

Minnesota READ Act Literacy Plan

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

For

Clearbrook-Gonvick School District (2311-01)

Date Submitted to the State 06/02/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Clearbrook-Gonvick School District (2311-01). 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

Clearbrook-Gonvick School District (2311-01)'s literacy goal(s) for the 2025-26 school year:

1. Remaining Reading Intervention Teacher and Principal trained in Careiall before July 1, 2026. Additionally, we will have staff participate in the Train/Trainer for paras to provide training for paras before July 1, 2026. 2. As a school we will implement literacy topics into our school social media page and include a literacy booth at our two parent/teacher conferences. 3. In spring of 2025, 36% of kindergarten students were at benchmark level. In Spring of 2026, 41% of these same students (first grade) will be at benchmark level. 4. In spring of 2025, 53% of first grade students were at benchmark level. In Spring of 2026, 58% of these same students (second grade) will be at benchmark level. 5. In spring of 2025, 69% of second grade students were at benchmark level. In Spring of 2026, 74% of these same students (third grade) will be at benchmark level. 6. In spring of 2025, 78% of third grade students were at benchmark level. In spring of 2026, 83% of these same students (fourth grade) will be at benchmark level. 7. In spring of 2025, 68% of fourth grade students were at benchmark level. In Spring of 2026, 73% of these same students (fifth grade) will be at benchmark level. 8. In spring of 2025, 44% of fifth grade students were at benchmark level. In Spring of 2026, 49% of these same students (sixth grade) will be at benchmark level. 9. In spring of 2025, 60% of sixth graders were at benchmark level. In spring of 2026, 65% of these same students (sixth grade) will be at benchmark level. 10. 7-12 grade students will be screened to determine who may be at risk for intervention support. 11 - PLC time will be used to educate staff about possible Tier I interventions to support all students and staff will use data to support discussions during PLC time.

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

Clearbrook-Gonvick School implemented a local literacy team of intervention teachers, classroom teachers, and administrators to review student data and develop plans for implementing targeted literacy interventions during the 2025-2026 school year and beyond. The CAPTI ReadBasix screener was utilized to identify students demonstrating characteristics of dyslexia and in need of additional support. At the secondary level, the district piloted the Lexia PowerUp intervention program with students in grades 7-12 and implemented the REWARDS intervention program with grade 6 students. In grades 3-5, Functional Morphology was introduced as a Tier 1 word study curriculum, with plans for full implementation during the 2026-2027 school year. In addition, staff from the Northwest Service Cooperative provided professional development during PLC time focused on utilizing FastBridge data to strengthen Tier 1 literacy instruction. Secondary staff also received training on multisyllabic word instruction strategies to support adolescent readers and improve foundational literacy skills across content areas.

The following describes how Clearbrook-Gonvick School District (2311-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Student performance data indicates mixed progress toward the literacy goals outlined in the READ Act. Grades 1, 2, and 6 exceeded their established literacy goals. Grade 1 achieved 50% proficiency compared to the goal of 41%, exceeding the target by 9 percentage points. Grade 2 achieved 70% proficiency compared to the goal of 58%, exceeding the target by 12 percentage points. Grade 6 achieved 67% proficiency compared to the goal of 49%, exceeding the target by 18 percentage points. In contrast, grades 3 through 5 performed below their established literacy goals. Grade 3 achieved 58% proficiency compared to the goal of 74%, falling short by 16 percentage points. Grade 4 achieved 53% proficiency compared to the goal of 83%, falling short by 30 percentage points. Grade 5 achieved 58% proficiency compared to the goal of 73%, falling short by 15 percentage points. Overall, the data demonstrates areas of strength in primary and sixth grade literacy achievement, while highlighting the need for continued focus on Tier 1 instruction, intervention supports, and literacy strategy implementation in grades 3-5.

Clearbrook-Gonvick School District (2311-01)'s literacy goal(s) for the 2026-27 school year:

