

## Minnesota READ Act Literacy Plan

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

For

St. Croix Preparatory Academy (4120-07)

Date Submitted to the State 06/08/2026

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 2025-26 school year:

By May 2026, 88.6% of K-4 students at St. Croix Preparatory Academy will meet or exceed the DIBELS 8th Edition benchmark, as measured by the spring benchmark assessment composite score. This will be achieved through targeted instruction, quarterly progress monitoring, and the implementation of evidence-based reading interventions for students identified as below benchmark. By May 2026, the percentage of grade 5-8 students at St. Croix Preparatory Academy Middle School who meet proficiency standards on the Reading MCA IV will exceed the local district average by at least 10%, as measured by official MCA IV spring assessment results. This will be achieved through targeted instruction aligned to state standards, the use of evidence-based reading interventions for students below grade-level proficiency, and quarterly progress monitoring to adjust interventions and support. By May 2026, the percentage of grade 10 students at St. Croix Preparatory Academy Upper School who meet proficiency standards on the Reading MCA IV will exceed the local district average by at least 10%, as measured by official MCA IV spring assessment results. Curriculum work focused on strong tier 1 instruction and ongoing progress monitoring will be implemented throughout the school year to support this growth.

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

Lower school - All lower school students were screened using the DIBELS assessment. 3rd and 4th-grade students took the Capti ReadBasix test to identify students who were not reading on grade level. MS (5-8) - All middle school students were screened using the DIBELS assessment. Students who were not reading at grade level took the Capti ReadBasix and received reading intervention services. US (9-12) - Students who were not reading at grade level took the Capti ReadBasix assessment.

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 will not have data for student performance in middle and upper school until the MCA IV data is released in the fall.

St. Croix Preparatory Academy (4120-07)'s literacy goal(s) for the 2026-27 school year:

St. Croix Prep will be transitioning to FastBridge for reading assessments next year. Once we have a baseline for student performance in the fall, we will set the 26-27 goals for all divisions.

The Local Literacy Lead, Deanna Thompson, for St. Croix Preparatory Academy (4120-07) has an FTE of .00

## Local Literacy Plan for St. Croix Preparatory Academy (4120-07)

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

The local literacy lead met with District and School Leadership Teams to discuss the READ Act and help plan reading assessments and intervention services.

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](#)

No

The District Literacy Lead does not have an active allowable license for the following reason(s):

The local literacy lead for 25-26 SY holds an elementary education license, but, in accordance with changes to statute, the local literacy lead for the 26-27 SY does not.

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)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

St. Croix Preparatory Academy (4120-07) 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.

St. Croix Preparatory Academy (4120-07) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
mCLASS with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

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

Yes

### Continuous Improvement for Screening Tools Used in Grades K-3

St. Croix Preparatory Academy (4120-07) will be utilizing the following screening tool(s) in 2026-27:

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

St. Croix Preparatory Academy (4120-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

K-3 students will be screened using FastBridge 3 times per year: at the start of the school year and then at the end of each trimester.

### 3. Screening Tools 4-12

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

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

Yes

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

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

The table below details the screening tool(s) used by St. Croix Preparatory Academy (4120-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
DIBELS	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

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

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St. Croix Preparatory Academy (4120-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

### Continuous Improvement for Screening Tools Used in Grades 4-12

St. Croix Preparatory Academy (4120-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

All students in grades 4-8 will take the FastBridge screener to determine which students need further assessment. Students who are below grade level will then take the Capti ReadBasix test. In grades 9-12, students not reading at grade level and students new to the school will take the FastBridge screener. Students identified by FastBridge as not reading at grade level will then take the Capti ReadBasix.

## 4. 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	90	50	90	78	90	86
1st	94	70	93	84	93	84
2nd	91	76	90	84	90	84
3rd	90	78	90	78	90	80

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 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) 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	90	17
1st	94	9
2nd	91	4
3rd	90	4

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

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 Word subtest

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

St. Croix Preparatory Academy (4120-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

FastBridge will be used instead of DIBELS.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	90	90	90	18	18	0
5th	94	86	22	9	1	0
6th	93	93	17	11	4	0
7th	92	92	20	12	7	0
8th	93	93	23	7	5	0
9th	103	0	18	8	3	1
10th	93	0	12	3	2	0
11th	96	0	5	CTSTR	CTSTR	0
12th	88	0	1	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.

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 - Middle school staff collect and analyze assessment data (including classroom assessments, DIBELS, Capti ReadBasix, and MCA scores) to monitor student progress. In the fall, students who are identified as reading below grade level are placed in a tier 2 reading intervention class. Reading intervention teachers monitor student progress throughout the school year.

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.

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 progress, they will be referred to our Child Study team to review their progress in more detail and determine whether additional support is needed through a 504 or special education individual education plan. 5-8 - The criteria for entrance into supplemental and/or intensive targeted instruction include a review of student assessment data (classroom assessments, DIBELS, Capti-ReadBasix). This data is used to determine which students are reading below grade level. Students reading below grade level receive intervention services in a 45-minute class. 9-12 - In the process of establishing this.

