

Minnesota READ Act Literacy Plan

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

For

Campbell-Tintah Public School District (0852-01)

Date Submitted to the State 05/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Campbell-Tintah Public School District (0852-01). 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

Campbell-Tintah Public School District (0852-01)'s literacy goal(s) for the 2024-25 school year:

The goal of the Campbell-Tintah Public School District is to ensure grade level proficiency in the area of reading for all students. In addition, our goal is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The district's curriculum is aligned to the standards, and a curriculum map is in place to ensure each standard is taught with in the school year.

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

The first half of LETRS training (professional development) was completed for phase 1 staff:(elementary teachers, Title I interventionist, Special Education teachers, Early Childhood teacher, and Administrator.

The following describes how Campbell-Tintah Public School District (0852-01)'s current student performance differs from the literacy goal detailed in the READ Act:

C-T school District needs to continue its work on the goal of ensuring grade level proficiency in the area of reading for all students.

Campbell-Tintah Public School District (0852-01)'s literacy goal(s) for the 2025-26 school year:

1. Foundational Goal: "By the end of the 2025-2026 school year, 90% of PK-6 classroom teachers and reading specialists will have completed approved LETRS or equivalent evidence-based literacy training per MN READ Act requirements." Why it works: This aligns directly with the professional development mandate of the READ Act and ensures instructional capacity.
2. Tiered Student Proficiency Goal: "Increase the percentage of K-6 students meeting or exceeding grade-level reading benchmarks by 10% annually, as measured by FASTBridge or another state-approved screener." Why it works: Tied to universal screening (a core component of the READ Act), this goal is incremental and data-based.
3. Equity-Focused Goal: "Reduce the reading proficiency gap among student subgroups (such as English learners, students receiving special education services, and students of color) by 5% each year through targeted interventions and culturally responsive literacy practices." Why it works: This supports the READ Act's emphasis on equity and differentiated supports.
4. Early Intervention Goal: "By Fall 2026, 100% of K-2 students identified as at-risk through fall screeners will begin Tier II interventions within 15 school days of screening." Why it works: The READ Act calls for timely multi-tiered systems of support (MTSS); this goal keeps interventions responsive and timely.
5. Family Engagement Goal: "By Spring 2026, at least 75% of K-3 families will participate in one or more school-based literacy engagement activities (e.g., family reading nights, home strategy workshops)." Why it works: While not mandated, the READ Act encourages shared responsibility for literacy success, including involving families.

Local Literacy Plan for Campbell-Tintah Public School District (0852-01)

Campbell-Tintah Public School District (0852-01)'s Local Literacy Plan is posted on the district website at:

<https://www.campbell.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 Campbell-Tintah Public School District (0852-01) 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 Campbell-Tintah Public School District (0852-01)

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	3	CTSTR	3	CTSTR	4	CTSTR
Grade 1	7	CTSTR	7	CTSTR	7	CTSTR
Grade 2	13	7	13	7	13	6
Grade 3	5	CTSTR	5	CTSTR	5	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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Campbell-Tintah Public School District (0852-01) 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.

Campbell-Tintah Public School District (0852-01) 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	4	CTSTR
Grade 1	8	CTSTR
Grade 2	13	2
Grade 3	5	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. 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 Campbell-Tintah Public School District (0852-01) 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	FastBridge	Illuminate Education	vendor
Grade 5	FastBridge	Illuminate Education	vendor
Grade 6	FastBridge	Illuminate Education	vendor
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 Campbell-Tintah Public School District (0852-01) to determine which students in grades 4-12 are not reading at grade level:

Not doing at this time

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:

Not doing this at this time

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

The following table displays the number of students in Campbell-Tintah Public School District (0852-01) 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	6	CTSTR	CTSTR	CTSTR
5th	10	2	0	0
6th	14	5	2	0
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
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 Campbell-Tintah Public School District (0852-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Other - describe (Required)
 - Year-end report card

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

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

- Family engagement nights
- 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.