1. All phase two educators will be trained in structured literacy through CAREIALL by October 2026.
2. All parents will receive notification after fall and spring benchmark as to whether or not their student is reading at grade level.
3. All paraeducators will be trained in structured literacy before June 2027.
4. In spring of 2026, 50% of kindergarten students were at benchmark level. In Spring of 2027, 55% of these same students (first grade) will be at benchmark level.
4. In spring of 2026, 50% of first grade students were at benchmark level. In Spring of 2027, 55% of these same students (second grade) will be at benchmark level.
5. In spring of 2026, 70% of second grade students were at benchmark level. In Spring of 2027, 72 % of these same students (third grade) will be at benchmark level.
6. In spring of 2026, 58% of third grade students were at benchmark level. In spring of 2027, 63% of these same students (fourth grade) will be at benchmark level.
7. In spring of 2026, 53% of fourth grade students were at benchmark level. In Spring of 2027, 58% of these same students (fifth grade) will be at benchmark level.
8. In spring of 2026, 58% of fifth grade students were at benchmark level. In Spring of 2027, 63% of these same students (sixth grade) will be at benchmark level.
9. In spring of 2026, 67% of sixth grade students were at benchmark level. In Spring of 2027, 69% of these same students (seventh grade) will be at benchmark level.
10. In spring of 2026, 56% of seventh grade students were at benchmark level. In Spring of 2027, 61% of these same students (eighth grade) will be at benchmark level.
11. In spring of 2026, 49% of eighth grade students were at benchmark level. In Spring of 2027, 54% of these same students (ninth grade) will be at benchmark level.

Local Literacy Plan for Clearbrook-Gonvick School District (2311-01)

The Local Literacy Lead, Julie Johnson, for Clearbrook-Gonvick School District (2311-01) 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 actively engaged with our literacy leadership team as a participant.

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

Clearbrook-Gonvick School District (2311-01) Local Literacy Plan is posted on the district website at

<https://www.clearbrook-gonvick.k12.mn.us/vnews/display.v/SEC/District%7CDistrict%20Policies/Reports>

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.

Clearbrook-Gonvick School District (2311-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Clearbrook-Gonvick School District (2311-01) 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:

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	LETRS Basic Spelling Screener: Grades K-3 Dyslexia Screener for First Graders (DSF): Grade 1 The D
	Grade 1	Vendor Composites using vendor benchmarks	LETRS Basic Spelling Screener: Grades K-3 Dyslexia Screener for First Graders (DSF): Grade 1 The D
	Grade 2	Vendor Composites using vendor benchmarks	LETRS Basic Spelling Screener: Grades K-3 Dyslexia Screener for First Graders (DSF): Grade 1 The D
	Grade 3	Vendor Composites using vendor benchmarks	LETRS Basic Spelling Screener: Grades K-3 Dyslexia Screener for First Graders (DSF): Grade 1 The D

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

Yes

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:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Clearbrook-Gonvick School District (2311-01) 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	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 8	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 5	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 9	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 10	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 6	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 11	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 12	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.
	Grade 7	1 time per year	District set benchmarks - ROAR was given to all students in grades 7-12 to determine which students needed to take CAPTI.

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

Clearbrook-Gonvick School District (2311-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Clearbrook-Gonvick School District (2311-01) 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	24	18	24	9	24	12
1st	35	5	35	10	34	17
2nd	37	17	38	22	37	26
3rd	38	22	38	24	38	22

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 Clearbrook-Gonvick School District (2311-01) 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.

Clearbrook-Gonvick School District (2311-01) 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	24	9
1st	34	17
2nd	37	14
3rd	38	11

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

Clearbrook-Gonvick School District (2311-01) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Clearbrook-Gonvick School District (2311-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then 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	38	38	18	18	15	0
5th	31	31	13	13	11	0
6th	27	27	9	CTSTR	CTSTR	0
7th	43	43	7	CTSTR	CTSTR	0
8th	35	35	3	CTSTR	CTSTR	0
9th	47	47	5	CTSTR	CTSTR	0
10th	27	27	0	CTSTR	CTSTR	0
11th	27	27	0	CTSTR	CTSTR	0
12th	30	30	0	CTSTR	CTSTR	0

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.

Clearbrook-Gonvick School District (2311-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district uses a data-driven, multi-tiered process to ensure that evidence-based instruction and interventions are matched to individual student needs. Universal screening is conducted using FastBridge three times per year (fall, winter, spring) for students in grades K-6, providing data in reading, math, and social-emotional areas. This data is used to identify students who are not meeting grade-level expectations. Students identified as below grade level in reading receive additional diagnostic assessments to determine specific skill deficits and guide targeted Tier II interventions. Interventions are delivered in small group or individualized settings, with increasing intensity based on student need. Progress monitoring for students receiving Tier II interventions occurs weekly, allowing staff to adjust instruction in a timely manner. Intervention teachers analyze subtest data from Capti ReadBasix and FastBridge screeners to determine specific instructional strategies and supports for each student. For grades 7-8, universal screening is conducted using FastBridge, and students identified as not reading at grade level are placed in a reading intervention class. For grades 9-12, the ROAR screener is used to identify student needs. Students who are not at grade level receive targeted support during intervention time (WIN), with specific structures continuing to be refined.

