

## Minnesota READ Act Literacy Plan for 2024-25

For

St. Cloud Public School District (0742-01)

Date Submitted to the State 06/03/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by St. Cloud Public School District (0742-01). 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

St. Cloud Public School District (0742-01)'s literacy goal(s) for the 2024-25 school year:

St. Cloud Area School District has chosen the following as Literacy goals for the 2024-25 school year. The goals reflect teacher learning of the Science of Reading: systematic, sequential phonics, intervention to prevent further interruption in student learning, measuring growth in relation to expected grade level benchmarks, instruction that includes sufficient modeling and practice time, and alignment in K-12 reading proficiency expectations. District 742 will achieve proficiency in foundational literacy skills for all K-12 students, prioritizing evidence-based instruction, targeted interventions, and family engagement to close achievement gap. Goal: Students in 742 will be equipped with the literacy skills necessary to allow successful engagement in and outside of school. Teachers in ISD 742 will be equipped with the skills necessary to deliver developmentally appropriate instruction in foundational reading skills, building content knowledge, and expanding vocabulary. 1. Elementary students will master foundational literacy skills as measured by grade level FastBridge Benchmarks. â€¢ K-5 Students not reading at or above grade level as determined by FastBridge benchmarks receive appropriate intervention during WIN time as allocated in the daily schedule. 2. Elementary teachers actively participate in LETRS professional development during district PLCs. â€¢ The elementary system consistently follows the 742 LETRS implementation plan following each unit of learning to focus instructional action(s) that will impact student outcomes. â€¢ Grade Level Academic Leads support grade level teams by facilitating data conversations providing guidance in intervention selection, delivery, modification and collection of additional student data as needed â€¢ Teachers monitor student growth toward benchmarks as measured by regular progress monitoring 3. Secondary students who demonstrate gaps in reading skills will receive systematic, sequential instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary and have dedicated time to practice learning in the Science of Reading course in middle school and high school. 4. Secondary teachers are supported by building literacy specialists who provide professional development and instructional coaching, focused on text complexity and other high-leverage literacy concepts and practices.

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

Elementary professional development focused on implementing FastBridge interventions aligned to students' identified need(s) based on benchmark assessment data. Grade level academic leads provided guidance in using data to determine if instruction would be most beneficial as a classwide intervention in a TIER 1 setting, or TIER 2/3 small group. In addition, teachers expanded their use of FastBridge by setting goals and scheduling progress monitoring. These structures support systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension which inform the data review cycle in order to move students toward reading proficiency. Secondary literacy programming work included: -A fluency intervention pilot at one middle school and in smaller groups across secondary sites. -A "Science of Reading for Language Comprehension" course

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planned for next school year. This course will be piloted in one middle and one high school during the 25-26 school year in order to address skill gaps for students with Tier 2 reading needs. -A Tier 1 Literacy initiative introduced to all secondary content area teachers during spring professional development. The initiative aims to strengthen core instruction by more explicitly integrating evidence-based literacy practices into the content areas. Building-assigned secondary literacy specialists provided instructional coaching through: -Supporting PLTs in implementing explicit/targeted literacy instruction and differentiation. -Designing and delivering literacy-focused professional learning for ELA and other content areas. -Providing 1:1 coaching for literacy integration in classroom instruction. -Supporting teacher teams in implementing CAREIALL-based professional development

The following describes how St. Cloud Public School District (0742-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Elementary students in ISD 742 are not yet achieving the goal of reading at/above grade level as evidenced by EOY Fastbridge data. Data from spring of 2025 shows that 33.4 % of kindergarten students scored at or above grade level in Early Reading and 36% of first grade students scored at or above grade level on the same assessment. 46.1% of 3rd graders scored at or above in aReading, measuring broad reading skills. 59.9% of 4th grade students scored at or above in auto reading which measures foundational skills and 55.5% of 5th graders scored at or above on the same assessment. Secondary students in ISD 742 are not yet achieving the goal of reading at/above grade level as evidenced by STAR Reading and MCA Reading scores. STAR Reading data from spring 2025 shows that 39% of students in grade 6, 34.8% of students in grade 7, and 29.7% of students in grade 8 scored at/above grade level in reading proficiency. Historical MCA Reading scores from years 2021-2024 demonstrate student achievement within the following ranges for middle level students: 37-42% of grade 6 students achieving meets or exceeds, 32-36% of grade 7 students achieving meets or exceeds, and 32-37% of grade 8 students achieving meets or exceeds. In spring 2024 testing, 32.8% of 10th grade students demonstrated proficiency on the MCA Reading assessment.

