

St. anthony New Brighton READ Act Local Literacy Plan (School Year 2025-2026)

Section 1: Read Act Goals

Minnesota READ Act Goal: The goal of the Minnesota READ Act is to have every 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 \(2024\).](#)

1. Restate the district or charter school's literacy goal(s) for the 2024-25 school year (copy and paste this from the district's 2024-25 Local Literacy Plan). *

- **St. Anthony New Brighton will engage all practitioners in professional development to develop cultural competencies and best practices in effective instruction based on the Core 4 (anchor standards, essential learning targets, learning progressions, and performance task) and RRR (rigor, relevance, and relationships).**
- **St. Anthony New Brighton will engage all practitioners in data cycles to facilitate evidence based decision making and practice to meet the needs of a range of diverse learners (staff, and students).**
- **St. Anthony New Brighton will engage select representatives in think tanks opportunities to voice rising instructional/social/relational issues and engage in problem solving/innovation cycles to ensure continuous improvement.**

2. Describe what was implemented or changed to make progress towards the goal(s). *

In St. Anthony New Brighton we engaged all educators in district professional development to develop cultural competencies and best practices in effective instruction. District professional development was followed up with data driven coaching cycles. Educators also engaged in curricular resource implementation studies that focused on the integration of effective instruction and the level of integrity to which the resource was being implemented. These studies were followed up with further coaching and professional development.

The St. Anthony New Brighton community engaged in think tank sessions to learn, share and create innovative solutions towards continuous improvement in rising instructional, social, and relational issues. Additionally, an effective instruction (EI) model teacher cohort was developed to further embed the EI frameworks through professional learning and job-embedded coaching. The participating educators were expected to transfer their learning to model planning and instructional practices to then be utilized in their leadership across teams and sites. A horizontal as well as vertical data analysis was also conducted for comparatively analyzing alignment of practices to student performance.

3. Describe how current student performance differs from the literacy goal detailed in the READ Act. *

(The goal of the Minnesota READ Act is to have every 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.)

St. Anthony New Brighton uses the FastBridge earlyReading and aReading assessment to screen students for reading proficiency. St. Anthony identifies proficiency as scoring at the 50th percentile or above. In the most recent screening window in the spring of 2025, 37% (436 students) of second through tenth grade students assessed performed below the 50th percentile according to FastBridge aReading and 53% (109 students) of kindergarten and first grade students assessed performed below the 50th percentile according to FastBridge earlyReading.

Of the students that receive multilingual services, 78% of kindergarten and 1st grade students and 80% of students in grades 2-10 performed below the 50th percentile on FastBridge reading assessments.

Of the students that receive special education services, 73% of kindergarten and 1st grade students and 69% of students in grades 2-10 performed below the 50th percentile on FastBridge reading assessments.

4. State the district or charter school's literacy goal(s) for the 2025-26 school year. *

St. Anthony New Brighton will continue the following goals:

- **St. Anthony New Brighton will engage all practitioners in professional development to develop cultural competencies and best practices in effective instruction based on the Core 4 (anchor standards, essential learning targets, learning progressions, and performance task) and RRR (rigor, relevance, and relationships).**
- **St. Anthony New Brighton will engage all practitioners in data driven coaching cycles to facilitate evidence based decision making and practice to meet the needs of a range of diverse learners (staff, and students).**

7. Screening Tools Used for Grade K-3 *

Identify which screener system is being used.

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

1st Grade FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)

2nd Grade FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)

3rd Grade FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)

8. Criteria used to determine benchmark *

Kindergarten Vendor composites using vendor benchmarks

1st Grade Vendor composites using vendor benchmarks

2nd Grade Vendor composites using vendor benchmarks

3rd Grade Vendor composites using vendor benchmarks

9. If additional screeners were used, please provide details for each grade. *

Use "NA" if additional screeners were not used for that grade, or the grade was not served.

Kindergarten N/A

1st Grade N/A

2nd Grade N/A

3rd Grade N/A

10. Will the district or charter make changes to K-3 screening tools or criteria in the 2025-26 school year? *

No

Specific Dyslexia Screening Tools Used Grades 4-12

Provide details on **tool # 1**

14. Name of Screening Tool *

FastBridge

15. Vendor for Screening Tool *

Renaissance

16. Criteria / Benchmark Used for Screening Tool *

St. Anthony New Brighton used the nonsense word preliminary cut scores provided by MDE for kindergarten through third grade. For fourth and fifth grade, St. Anthony New Brighton used the nonsense word subtest for students performing below the benchmark on the aReading assessment. The criteria to identify students who need further assessment are those scoring below 85% accuracy.

17. Which grades do you use this screening tool for? *

4th Grade

5th Grade

18. 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 for students who are not reading at grade level. *

Please describe how the district or charter school will determine which students in grade 4-12 are not reading at grade level. *

St. Anthony New Brighton will use Fastbridge leveraging the threshold of the 50th percentile to determine if students are at risk for not being proficient readers. Any student that performs below the 50th percentile according to Fastbridge in aReading will be screened using Capti ReadBasix.

