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Goodhue County Education District (6051-61) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will be implementing all subtests in the 2026-27 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Goodhue County Education District (6051-61) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	1	CTSTR	3	CTSTR	3	CTSTR
1st	2	CTSTR	2	CTSTR	4	CTSTR
2nd	5	CTSTR	6	CTSTR	8	CTSTR
3rd	5	CTSTR	4	CTSTR	7	CTSTR

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Goodhue County Education District (6051-61) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. **NOTE:** demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Goodhue County Education District (6051-61) uses the following criteria to identify students 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	3	CTSTR
1st	4	CTSTR
2nd	8	CTSTR
3rd	7	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

Goodhue County Education District (6051-61) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Goodhue County Education District (6051-61) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

We will add oral repetition.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Goodhue County Education District (6051-61) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. **NOTE:** demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	8	0	8	CTSTR	CTSTR	0
5th	11	0	9	CTSTR	CTSTR	0
6th	22	0	19	0	10	0
7th	29	0	15	0	3	0
8th	46	0	24	0	6	0
9th	58	0	33	0	13	0
10th	56	0	27	0	11	0
11th	74	0	32	0	8	0

12th	81	0	42	0	11	0
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NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Goodhue County Education District (6051-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Teachers review student data during PLCs, intervention planning, and individualized education plan meetings to match instruction and intervention to student needs. Data sources include universal screening, progress monitoring, classroom assessments, mastery checks, and teacher observations. Teams use this information to identify skill gaps, group students, select evidence-based interventions, and adjust instruction when students are not making expected progress. Data is also used to plan instructional improvements and determine when students need continued, intensified, or reduced support.

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

We monitor fidelity through partnership coaching cycles, classroom observations, fidelity checks, and PLC discussions. Coaching may include goal setting, modeling, observation, feedback, and reflection. Tier 1 instruction is differentiated using screening data, classroom performance, and mastery checks to adjust pacing, grouping, modeling, practice, and instructional intensity based on student needs.

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

Students below benchmark are considered for Tier 2 interventions, and students with continued, significant reading challenges are considered for Tier 3.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

Achievement, rate of improvement, and/or consecutive data points are not on track to meet benchmark targets.

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

Achievement, rate of improvement, and/or consecutive data points are on track to meet benchmark targets.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Goodhue County Education District (6051-61) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	Other - When ever we screen, we notify parents.	Digital messaging
Grade 1	Other - When ever we screen, we notify parents.	Digital messaging
Grade 2	Other - When ever we screen, we notify parents.	Digital messaging
Grade 3	Other - When ever we screen, we notify parents.	Digital messaging
Grade 4	Other - When ever we screen, we notify parents.	Digital messaging
Grade 5	Other - When ever we screen, we notify parents.	Digital messaging
Grade 6	Other - When ever we screen, we notify parents.	Digital messaging
Grade 7	Other - When ever we screen, we notify parents.	Digital messaging
Grade 8	Other - When ever we screen, we notify parents.	Digital messaging
Grade 9	Other - When ever we screen, we notify parents.	Digital messaging
Grade 10	Other - When ever we screen, we notify parents.	Digital messaging
Grade 11	Other - When ever we screen, we notify parents.	Digital messaging
Grade 12	Other - When ever we screen, we notify parents.	Digital messaging

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- Other

Continuous Improvement for Parent Notification

Goodhue County Education District (6051-61) will make the following changes to parent notification and involvement for the 2026-27 school year:

We will continue to improve notification regarding student performance, strategies parents can use, and we will offer parents resources to support reading at home.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Goodhue County Education District (6051-61), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Wonders K-5 2023 (Partially Aligned)	Comprehensive	Kindergarten	120

Resources, K-5, 2025 (Priority, High)	Comprehensive	Implementation	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

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

The district used a collaborative review process to select an evidence-based Tier 1 core curricular resource for literacy instruction. The process included reviewing available curriculum options, considering alignment to Minnesota standards and evidence-based literacy practices, and evaluating whether the resource would support instruction across key areas of reading, including phonological awareness, phonics, fluency, vocabulary, and comprehension. District and school leaders also considered how well the resource aligned with current instructional priorities, student needs, assessment data, and the MnMTSS framework. Stakeholder feedback was gathered from administrators, teachers, and literacy support staff involved in literacy instruction. Feedback focused on usability, instructional fit, implementation needs, and the level of support required for effective classroom use. The district used this information to make a decision that balanced evidence base, standards alignment, instructional coherence, staff input, and feasibility of implementation across grade levels and school sites.