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

Tier 1 instruction provides all students with high-quality, evidence-based core instruction in the general education classroom. Universal screening and progress monitoring (e.g., FastBridge) are used to evaluate student performance and the effectiveness of core instruction. This data is regularly reviewed to identify students needing additional support. Fidelity is ensured through consistent implementation of district-approved curricula and ongoing data review. Differentiation is guided by data, with teachers adjusting instruction through flexible grouping and targeted support. Students not responding to Tier 1 are identified for additional intervention.

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

Tier 2 (Supplemental Intervention): At the elementary level, students are identified for Tier 2 based on universal screening and progress monitoring data (e.g., FastBridge), along with classroom performance, MCA data, and teacher input. Students receive targeted small group interventions delivered by ADSIS staff in addition to Tier 1 instruction. At the secondary level, Tier 2 placement is based on universal screening data (FastBridge for grades 7-8; ROAR for grades 9-12), as well as classroom grades, MCA data, and attendance/behavior. Interventions are provided in small groups by intervention and/or English teachers alongside core instruction. Tier 3 (Intensive Intervention): Students who demonstrate insufficient progress in Tier 2 are referred to the Child Study/MTSS process. Tier 3 supports follow Minnesota guidelines and may include more intensive, individualized interventions and consideration for special education services. Parent input is considered when determining both Tier 2 and Tier 3 support.

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Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

The district has established a consistent K-12 progress monitoring protocol to guide instructional adjustments for students receiving Tier 2 and Tier 3 reading interventions. Grades K-6: Progress monitoring occurs weekly or biweekly using FastBridge assessments. Within intervention programs, additional mastery checks are embedded to inform instruction. The Sonday System (grades 1-5) includes a mastery check after every third lesson, and the REWARDS program includes mastery checks at the end of each unit. These data points are used to determine whether to intensify, modify, or continue current interventions. Grades 7-12: Progress monitoring is conducted using FastBridge assessments. Additional data is gathered through Lexia PowerUp, which provides ongoing progress monitoring to inform instructional decisions. Specific protocols for Lexia implementation are continuing to be refined. Across all grade levels, progress monitoring data is regularly reviewed to determine if students require changes in intervention intensity, grouping, or instructional approach.

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

Students exit supplemental (Tier 2) and/or intensive (Tier 3) reading interventions when data indicates they are consistently performing at grade level. Criteria for Exit: "Grade-level" is defined as scoring within the low-risk or college-ready range on universal screeners and demonstrating adequate progress through ongoing progress monitoring. Exit decisions are made using multiple data points, including screening results and progress monitoring trends over time. Elementary and Secondary Process: At both elementary and secondary levels, teams review data during screening windows and at regular intervals to determine whether students should: Return to Tier 1 only (no longer needing intervention), Transition between tiers (e.g., Tier 2 to Tier 3 or vice versa), or Continue receiving current supports. Tier Movement: Students who qualify for Tier 3 supports exit Tier 2 services. If a student exits Tier 3 (e.g., through reevaluation), they may transition back to Tier 2 supports as appropriate. All decisions are based on data and team review, with the goal of matching the level of support to the student's current needs.

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 Clearbrook-Gonvick School District (2311-01) 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	2 times per year	Mailed letter
Grade 1	2 times per year	Mailed letter
Grade 2	2 times per year	Mailed letter
Grade 3	2 times per year	Mailed letter
Grade 4	2 times per year	Mailed letter
Grade 5	2 times per year	Mailed letter
Grade 6	2 times per year	Mailed letter
Grade 7	2 times per year	Mailed letter
Grade 8	2 times per year	Mailed letter
Grade 9	2 times per year	Mailed letter
Grade 10	2 times per year	Mailed letter
Grade 11	2 times per year	Mailed letter
Grade 12	2 times per year	Mailed letter

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:

- More than one of the above

Continuous Improvement for Parent Notification

Clearbrook-Gonvick School District (2311-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Include more strategies for all families within the letter.

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 Clearbrook-Gonvick School District (2311-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Heggerty	Foundational	Kindergarten	10
	Foundational	Grade 1	10
Other Curriculum - Journeys	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: The district used a collaborative, data-driven process to select an evidence-based Tier 1 core curricular resource aligned to Minnesota READ Act requirements and the science of reading. A review team consisting of teachers, intervention staff, special education staff, and administration evaluated current student achievement data, literacy screening results, and instructional needs. The selected resource was determined to provide explicit and systematic literacy instruction, support diverse learner needs, and strengthen core literacy outcomes across grade levels. Ongoing coaching,

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implementation monitoring, and fidelity checks will support successful implementation.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: During the 2025-2026 school year, the district reviewed student data, evaluated evidence-based curricular resources, and selected a Tier 1 core resource aligned to Minnesota READ Act requirements, state standards, and the science of reading. Staff training and implementation support began following selection and will continue through the 2026-2027 school year through professional development, coaching, and collaborative planning. Implementation fidelity will be monitored through classroom observations, coaching feedback, and review of student literacy and screening data to ensure consistent, effective instruction across grade levels.

