

Minnesota READ Act Literacy Plan for 2024-25

For

St. Croix Preparatory Academy (4120-07)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by St. Croix Preparatory Academy (4120-07). 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

St. Croix Preparatory Academy (4120-07)'s literacy goal(s) for the 2024-25 school year:

LS (K-4): 1. 80% of students will achieve STEP level proficiency at each grade level. 2. MCA scores in reading in grades 3-4 will increase from 79.2% at or above proficiency to 79.7% at or above proficiency. MS (5-8) 1. MCA scores in reading in grades 5-8 will increase from 81.9% proficiency to 83% proficiency.

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

LS (K-4) - All K-3 teachers, SpEd teachers, teaching and learning coordinator, and the lower school principal participated in CAREIALL training. All lower school students were screened using the DIBELS assessment. MS (5-8) - SpEd teacher, teaching and learning coordinator, and the middle school principal participated in CAREIALL training. All middle school students were screened using the DIBELS assessment. Students who did not meet proficiency standards on this screener were given the NWEA Map test to help determine if they needed further support; those students then received reading intervention services. US (9-12) - US SpEd teachers and Teaching and Learning Coordinator participated successfully in the CAREIALL training and have outlined necessary steps to continue bringing every US student to reading proficiency.

The following describes how St. Croix Preparatory Academy (4120-07)'s current student performance differs from the literacy goal detailed in the READ Act:

We are proud of our reading scores with a majority of readers meeting proficiency, but continue to strive toward the literacy goal detailed in the READ Act, with every child reading at or above grade level every year.

St. Croix Preparatory Academy (4120-07)'s literacy goal(s) for the 2025-26 school year:

Once the MCA Reading Assessment data is released, we will create our literacy goal.

St. Croix Preparatory Academy (4120-07)'s Local Literacy Plan is posted on the district website at:

<https://www.stcroixprep.org/local-literacy-plan/>

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 St. Croix Preparatory Academy (4120-07) 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	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 1	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 2	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 3	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for St. Croix Preparatory Academy (4120-07) 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	91	49	90	76	90	83
Grade 1	90	54	89	76	90	82
Grade 2	90	67	90	78	90	80
Grade 3	90	71	90	74	90	76

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 St. Croix Preparatory Academy (4120-07) 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.

St. Croix Preparatory Academy (4120-07) 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	90	CTSTR
Grade 1	90	CTSTR
Grade 2	90	CTSTR
Grade 3	90	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 St. Croix Preparatory Academy (4120-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	DIBELS Data System (DDS) with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarks
Grade 5	DIBELS Data System (DDS) with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarks
Grade 6	DIBELS Data System (DDS) with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarks
Grade 7	DIBELS Data System (DDS) with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarks
Grade 8	DIBELS Data System (DDS) with DIBELS 8th Edition	Amplify	Vendor composites using vendor benchmarks
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 St. Croix Preparatory Academy (4120-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

4th grade -The Lower School will use DIBELS data from the previous year and current year to determine which students are not reading at grade level. 5th-8th - The Middle School is currently in the planning phase for determining which students are not reading at grade level. 9th-12th - The Upper School is currently in the

planning phase for how we will determine which students are not reading at grade level.

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

The following table displays the number of students in St. Croix Preparatory Academy (4120-07) 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	0	CTSTR	CTSTR	
5th	0	CTSTR	CTSTR	
6th	0	CTSTR	CTSTR	
7th	0	CTSTR	CTSTR	
8th	0	CTSTR	CTSTR	
9th	0	CTSTR	CTSTR	
10th	0	CTSTR	CTSTR	
11th	0	CTSTR	CTSTR	
12th	0	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 St. Croix Preparatory Academy (4120-07) 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	Other (explain below)
Grade 1	Yes	Other (explain below)
Grade 2	Yes	Other (explain below)
Grade 3	Yes	Other (explain below)
Grade 4	Yes	Other (explain below)
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

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

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

- Parent teacher conferences
- School events
- Other - describe (Required)
 - Book Fairs

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.