Campbell-Tintah Public School District (0852-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Response to Intervention: Campbell-Tintah Elementary School uses an RTI model to prevent reading failure for most students. The Model uses assessment data to efficiently allocate resources to improve learning for all students. Children at-risk for reading failure demonstrated Improved reading skills. TIER 1: The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district' reading curriculum aligned with the MN English Language Arts Standards. All students get Tier I instruction at Campbell-Tintah Elementary. Research-based reading instruction addresses the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers differentiate instruction in small groups, according to the needs of their diverse learners. TIER 2: Based on screening and diagnostic assessments (discussed further below), the second level of support is provided to students not meeting grade-level targets. These students are provided supplemental reading interventions according to their skill/deficit(s). This level of support is provided by trained staff members using researched based interventions during their Title Time. TIER 3: Students not responding well to the intervention provided at the second level are referred to receive the most intensive and individualized level of support outside of the 90-minute core instruction. Students receiving Special Education services are included at this level. Scientifically Based Reading Instruction, Interventions, and Supports in place at Campbell-Tintah Elementary School: Tier 1: Reading Curriculum Tier 2: Fast Bridge Interventions Tier 3: Reading Mastery Assessing Proficiency: Each student's progress is monitored regularly (weekly). Parents are informed of the child's progress at every step of the process. Each year, educators review and disaggregate reading data at the kindergarten through sixth-grade levels. Proficiency Data of Campbell -Tintah School District: Campbell-Tintah Elementary uses multiple data points from screening diagnostic, and progress monitoring reading assessments administered by trained proctors. Trained individuals administer FAST assessments. Interventions for Students Reading Below the Grade Level Based on Fast results, along with teacher recommendation, instruction and interventions will be matched to the student's needs in one or more of the following areas: phonemic awareness, phonics, fluency, and comprehension. Students who receive interventions are monitored weekly to assess their progress and determine the effectiveness of their interventions. Progress monitoring data is analyzed by teachers and title staff every month.

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

Monitoring Tier 1 instruction involves assessing the degree to which core instruction is delivered as intended and differentiating instruction to meet diverse student needs. Fidelity checks, using methods like direct observation and self-report, ensure the planned curriculum and strategies are implemented accurately.

Differentiation, informed by universal screening data, involves adjusting content, process, and products to cater to varying student needs, ensuring all students can access and engage with the curriculum.

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

Tier 2: Students who are not responding sufficiently to the core reading instruction provided in the general education classroom (Tier 1) may be identified for Tier 2 intervention. Screening and assessment data:

Universal screening and regular progress monitoring data are used to identify students who need additional support to reach grade-level expectations. Small group instruction: Tier 2 interventions typically involve small group instruction, often in a push-in or pull-out setting, to provide more targeted support and differentiated instruction.

Dynamic enrollment: Tier 2 groups are dynamic, with students entering and exiting based on their progress and ongoing needs. Tier 3: Intensive Intervention Students with persistent difficulties: Students who have not responded to Tier 2 interventions or who have persistent difficulties with reading skills may be identified for Tier 3 intervention.

Individualized and intensive support: Tier 3 support is more individualized and intensive, often involving one-on-one instruction or small groups with highly specific needs. Data-driven decision-making: Tier 3 interventions are based on data analysis and problem-solving processes to identify the root causes of students' difficulties and design appropriate supports. Special education evaluation: If students continue to struggle despite Tier 3 support, they may be evaluated for special education services.

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

Progress monitoring data collection for students in Tier 3 occurs: Once a 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:

Frequent Progress Monitoring: Assess student progress regularly (at least twice a month for Tier 2, weekly for Tier 3) using a variety of measures, including curriculum-based measurement (CBM) or other general outcome measures.

Data Analysis: Carefully analyze the collected data to determine if students are making adequate progress. Tier Decision-Making: Based on progress monitoring data, make decisions about the need for intensification or modification of Tier 2 or Tier 3 interventions.

Intervention Fidelity: Ensure that interventions are delivered with fidelity, meaning they are implemented as intended. Data-Driven Decision Making: Use data to inform decisions about regrouping students, adjusting intervention intensity, or transitioning students back to Tier 1. Periodically review the effectiveness of the entire monitoring protocol and make adjustments as needed.

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

Tier 2 Exit Criteria: Adequate Progress: Students are making progress at a rate that would allow them to catch up to grade-level peers within a reasonable timeframe. Performance Levels: Students demonstrate performance levels that meet or exceed the established benchmark for their grade level.

Growth Rates: Students show sufficient growth in their reading skills to justify the need for additional support.