St. Cloud Public School District (0742-01)'s literacy goal(s) for the 2025-26 school year:

St. Cloud Area School District has chosen the following as Literacy goals for the 2025-26 school year. The goals reflect teacher learning of the Science of Reading: systematic, sequential and explicit phonics instruction, intervention to prevent further interruption in student learning, measuring growth in relation to expected grade level benchmarks, instruction that includes sufficient modeling and practice time, and alignment in K-12 reading proficiency expectations. District 742 will achieve proficiency in foundational literacy skills for all K-12 students, prioritizing evidence-based instruction, targeted interventions, and family engagement to close achievement gaps. Goal: Students in 742 will be equipped with the literacy skills necessary to allow successful engagement in and outside of school. Teachers in ISD 742 will be equipped with the skills necessary to deliver developmentally appropriate instruction in foundational reading skills, building content knowledge, and expanding vocabulary.

1. Elementary students will master foundational literacy skills as measured by grade

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level FastBridge Benchmarks. \*K-5 Students not reading at or above grade level as determined by FastBridge benchmarks receive appropriate intervention during WIN time as allocated in the daily schedule. \*Elementary teachers actively participate in LETRS professional development during district PLCs. 2. The elementary system consistently follows the 742 LETRS implementation plan following each unit of learning to impact student outcomes. \*Grade Level Academic Leads support grade level teams by facilitating data conversations providing guidance in intervention selection, delivery, modification and collection of additional student data as needed monitoring student growth toward benchmarks as measured by progress monitoring 3. Secondary students who demonstrate gaps in foundational reading skills will receive systematic and explicit instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary and have dedicated time to practice learning in the Science of Reading course in middle school and high school. 4. Secondary teachers will be supported by district and building instructional leaders and literacy specialists who provide professional development and instructional coaching around targeted vocabulary instruction, developing students' strategies for reading complex text, providing students opportunities for structured talk and other high-leverage, evidence-based instructional practices.

St. Cloud Public School District (0742-01)'s Local Literacy Plan is posted on the district website at:

<https://resources.finalsite.net/images/v1720981723/isd742org/wneuride61qysaxns5ja/literacyplan.pdf>

## 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. Cloud Public School District (0742-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for St. Cloud Public School District (0742-01) 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	606	334	643	214	668	223
Grade 1	664	209	696	249	715	257
Grade 2	684	290	706	301	721	292
Grade 3	634	298	656	279	663	284

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. Cloud Public School District (0742-01) 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.

St. Cloud Public School District (0742-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	668	333
Grade 1	715	309
Grade 2	445	286
Grade 3	308	156

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. Cloud Public School District (0742-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading and AutoReading	Fastbridge	High Risk in Benchmark score as determined by FASTBRIDGE benchmarks
Grade 5	aReading and AutoReading	Fastbridge	High Risk in Benchmark score as determined by FASTBRIDGE benchmarks
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by St. Cloud Public School District (0742-01) 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:

Elementary 4th and 5th grade: ISD 742 will use the FastBridge benchmark scores in aReading and AUTOREading to universally screen and identify students reading below grade level expectations, or scoring in the high risk category and therefore require Step 2 characteristics of dyslexia screening using Capti ReadBasix. In the secondary grades, 6-12, ISD 742 will use Fall STAR testing data, historical STAR data, and historical MCA data to

determine which students require Step 2, characteristics of dyslexia screening.