Please describe 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. *

St. Anthony New Brighton will administer FastBridge in the Fall, Winter, and Spring. Any students that are determined to be at risk for not being proficient readers according to FastBridge will also be screened using Capti ReadBasix in the Fall, Winter, and Spring.

25. How are families or the community engaged around literacy? *

Parent teacher conferences

26. Will the district or charter school make changes to parent notification and involvement in the 2025-26 school year? *

No

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.

27. Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs. *

FastBridge is administered to students in St. Anthony New Brighton 3 times a year, in the Fall, Winter, and Spring. Any student that does not meet the 50th percentile according to FastBridge will be screened. Classroom educators and interventionists will collaborate on next steps regarding small group instruction and acceleration services. Students that receive acceleration services will engage in FastBridge progress monitoring. Grade level interventionists will meet with grade level teams once a month to analyze data and determine if any changes need to be made to small group instruction and acceleration services according to varied entry points on designated learning progressions.

28. Describe the processes for monitoring fidelity and differentiating Tier 1 instruction. *

Classroom educators providing Tier 1 instruction will participate in implementation and instructional studies that align with the state and district approved curricular resource and EI frameworks. Educators will participate in coaching cycles to increase and enhance instructional moves that serve students at diverse entry points. In St. Anthony New Brighton we monitor fidelity to the standards and integrity to the curricular resource to ensure equitable access to standards based instruction with the resource customized according to student needs.

29. Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure to specify any difference in processes at the elementary and secondary school levels. *

The criteria utilized to designate students who may be in need for further diagnostics and targeted reading intervention can be found below.

- **Tier 2: 21st - 49th percentile**
- **Tier 3: below the 20th percentile**

30. How often is progress monitoring data collected for student in Tier 2? *

Once every two weeks

31. How often is progress monitoring data collected for student in Tier 3? *

Once a week

32. Provide the K-12 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. *

Student progress will be monitored by the interventionists. As interventionists meet with grade level teams, multiple data points from FastBridge, Lexia, and SAVVAS will be studied. During data triangulation meetings if students are not making accelerated progress toward their goals modifications to interventions will be made in the acceleration services and strategies provided upon study of implementation integrity.

33. Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention. *

Be sure to specify any difference in processes at the elementary and secondary school levels.

St. Anthony New Brighton will use the grade level benchmarks provided through FastBridge to determine the exit criteria from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention.

34. Does the district or charter school use personal learning plans for literacy? *

No

35. Will the district or charter school make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plan in the 2025-26 school year? *

Yes

Describe changes to data-based decision making for action that will be implemented in the 2025-26 school year. *

St. Anthony New Brighton will begin a new data triangulation process for analyzing progress monitoring and Tier 1 classroom data to determine how students will be placed in the tiers, served, and accelerated.

Districts are strongly encouraged to adopt 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.

36. Is the district or charter school implementing a multi-tiered system of support framework? *

Yes

Is the district or charter school using the MnMTSS framework? *

Yes

Has the district or charter school participated in the MDE MnMTSS professional learning? *

Yes

37. Will the district or charter school make changes to MTSS in the 2025-26 school year? *

No

Section 7: Core Curricular Resources Grades K-5

In this section districts will indicate the curricula used for core reading instruction at each grade level K-5, how the curriculum is used and the minutes per day of instructional delivery. Districts will enter curricula used for interventions in the next section.

40. Does the district or charter serve students in any grades between K and 5? *

Yes

Please indicate which K-5 grades the district or charter serves: *

Kindergarten

1st

2nd

3rd

4th

5th

42. How many core curricula are implemented in **Kindergarten?**

Enter in a number between 1 and 8. Details for each curricula will be required.

43. How many core curricula are implemented in **1st grade?** *

Enter in a number between 1 and 8. Details for each curricula will be required.

44. How many core curricula are implemented in **2nd grade?** *

Enter in a number between 1 and 8. Details for each curricula will be required.

45. How many core curricula are implemented in **3rd grade?** *

Enter in a number between 1 and 8. Details for each curricula will be required.

46. How many core curricula are implemented in **4th grade?** *

Enter in a number between 1 and 8. Details for each curricula will be required.

47. How many core curricula are implemented in **5th grade?** *

Enter in a number between 1 and 8. Details for each curricula will be required.

48. Tell us more about this core curricula. *

Name of Core Curricula * **SAVVAS MyView**

(Please read the options in the alphabetically organized drop-down list carefully. Only select "Other" if the curricula used is not listed.)