Progress monitoring data collection for students in Tier 2 occurs:

Other

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Progress monitoring data collection for students in Tier 3 occurs:

Other

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

The school needs to establish a K-12 progress monitoring protocol.

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 demonstrate improvement in classwork, they will be considered for exit from supplemental and/or intensive reading intervention by the team. 5-8 - Student assessment data is analyzed at the end of each quarter to determine the need for continued reading intervention support. 9-12 - This still needs to be established.

### 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, and progress monitoring procedures in the 2026-27 school year:

The school needs to implement a K-12 progress monitoring process. The upper school also needs to establish a plan for reading intervention support.

## 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 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 and method of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	1 time per year	Mailed letter
Grade 1	1 time per year	Mailed letter
Grade 2	1 time per year	Mailed letter
Grade 3	1 time per year	Mailed letter
Grade 4	1 time per year	Mailed letter
Grade 5	3 times per year	Digital messaging
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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

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

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

Yes

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

- Parent teacher conferences

## 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 St. Croix Preparatory Academy (4120-07), 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
Groves Method Literacy Curriculum for All (Foundational Skills) K-3, with Heggerty Phonemic Awareness Kindergarten Curriculum (2022) and Heggerty Phonemic Awareness Primary Curriculum (Partially Aligned)	Foundational	Kindergarten	15
	Foundational	Grade 1	15
	Foundational	Grade 2	15
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Grade 5	45
Other Curriculum - Core Knowledge	Knowledge Building	Grade 3	30
	Knowledge Building	Grade 4	30
Other Curriculum - Imagine It!	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
	Foundational	Grade 4	30
Other Curriculum - Riggs - Writing and Spelling Road to Reading	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30

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Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Other Curriculum - Riggs - Writing and Spelling Road to Reading	Foundational	Grade 4	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:  
 Moving forward, the district will use the school board-approved curriculum review process. We will start by aligning our current curriculum to the standards, reviewing curricular options using a rubric, and determining which option best aligns with both school and state standards.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:  
 This still needs to be determined.

## 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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Reading Mastery	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
Strategic Adolescent Reading Intervention	Tier 2 & 3	Grade 5	45
	Tier 2 & 3	Grade 6	45
	Tier 2 & 3	Grade 7	45
	Tier 2 & 3	Grade 8	45
Other Resources - DIBELS Progress Monitoring Passages	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Other Resources - EPS SPIRE	Tier 2 & 3	Grade 4	30
Other Resources - Heggerty Phonemic Awareness	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
Other Resources - Riggs	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

St. Croix Preparatory Academy (4120-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$74,647

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

\$74,647

### 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 2024 school year:

\$44,008

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

### Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Employing a reading intervention specialist	Literacy Aid Funds
Professional development on evidence-based literacy screening and progress monitoring tools	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.

St. Croix Preparatory Academy (4120-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/01/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

St. Croix Preparatory Academy (4120-07) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

06/01/2027

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:

We are committed to providing time for staff to work on training so that everyone meets the 80% proficiency threshold. Teachers have indicated that time is the biggest factor in their success in this training.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

In the 26-27 SY, PLCs will focus on student data. Teachers in reading-focused content areas will analyze FastBridge data and use a learning team cycle to discuss data, learn about and implement evidence-based instructional strategies, and monitor and adjust instruction based on results.

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:

All teachers will be observed either by a licensed administrator or the Q Comp Coordinator. Both administrators and the Q Comp Coordinator will provide feedback to teachers regarding data, lessons, and instructional practices. We are also seeking additional guidance from MDE on how to collect and track real-time data on instructional fidelity more effectively.

The following changes in instructional practices have impacted students:

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As a classical education charter school, the majority of practices presented in the CAREIALL training are already being implemented by our teachers, so instructional practices have not changed. We will continue to implement more research-based practices to meet the needs of our students.

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

For the 26-27 SY, we will seek additional guidance from MDE on this initiative.

St. Croix Preparatory Academy (4120-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):

In the 26-27 SY, staff will complete Phase 2 READ Act training. As the year progresses, we will develop a plan to help teachers implement what they learn in this training. Teachers will also receive professional development on FastBridge.

### 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)	3	0	0	3
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	28	28	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	0	0	0	0
K-3 Classroom teachers	12	9	3	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	5	2	0	3
K-12 Special Education educators responsible for foundational reading instruction	15	15	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	3	3	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	13	0	0	13
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	3	2	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	12	12	0	0

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

40

The PSLT was provided by:

District PSLT Trainer

## 14. Multi-tiered System of Supports (MTSS)

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

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

in order to design and implement ongoing evidence-based instruction and interventions.

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

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

Yes

The MnMTSS framework is being utilized:

No

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

St. Croix Preparatory Academy (4120-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

St. Croix Prep is in the beginning stages of implementing an MTSS system. 5 staff members attended a six-session Compass training in the 25-26 SY and will continue working on implementation in 26-27 SY.

## 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.

St. Croix Preparatory Academy (4120-07) does not include a DLI Program