## 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. Cloud Public School District (0742-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		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. Cloud Public School District (0742-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	Other (explain below)
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
Grade 9	Yes	Other (explain below)
Grade 10	Yes	Other (explain below)
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

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
  - Family goal setting form completed at fall goal setting conference K-5. Additional opportunities for building eng

## 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. Cloud Public School District (0742-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In grades K-5, screening data is used to identify if classwide intervention is needed during core instruction in the TIER 1 literacy block. Identified interventions based on FastBridge recommendations are delivered by the classroom teacher and progress monitored bi-weekly. If intervention is identified and best delivered in a TIER 2 setting, this is accomplished through small group instruction in the classroom or other setting and students are progress monitored bi-weekly. Students in need of intensive intervention receive TIER 3 instruction with highly trained ADSIS/Intervention teachers in a small group setting outside of the classroom and progress monitored weekly. The intensive intervention provides systematic and explicit instruction, and practice (dosage) in each of the word reading strands of Scarborough's Reading Rope. In each of the scenarios listed above, intervention is linked to the identified skill gap, and students are progress monitored until the benchmark target is met.

Grade Level Academic Leads follow a systematic protocol and lead teachers through the data review process following each benchmark. They review data at the halfway point between benchmarks to determine if a change in intervention is warranted, or to continue with the current plan. The Leads monitor the data and provide coaching on intervention and data review when needed.

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

Step 1: Differentiation in TIER 1 is determined by using the FastBridge Screening to Intervention report after each benchmarking period. Grade Level Academic Leads review the data with building administrators and together they make a plan for data review in the fall, winter, and spring. Step 2: Grade level leads meet with their assigned grade levels to plan intervention groups, set up progress monitoring schedules and additional support for delivering interventions with fidelity. Fidelity of instruction in the foundational skills instructional block using the core resource is monitored through mastery checks, graph reviews and watching for student growth trends over time.

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

TIER 2/3 Entrance - Elementary: FASTBRIDGE ASSESSMENTS are administered in the first six weeks of school, January, and in May. Information gained from these assessments allows teachers to identify students at risk of not meeting grade level benchmarks in TIER 1 Core instruction. Instructional groups for students placed in TIER 2 and/or TIER 3 are determined by gaps in foundational skills necessary to meet grade level benchmarks and are progress-monitored based on tier of instruction. The focus of TIER 3 instruction is to learn, practice and become proficient in foundational reading skills. TIER 2 Entrance – Secondary Teachers have access to a number of instructional materials and resources within the StudySync curriculum that allow for both

differentiation and scaffolding within the Tier 1 classroom. Teachers can provide students digital literacy learning scaffolds within the StudySync student online platform and have access to a wealth of StudySync-based Tier 2 supplemental materials for addressing gaps that appear in student growth toward proficiency on the ELA Standards. ELA instructors are provided with instructional support by building literacy specialists. Teachers meet with the literacy specialists to discuss student needs in learning and specialists assist teachers in matching student needs to appropriate instructional practices and learning resources. TIER 3 Entrance â€" Secondary Teachers use classroom data and observations to recommend students for further literacy screening when Tier 2 support does not prove to be enough to ensure student's continued and/or accelerated growth in literacy learning. Literacy specialists meet with students one to one and interview students around their literacy learning experiences and current sense of literacy proficiency or challenge. The literacy specialist then screens students by performing an Oral Reading Fluency check to gain an understanding of student ability to read a grade level text with fluency and accuracy and by administering the San Diego Quick Assessment to measure word identification on increasingly more difficult word lists. When data-indicated, placement into a secondary science of reading course may result. Students who demonstrate reading skills well below grade level may also be given the Sonday Pre-Reading Survey to determine an appropriate level for placement into the Sonday program which is delivered within a science of reading course.

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:

Elementary Progress Monitoring in Tier 1 - Some students meet in a small group in addition to TIER 1 core instruction. Small group instruction is differentiated based on the student's reading and writing needs. Students are progress monitored bi-weekly. Intervention(s) may be changed based on progress monitoring data. Changes may include the intensity or dosage of instruction and assessment used to progress monitor Elementary Progress Monitoring in Tier 2 & 3 - Students identified, or at high risk for characteristics of dyslexia meet in small groups in addition to TIER 2 supplemental instruction. Small group instruction is differentiated based on the student's reading and writing needs. Students in Tier 2 or 3 are progress monitored weekly or bi-weekly. Teachers use evidence- based foundational skill curriculum and deliver instruction that is explicit and systematic and is aligned to student needs. Secondary Progress Monitoring in Tier 2 & 3 - Following identification for characteristics of dyslexia and/or foundational, word recognition level reading needs, students are assigned to a science of reading course, in addition to their Tier 1 ELA course, where they receive a student data-indicated Sonday 1 or Sonday 2 level intervention. Teachers provide Sonday-based instruction daily, or as indicated by student needs data, targeted fluency intervention, explicit vocabulary instruction and practice and opportunities to work on writing. Teachers regularly progress monitor students for growth through the Sonday level mastery checks and on-going assessment of oral reading fluency. At the high school level, students also receive opportunities to build background knowledge around current content course learning through shared