St. Croix Preparatory Academy (4120-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

K-4 - Lower School staff, including the principal, classroom teachers, special education teachers, reading interventionist, PLC leaders, and teaching and learning coordinator review STEP, fluency, phonological, and DIBELS assessment data to evaluate whether our Tier 1 evidence-based instruction is effectively meeting student needs at the end of each quarter or more as necessary. This involves analyzing whether students are reaching grade-level and quarterly benchmarks and monitoring their growth over time. 5-8 - This will be determined after we establish our screening process. 9-12 - This will be determined after we establish our screening process.

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

K-12 - Grade-level and content area teachers work collaboratively to review lesson plan alignment to the curriculum and evidence-based practices. Teachers meet in weekly PLC meetings to review diagnostic, formative, and summative assessment data. Instructional coaching provides ongoing feedback and support through modeling and targeted coaching cycles when inconsistencies in fidelity are identified. After completing CAREIAL training, we plan to review this area further, including the potential use of fidelity checklists for monitoring by both teachers and administrators.

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

K-4 - The criteria for entrance into supplemental and/or intensive targeted instruction include a review of student assessment data (STEP, DIBELS, fluency, Capti-ReadBasix) and classwork. Teachers meet with the reading interventionist and principal to review student data each quarter and determine which students will be placed in Tier 2 and/or Tier 3 WIN time groups with the classroom teacher, educational assessment, and/or the reading interventionist to receive additional support. If students are not making growth, they will be brought to our Child Study team to review progress in more detail and to determine if more support is needed through a 504 or special education individual education plan. 5-8 - This will be determined after we establish our screening process. 9-12 - This will be determined after we establish our screening process.

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below

Quarterly

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

Quarterly

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

K-12 - The school is waiting on guidance from MDE to determine progress monitoring protocols for K-12.

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

K-4 - When students meet grade-level and quarterly benchmarks on STEP, DIBELS, and fluency assessments, and demonstrates improvement in classwork, they will be considered for exit from supplemental and/or intensive reading intervention by the team. 5-8 - This will be determined after we establish our screening process. 9-12 - This will be determined after we establish our screening process.

Does St. Croix Preparatory Academy (4120-07) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

Continuous Improvement for Data-Based Decision Making for Action

St. Croix Preparatory Academy (4120-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

K-3 - No 4-12 - We are still waiting for completed guidance from MDE to establish our plan for grades 4-12.

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.

St. Croix Preparatory Academy (4120-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

St. Croix Preparatory Academy (4120-07) has participated in MDE MnMTSS professional learning:

No data entered

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 St. Croix Preparatory Academy (4120-07), 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	· Other	Foundational	20
	· Other	Foundational	20
	· Other	Foundational	20
	· Other	Knowledge Building	30
	· Other	Foundational	20
	· Riggs - Writing and Spelling Road to Reading and T	.	.
	· Heggerty - Phonemic Awareness	.	.
	· Imagine It!	.	.
	· Core Knowledge	.	.
	· STEP - Strategic Teaching and Evaluation of Progre	.	.
Grade 1	· Other	Foundational	20
	· Other	Foundational	20
	· Other	Foundational	20
	· Other	Foundational	15
	· Other	Knowledge Building	20
	· Riggs - Writing and Spelling Road to Reading and T	.	.
	· Heggerty - Phonemic Awareness	.	.

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Imagine It!	.	.
	· STEP - Strategic Teaching and Evaluation of Progre	.	.
	· Core Knowledge	.	.
Grade 2	· Other	Foundational	20
	· Other	Supplemental	5
	· Other	Foundational	30
	· Other	Foundational	10
	· Other	Knowledge Building	30
	· Riggs - Writing and Spelling Road to Reading and T	.	.
	· Heggerty - Phonemic Awareness	.	.
	· Imagine It!	.	.
	· STEP - Strategic Teaching and Evaluation of Progre	.	.
	· Core Knowledge	.	.
Grade 3	· Other	Foundational	20
	· Other	Foundational	35
	· Other	Knowledge Building	20
	· Other	Foundational	10
	· Other	Supplemental	5
	· Riggs - Writing and Spelling Road to Reading and T	.	.
	· Imagine It!	.	.
	· Core Knowledge	.	.
	· STEP - Strategic Teaching and Evaluation of Progre	.	.
	· Greek and Latin Roots	.	.
Grade 4	· Other	Supplemental	5
	· Other	Foundational	35
	· Other	Knowledge Building	25
	· Other	Foundational	10