Return to Tier 1: Once exited from Tier 2, students are carefully monitored in the general education classroom to ensure that

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their needs are being met. Tier 3 (Intensive) Exit Criteria: Significant Progress: Students show substantial improvement in reading skills and performance. Grade-Level Proficiency: Students reach grade-level standards in reading. Ongoing Monitoring: Even after exiting Tier 3, students are closely monitored to ensure they can maintain their progress in the general education setting. If a student continues to struggle despite Tier 3 interventions, they may be referred for special education evaluation/services.

Does Campbell-Tintah Public School District (0852-01) use personal learning plans for literacy:

Yes

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

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

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

Personal learning plans for students receiving Tier 2 support may include targeted, smaller group instruction focused on specific academic weaknesses, regular progress monitoring to track their development, and evidence-based interventions aligned with their needs. For students receiving Tier 3 support, personal learning plans are highly individualized and address specific learning challenges. Personal learning plans will vary depending on the individual student's needs.

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.

Campbell-Tintah Public School District (0852-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Campbell-Tintah Public School District (0852-01) has participated in MDE MnMTSS professional learning:

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 Campbell-Tintah Public School District (0852-01), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90

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 Campbell-Tintah Public School District (0852-01) 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	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 1	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 2	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 3	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 4	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 5	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 6	Corrective Reading Sound Partners Choral Reading Repeated Reading Letter-Sound Correspondence Incremental Rehearsal Teacher-Student Interaction Frequent Opportunities for Student Practice Comprehensible and Specific Feedback	Reading Mastery Sound Partners Repeated Reading Systematic instruction Explicit or direct instruction Immediate corrective feedback Frequent review Opportunities to practice Scaffolded instruction
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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.

Campbell-Tintah Public School District (0852-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/22/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

Support plan: 1. Individualized coaching, one-on-one support, and observation with feedback. 2. Targeted training modules, supplementary materials, review sessions: Schedule review sessions, and hands-on practice. 3. Promote peer-to-peer learning, mentor teachers, collaborative planning, and reflection opportunities 4. Continued assessment and progress monitoring, and use of data-driven support,

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:

Observations: Observations by colleagues or recording and reviewing oneself implementing the curriculum can offer valuable feedback on the teacher's adherence to the evidence-based approach. These observations can assess the teacher's delivery of instruction, use of materials, and interactions with students. Self-Reporting: Teachers can use checklists or fidelity logs to document their implementation of the intervention. This allows them to monitor their own adherence to the program and identify areas where they may need additional support. Student Work Analysis: Examining student work, such as assessments, reading samples, or written responses, provides evidence of whether the instruction is leading to positive student outcomes. This data can highlight areas where the instruction is effective and areas where modifications may be needed.

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 C-T district employs a coaching model, using fidelity data to identify areas needing improvement in the five areas of explicit, systematic, and evidence-based instruction. This model involves providing teachers with ongoing support, feedback, and training to enhance their practice. The district uses classroom observations, surveys, and other data collection methods to monitor the fidelity of implementation and identify areas where

teachers need additional support.

The following changes in instructional practices have impacted students :

Changes in our literacy instruction, particularly the shift toward explicit and systematic teaching methods rooted in the science of reading, has and will continue to impact our students' reading abilities, particularly in early grades. Early data evidence suggests improved reading fluency, comprehension, and overall reading achievement in our students.

Campbell-Tintah Public School District (0852-01) has implemented the following professional development and support for teachers around culturally responsive practices:

To effectively implement professional development around culturally responsive practices, the C-T school district prioritizes ongoing training, diverse hiring when possible, and fosters an inclusive community engagement. This includes offering professional development on diversity and tolerance. The plan is comprehensive for supporting teachers in implementing culturally responsive literacy practices involves a multi-faceted approach that includes professional development, resource allocation, and ongoing support. The plan aims to build teacher capacity, provide relevant resources, and foster a collaborative environment where teachers can learn from and support each other.

Campbell-Tintah Public School District (0852-01) 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):

None at this time.

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	0	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	3	0	3	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	0	2	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	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	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.

Campbell-Tintah Public School District (0852-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$5,738.92

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

\$5,738.92

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

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

READ Act Literacy Aid

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

Campbell-Tintah Public School District (0852-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,067.39

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:

NA