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reading and discussion and homework support for literacy-based assignments.

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

Elementary: Students who consistently show 3-5 data points at or above the upcoming benchmark target may be exited from a Tier 2 intervention. The intervention teacher, in consultation with the classroom teacher will determine if they should continue in, change, or exit the intervention. Students in Tier 3 Let's Play Learn or Sondag 1 remain in the intervention until they successfully complete all levels of the program. Success in these interventions is measured by automaticity and accuracy in both reading and spelling. These students must also reach 3-5 consecutive data points at or above the grade level benchmark before consideration for exit.

Secondary: Students who successfully complete their Sondag 1 and 2 mastery checks move onto the next level of Sondag instruction within their assigned course. Once students complete all levels through the end of Sondag instruction, currently, they are exited from Tier 2/3 reading intervention in the secondary setting. In the 2025-2026 school year, ISD 742 will pilot a language comprehension-focused course to follow Sondag courses offered in the middle and high school settings in order to address gaps in reading skills that exist between successful completion of Sondag courses and current Tier 1 instruction.

Does St. Cloud Public School District (0742-01) 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



## 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. Cloud Public School District (0742-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

St. Cloud Public School District (0742-01) has participated in MDE MnMTSS professional learning:

Yes

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

St. Cloud Public School District (0742-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Multi-Tiered System of Supports (MnMTSS) Implementation Timeline - Building on two years of targeted training and planning, the 2025-2026 school year will see ISD 742 actively apply the components of MnMTSS throughout the entire organization. 2025-2026: Application of MnMTSS components through the School Improvement Plans (CIPs). This will involve: - Integrating evidence-based practices: Schools will identify and implement specific instructional and behavioral practices aligned with the MnMTSS framework within their CIP goals. - Refining tiered systems of support: Schools will formalize their multi-tiered systems (Tier 1, Tier 2, Tier 3) to provide differentiated support to all students based on their needs in both academics and behavior. This includes clearly defined interventions and progress monitoring procedures at each tier. - Utilizing data-driven decision-making: Schools will use a variety of data sources (e.g., universal screening, progress monitoring, formative and summative assessments) to inform instructional decisions, allocate resources, and evaluate the effectiveness of their tiered supports. - Strengthening collaboration: Enhanced collaboration among general education teachers, special education staff, support personnel, and families will be evident in the planning and delivery of supports. - Focusing on continuous improvement: The CIPs will reflect a cycle of continuous improvement, to monitor the impact of MnMTSS implementation and make adjustments based on data as needed.

## 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. Cloud Public School District (0742-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Other	Comprehensive	70
	· Other	Foundational	30
	· Wonders, K-5 2020	.	.
	· Sonday Essentials K	.	.
Grade 1	· Other	Comprehensive	90
	· Other	Foundational	30
	· Wonders, K-5 2020	.	.
	· Sonday Essentials 1	.	.
Grade 2	· Other	Comprehensive	90
	· Other	Foundational	30
	· Wonders, K-5 2020	.	.
	· Sonday Essentials 2	.	.
Grade 3	· Other	Comprehensive	85
	· Other	Foundational	30
	· Wonders, K-5 2020	.	.
	· Sonday Essentials 3	.	.
Grade 4	· Other	Comprehensive	95
	· Wonders, K-5 2020	.	.
Grade 5	· Other	Comprehensive	95
	· Wonders, K-5 2020	.	.