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 Clearbrook-Gonvick School District (2311-01) 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
Lexia PowerUp	Tier 2 & 3	Grade 7	45
	Tier 2 & 3	Grade 8	45
	Tier 2 & 3	Grade 9	45
	Tier 2 & 3	Grade 10	45
	Tier 2 & 3	Grade 11	45
	Tier 2 & 3	Grade 12	45
Sunday	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
Other Resources - REWARDS	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2	Grade 6	30

Continuous Improvement for Literacy Intervention Resources

Clearbrook-Gonvick School District (2311-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Tier II, Grades 3-6: REWARDS, Functional Morphology Tier II, Grades 7-12: Lexia PowerUp

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Clearbrook-Gonvick School District (2311-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$1,956

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.

Clearbrook-Gonvick School District (2311-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$11,502

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

\$11,502

The plan to spend down the remaining funds are as follows:

Phase two training, intervention materials

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
Stipends for teachers completing literacy professional development	Literacy Aid Funds

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.

Clearbrook-Gonvick School District (2311-01) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/25/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Clearbrook-Gonvick School District (2311-01) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

09/27/2026

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:

all teachers have completed

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:

Clearbrook-Gonvick School is utilizing professional learning completion data as a measure of fidelity to ensure that elementary teachers are implementing explicit, systematic, evidence-based literacy instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Currently, 100% of identified Phase 1 educators have completed the CAREIALL training program focused on evidence-based literacy instruction and the science of reading. In addition, 100% of identified Phase 2 educators are actively participating in CAREIALL training, with completion expected by September 2026. The district uses participation and completion data from these professional development requirements to monitor implementation readiness and ensure that educators receive consistent training aligned to READ Act expectations. Ongoing collaboration through PLCs, instructional support from intervention staff, and continued professional development opportunities further support fidelity of implementation across grade levels and instructional settings.

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

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areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Clearbrook-Gonvick School is implementing peer observation/coaching support and feedback systems designed to strengthen teachers' capacity to provide explicit, systematic, evidence-based literacy instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional Learning Community (PLC) sessions for K-12 staff, facilitated in partnership with the Northwest Service Cooperative, provide ongoing professional development focused on effective literacy strategies, instructional practices, and the use of student data to guide instruction. Intervention teachers work collaboratively with general education teachers to support the implementation of Tier 1 interventions and evidence-based instructional practices within the classroom setting. This collaboration includes modeling strategies, reviewing student progress data, and providing feedback to strengthen core literacy instruction and intervention delivery. Additionally, collaboration among teachers across grade levels supports consistency in instructional practices and literacy expectations throughout the district. Cross-grade level discussions allow staff to share successful strategies, review student performance trends, and align instructional approaches to better support student literacy growth across all elementary grade levels

The following changes in instructional practices have impacted students:

Teacher professional learning has impacted students as indicated by student work and teacher observations.

Clearbrook-Gonvick School District (2311-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

PLC sessions, MLK Day sessions, peer observation forms updated to include culturally responsive teaching practices which promotes teacher self-reflection.

Clearbrook-Gonvick School District (2311-01) 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
- Other, explain

Cohort of teachers attended MCTE Spring Conference

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):

-Service Co-op PLC session (Stacy, Adrienne) (Reading) -ELA Curriculum review during the 26-27 school year. -Writing (need to) -Scope and Sequence work during PLC time/summer

Continuous Improvement for Professional Development Plan

Clearbrook-Gonvick School District (2311-01) will make the following changes to the professional development plan for the 2026-27 school year:

Peer observation walk throughs including look fors related to literacy strategies

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)	4	4	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	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	3	3	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	4	3	1	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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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	2	0	2	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	0	1	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	13	11	0	2

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).

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The PSLT was provided by:

Regional Literacy Network

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.

Clearbrook-Gonvick School District (2311-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Clearbrook-Gonvick School District (2311-01) has participated in MDE MnMTSS professional learning:

Yes

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

Clearbrook-Gonvick School District (2311-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We plan to participate in a Regional MTSS Cohort with a team from our school.

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.

Clearbrook-Gonvick School District (2311-01) does not include a DLI Program