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Other	Foundational	15
	· Riggs - Writing and Spelling Road to Reading and T	.	.
	· Imagine It!	.	.
	· Core Knowledge	.	.
	· STEP - Strategic Teaching and Evaluation of Progre	.	.
	· Greek and Latin Roots	.	.
Grade 5	· Other	Foundational	15
	· Other	Foundational	30
	· Greek and Latin Roots	.	.
	· Into Literature	.	.

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 St. Croix Preparatory Academy (4120-07) 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	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support
Grade 1	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support
Grade 2	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support
Grade 3	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support
Grade 4	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support	WIN Time with teacher, educational assistant and/or reading specialists, small group, one-on-one support
Grade 5	Stari, Word Gen 5	Stari, Word Gen 5
Grade 6	Stari, Word Gen 5	Stari, Word Gen 5
Grade 7	Stari, Word Gen 5	Stari, Word Gen 5
Grade 8	Stari, Word Gen 5	Stari, Word Gen 5
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA

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

Continuous Improvement for Reading Interventions

St. Croix Preparatory Academy (4120-07) will make the following changes to reading interventions for the 2025-26 school year

5-12 This will be determined after we establish our screening process.

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.

St. Croix Preparatory Academy (4120-07) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/12/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

All required staff have completed the proficiency level required.

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:

Currently, we conduct coaching observations, principal walkthroughs, PLC collaboration, and professional development sessions focused on explicit evidence-based instructional practices. Moving forward, we are seeking additional guidance from MDE on how to collect and track real-time data on instructional fidelity more effectively.

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 are seeking additional guidance from MDE on how to collect and track real-time data on instructional fidelity more effectively. When that is determined, we will make plan for coaching support and feedback.

The following changes in instructional practices have impacted students :

As a classical education charter school, the majority of practices presented in the CAREIALL training are already being implemented by our teachers. We completed the training in May 2025 and will work collaboratively next year to strategically integrate additional instructional practices learned through CAREIALL.

St. Croix Preparatory Academy (4120-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Since recently completing CAREIALL, our curriculum and instructional team has decided that in the upcoming school year, we will explore how to implement professional development focused on culturally responsive practices, particularly as they relate to literacy.

St. Croix Preparatory Academy (4120-07) 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):

As we begin planning for the 2025â€"2026 school year, we have identified writing across all content areas as the central focus of our Kâ€"12 professional development plan. This initiative aims to strengthen students' writing skills by integrating effective writing instruction throughout the curriculum. We will continue to instruct our new K-4 staff on essential instructional practices related to phonograms, phonological awareness, and morphology to ensure a strong foundation in early literacy. Additionally, staff members who completed the CAREIALL training will help lead professional development sessions for colleagues who did not attend, sharing research-based strategies in both reading and writing to promote consistent, high-quality instruction across all grade levels. Our teaching staff also has the opportunity to attend the Minnesota Classical Education Conference, whose central theme aligns closely with our goals in writing instruction, further supporting our professional development efforts.

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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	12	12	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	17	17	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	28	0	0	28

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	12	0	0	12
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	12	0	0	12
Grades 6-12 Curriculum Directors	2	2	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

St. Croix Preparatory Academy (4120-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$77,228.00

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

\$77,228.00

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)
- Employing a reading intervention specialist

READ Act Literacy Aid

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

St. Croix Preparatory Academy (4120-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$44,008.00

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

- Employing a reading intervention specialist
- 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