### Continuous Improvement for Core Reading Instruction and Curricula

St. Cloud Public School District (0742-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Elementary: ISD 742 will be piloting 3 curricular resources during the 2025-26 school year and will move to adoption in SY 2026-27. The Literacy Review Team selected Amplify CKLA as a stand alone and Arts and Letters partnered with Functional Phonics. The Spanish Immersion schools will pilot Amplify Caminos. Selected Multi-lingual teachers will pilot Amplify Language Studio and the Arts and Letters Prologue in partnership with other classroom pilot teachers.

## 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. Cloud Public School District (0742-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	FastBridge Intervention Let's Play Learn	Let's Play Learn
Grade 1	FastBridge Intervention Let's Play Learn Sonday 1	FastBridge Intervention Let's Play Learn Sonday 1
Grade 2	FastBridge Intervention Sonday 1	FastBridge Intervention Sonday 1
Grade 3	FastBridge Intervention Sonday 1 Sonday 2	FastBridge Intervention Sonday 1 Sonday 2
Grade 4	FastBridge Intervention	FastBridge Intervention
Grade 5	FastBridge Intervention	FastBridge Intervention
Grade 6	Sonday 2	Sonday 1
Grade 7	Sonday 2	Sonday 1
Grade 8	Sonday 2	Sonday 1
Grade 9	NA	Sonday 2
Grade 10	NA	Sonday 2
Grade 11	NA	NA
Grade 12	NA	NA

### Continuous Improvement for Reading Interventions

St. Cloud Public School District (0742-01) will make the following changes to reading interventions for the 2025-26 school year

Elementary: No change will be made in Elementary Reading Intervention for SY2025-26. Secondary: During the 2025-2026 school

## 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. Cloud Public School District (0742-01) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/30/2027

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

After completion of each unit in LETRS reteaching of critical content will occur in the 2025-26 school year delivered through trained LCF. Building Support is provided by Grade Level Academic Leads for individual coaching and modeling.

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:

This is in development for the 2025-26 school year. Elementary teachers will be piloting and selection a resource that supports instruction, practice and mastery of foundational literacy skills.

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:

This is in development for the 2025-26 school year. In elementary, a coaching support plan will be developed in conjunction with the newly adopted curricular resource. Current coaching support is focused on systematic use of Fastbridge interventions and progress monitoring. English language and special education teachers in the secondary setting will be supported in implementing the following evidence-based practices acquired during their CAREIALL training: providing explicit and systematic instruction in phonics as indicated necessary by student data and in fluency, morphology and vocabulary-building, and also, comprehension with added attention to building students' background knowledge, explicitly addressing students' growth in reading and writing to learn, providing instruction that increases knowledge of text structures, and specifically modeling and having students practice monitoring their own comprehension. Building-assigned secondary literacy specialists will provide the necessary resources, targeted professional development, and coaching in order to increase the number of staff successfully integrating research-indicated CAREIALL practices within the classroom setting.

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The following changes in instructional practices have impacted students :

This is in development for the 2025-26 school year. The ISD742 LETRS implementation plans will be aligned to the newly adopted curricular resource in elementary buildings. The implementation plan is specifically designed to direct instructional practices in the elementary classrooms that are aligned to the science of reading.

Teachers will also use the 2020 foundational skills standards that have been unpacked for coherence and increased rigor across grade levels. Approximately 67 elementary teachers and grade level academic leads are participating in summer training to pilot "Empower Hour" which focuses on best instructional practice during the foundational skills portion of the literacy block. The data from this group of teachers will be monitored for instructional impact as measured by progress monitoring and benchmark data. Implementation support planning is still under development for secondary staff who have completed their evidence-based reading instruction training, i.e. the CAREIALL professional learning program for teachers of reading. By specifically addressing student needs for explicit instruction in phonics, fluency, morphology, vocabulary, comprehension and writing, ISD 742 expects to see improved outcomes in reading achievement for all students and will monitor these improvements by administering all six subtests (Word Recognition and Decoding, Vocabulary, Morphology, Reading Efficiency, Sentence Processing, and Reading Comprehension) available within the Capti ReadBasix literacy screening assessment during both Winter and Spring testing windows.