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

The district selected the Tier 1 program by reviewing available evidence-based options, considering alignment to Minnesota standards, and gathering input from administrators, teachers, and literacy support staff. Implementation will include staff training, clarification of instructional expectations, and alignment with district assessment and data review practices. Coaching support will help strengthen implementation through PLC collaboration, classroom observation, modeling, feedback, and problem-solving. Fidelity checks and data review meetings will be used throughout the year to monitor implementation, review student progress, and identify areas where additional support or refinement is needed.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Goodhue County Education District (6051-61) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Supplement foundational reading instruction.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Goodhue County Education District (6051-61) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
READ 180	Tier 3	Grade 4	90
	Tier 3	Grade 5	90
	Tier 3	Grade 6	90
	Tier 3	Grade 7	90
	Tier 3	Grade 8	90
	Tier 3	Grade 9	90
	Tier 3	Grade 10	90
	Tier 3	Grade 11	90

	Tier 2 & 3	Grade 12	25
	Tier 3	Grade 12	90
Other Resources - aLEARNcoach Comprehension Intervention + Writing	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - aLEARNcoach Foundational Reading Intervention	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25

Continuous Improvement for Literacy Intervention Resources

Goodhue County Education District (6051-61) will make the following changes to literacy intervention resources for the 2026-27 school year:

Our adolescent literacy interventions will move from Read 180 to Edgenuity interventions.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Goodhue County Education District (6051-61) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$0

READ Act Literacy Aid

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

Goodhue County Education District (6051-61) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$0

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

\$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
No funds received	Both

12: Professional Development Plan

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

Goodhue County Education District (6051-61) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

07/04/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Coaching support on the science of reading. -Teachers need to complete a district-provided science of reading basics training.

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:

-Classroom walkthroughs -Coaching of administrators about essential elements to be observed during walkthroughs -Ongoing coaching

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:

We coach every teacher around the science of reading, reflect on fidelity, and discuss steps to improve fidelity of implementation.

The following changes in instructional practices have impacted students:

Science of reading training has helped the school strengthen literacy instruction by making practices more systematic, sequential, explicit, and diagnostic. Teachers are using high-impact practices such as explicit modeling, guided practice, cumulative review, phonics-based decoding, spelling, fluency practice, vocabulary, comprehension, and connected text reading. Students are more consistently engaged in instruction that targets specific literacy skills and provides repeated practice. Teachers also use screening data, progress monitoring, mastery checks, classroom assessments, and observations to identify student needs, adjust instruction, form groups, and plan interventions. Evidence of impact includes stronger use of evidence-based practices, more consistent data use in PLCs, and improved alignment between instruction, intervention, and student needs.

Goodhue County Education District (6051-61) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district's culturally responsive literacy work is connected to its science of reading implementation. By strengthening systematic,

explicit, and diagnostic instruction, the district is working to provide equitable access to high-quality reading instruction for all students. Teachers use screening data, progress monitoring, classroom assessments, and observations to match support to student needs. Ongoing support will include professional learning, PLC data review, coaching, responsive feedback, vocabulary and language support, and evidence-based interventions.

Goodhue County Education District (6051-61) engaged with the Regional Literacy Network through the following:

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

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

The district will provide additional literacy-focused professional development through coaching, PLC support, shared resources and materials, and targeted workshops. These supports will focus on evidence-based reading instruction, intervention, data use, and instructional planning. Professional development will align with the ELA strands by supporting reading through decoding, fluency, vocabulary, and comprehension; writing through spelling, sentence work, and written response; and exchanging ideas through discussion, oral language, and collaborative learning.

Continuous Improvement for Professional Development Plan

Goodhue County Education District (6051-61) will make the following changes to the professional development plan for the 2026-27 school year:

In 2026-27, the district will continue professional development aligned with the READ Act. This will include required teacher training and paraprofessional training. The plan will also focus on supporting implementation through PLC data review, instructional coaching, modeling, feedback, and fidelity checks. Professional development will help staff strengthen systematic, explicit, and diagnostic reading instruction across Tier 1 instruction and intervention.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	16	15	1	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	25	25	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for	0	0	0	0

grades pre-K through grade five				
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	0	0	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

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

15

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. [Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Goodhue County Education District (6051-61) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

- Site Disclaimer (https://education.mn.gov/MDE/about/MDEDEV_001316)
- Privacy Statement (https://education.mn.gov/MDE/about/MDEDEV_001315)
- Goodhue County Education District (6051-61) has participated in MDE MnMTSS professional learning:
- Minnesota.gov (<http://mn.gov/portal/>)
- Help (https://education.mn.gov/MDE/about/MDEDEV_001317)

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

- Copyright 2025
- Minnesota Department of Education
- Goodhue County Education District (6051-61) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Next year, the district will focus on strengthening implementation of the MnMTSS framework across all tiers of literacy support. This will include adding required MDE screening measures, refining universal screening and progress monitoring procedures, and improving how teams use data to identify student needs, select interventions, and monitor response to instruction. The district will also continue improving implementation fidelity by strengthening leadership team and PLC structures, clarifying decision-making protocols, and aligning instructional practices across Tier 1, Tier 2, and Tier 3. Additional emphasis will be placed on the consistent use of evidence-based interventions, regular data review, and shared expectations for instructional delivery so that students receive timely, targeted

based interventions, regular data review, and shared expectations for instructional delivery so that students receive timely, targeted, and effective reading support.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Goodhue County Education District (6051-61) does not include a DLI Program