St. Cloud Public School District (0742-01) has implemented the following professional development and support for teachers around culturally responsive practices:

During the 2024-2025 school year, the ISD 742 equity director facilitated a task force that included district teachers and staff, family, community members, and students who identified the following goal for implementation in the 2025-2026 school year. This goal will remain a key facet of teacher evaluation and an integral consideration in all professional development planning until revisited in future district planning. Goal: All staff will demonstrate reflective awareness and practice culturally responsive instruction. District Definition: Culturally Responsive Teaching is both a reflective process and active practice grounded in relational trust, focusing on cultural awareness, care, and inclusivity. It provides a learning environment that holds high expectations for all students, that affirms students' individual experiences and encourages critical engagement. Observable behaviors include integrating lived experiences, using authentic assessments, and celebrating student success. To make the integration of practical literacy practices into curriculum and instruction tangible, the district will consider how "Observable behaviors" translate into student learning environments. When conducting classroom observations and engaging in reflective coaching conversations with classroom teachers, building administrators will look for and provide feedback on the following high-impact instructional and literacy-focused practices: - use of culturally relevant texts student-led discussions connecting personal narratives to course content incorporation of family or community literacy practices. - student-created narratives presentations drawing on real-world issues performance-based tasks that showcase student reading and writin

St. Cloud Public School District (0742-01) engaged with the Regional Literacy Network through the following:

## Local Literacy Plan for St. Cloud Public School District (0742-01)

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

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

The SY2025-26 elementary schedule includes 4 eLearning days. Grade level academic leads will guide teachers through a data dive, looking at progress monitoring data in order to design focused intervention groups based on student learning gaps and next steps in supporting foundational skill development. Teams in both elementary and secondary created guiding documents to support the implementation of the 2020 standards. These teams unpacked each of the standards in reading, writing, and LSVEI so that teachers have a common understanding of the expectations of the standard and increase in rigor and complexity across grade levels. ISD 742 launched a Tier 1 Literacy initiative in March 2025, a foundational component of its "Future Ready Literacy Programming" model designed for all secondary students across all subjects. The core goal is to provide high-quality, evidence-based instruction and access to grade-level content for every student, embedding Tier 2 supports like scaffolding and targeted instruction to address language comprehension needs within content areas. This initiative aims to achieve equitable outcomes and prepare future-ready graduates by integrating literacy—encompassing background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge—into how all content is taught. Key components of this Tier 1 instruction include disciplinary literacy (teaching text structure and discipline-specific language), targeted vocabulary (building word knowledge through etymology, morphology, and multiple exposures), strategies for reading complex texts (predictions, layered texts, annotation), complex writing tasks (using graphic organizers, RACE strategy, peer review), integrated reading and writing activities, and structured talk (Think-Pair-Share, accountable talk). These elements are to be delivered through a cycle of teaching, modeling, scaffolding, guided practice, and independent practice across all secondary learning spaces. To ensure the success of this initiative, teachers are expected to implement high-quality, evidence-based instruction, integrating literacy across all content areas as a shared responsibility. This involves providing necessary scaffolding for struggling learners, engaging in ongoing professional development and collaboration within Professional Learning Teams (PLTs), explicitly attending to language comprehension components, utilizing the recommended instructional strategies, and reflecting on their practice to continuously improve student literacy outcomes.

### 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	57	0	57	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	62	22	31	9
K-3 Classroom Educators	139	7	132	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	59	0	59	0
K-12 Reading Interventionists	25	10	11	4
K-12 Special Education Educators responsible for reading instruction	3	2	1	0
PreK through grade 5 Curriculum Directors	193	0	0	193
PreK through grade 5 Instructional Support Staff who provide reading support	34	17	16	1

#### 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



Local Literacy Plan for St. Cloud Public School District (0742-01)

Grades 4-12 Classroom Educators responsible for reading instruction	38	2	0	36
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	34	0	34	0
Grades 6-12 Instructional support staff who provide reading support	100	0	0	100
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	18	2	0	16

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

St. Cloud Public School District (0742-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$339,050.00

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

\$339,050.00

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

- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)

### READ Act Literacy Aid

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

St. Cloud Public School District (0742-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$381,147.00

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

- Employing a reading intervention specialist
- Reading intervention (curriculum, materials, 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