Curricula Type *

Comprehensive

Instructional delivery minutes per day: * **60 minutes**

55. **Reading Interventions.** Please indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each grade level. *

Tier 2 and Tier 3 intervention resources do not have to be different. If grade is not served, enter "NA"

	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
KG	SAVVAS MyFocus	SAVVAS MyFocus
1st	SAVVAS MyFocus	SAVVAS MyFocus

2nd	SAVVAS MyFocus	SAVVAS MyFocus
3rd	SAVVAS MyFocus	SAVVAS MyFocus
4th	SAVVAS MyFocus	SAVVAS MyFocus
5th	SAVVAS MyFocus	SAVVAS MyFocus
6th	Read180	Read180
7th	Read180	Read180
8th	Read180	Read180
9th	Read180	Read180
10th	Read180	Read180
11th	Read180	Read180
12th	Read180	Read180

56. Will the district or charter school make changes to reading interventions in grades K-12 in the 2025-26 school year? *

No

57. Name of the approved professional development program selected for Phase 1 educators: *

Select all that apply

CORE OLLA

LETRS

CAREIALL

58. Date of completion (or expected completion) for Phase 1 Professional Development: *

June 30, 2027

59. How were synchronous sessions facilitated?

Select all that apply

Vendor Provided Facilitator

60. Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level. *

In St. Anthony New Brighton educators will participate in additional coaching cycles with the designated district literacy coordinator to support the implementation of literacy best practices.

61. Describe the fidelity data that is being 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. *

The effective instruction team will facilitate ongoing implementation studies and coaching cycles throughout the school year to ensure that educators are executing the curricular resource with integrity and providing instruction that

reinforces explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

62. Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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.

In St. Anthony New Brighton educators will engage in feedback loops and coaching conversations to analyze instructional data as part of their coaching cycles. In addition to the implementation studies and coaching cycles to gather data, the effective instruction team will facilitate professional learning designed to meet the specific needs of educators based on their implementation of explicit, systematic, evidence-based instruction.

63. Describe how the changes in instructional practices have impacted students, and provide evidence of this impact. *

In St. Anthony New Brighton we perform comparative analysis between instructional implementation data and student performance data to assess impact by tracking typical growth, acceleration, stagnation, and regression. Should growth and acceleration be documented, the instructional practices will be scaled and sustained. For instances of stagnation and regression, data coaching, instructional feedback, and professional development will be provided until student performance shifts as a result of improved instructional practice. In classrooms that are leveraging the curricular resource, there is also a correlation between mastery of standards assessed in the curricular resource and improved performance on FastBridge and MCA assessments.

64. How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices. *

In St Anthony New Brighton, the effective instruction team facilitates three district-wide professional development days with two learning arcs that focus on

culturally responsive practices which transfer to those culturally sustaining. High leverage strategies for instructional planning and equitable pedagogy are emphasized during pillar professional developments as well as site-specific learning that is held throughout the year based on data collected through coaching cycles and instructional studies.

St. Anthony New Brighton educators were given the opportunity to participate in a Literacy Cohort led by the district literacy coordinator. The educators engaged in four Learning Modules, Establishing Literacy Foundations, Establishing Innovative Literacy Practices for Equitable Instruction, Establishing A Literacy Rich Learning Environment, and Positive Culture of Literacy and Innovation. Educators then participated in coaching cycles to determine the implementation of their training.

65. How did the district engage with the Regional Literacy Network? *

Meet with the regional literacy lead

66. Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas) if applicable. *

In St. Anthony New Brighton educators will engage in ongoing professional development for SAVVAS MyView and MyPerspectives to ensure that educators are supported to implement the curricular resource with integrity. Educators and administrators participated in SAVVAS training to understand the data collection system and supports that are available for reading, writing, and exchanging ideas.

Educators who support students with reading intervention services participated in the READ180 Getting Started training. This involved training on platform use, analyzing assessment data, and how to support students in small group sessions focused on building reading and writing skills.

Educators at the elementary school participated in LEXIA Core5 training. This learning focused on gathering and analyzing student data around reading skill

development, platform use, and supplemental resources for educators, students, and families.

67. Will the district or charter school make changes to the professional development plan in the 2025-26 school year? *

No

69. Educator Counts Phase 1 *

For the Grades 4-5 (or 6) Classroom Educators count, please include educators that the district deemed in need of training during Phase I. All other grade 4-6 educators should be reported in the Phase II educator count.

	Total in District or Charter Organization	Comple ted Training	Training in Progress	Need Traini ng
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	4	0	0	4
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	5	0	0	5
K-3 Classroom Educators	20	3	0	17
Grades 4-5 (or 6) Classroom Educators (if applicable)	10	0	0	10
K-12 Reading Interventionists	7	4	0	2
K-12 Special Education Educators responsible for reading instruction	21	1	0	20
PreK through grade 5 Curriculum Directors	2	0	0	2

PreK through grade 5 Instructional Support Staff who provide reading support	19	0	0	19
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70. Educator Counts Phase 2 *

	Total in District or Charter Organization	Comple ted Training	Training in Progres s	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	9	0	0	9
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	15	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

1. What amount of literacy incentive aid was received in the 2024-25 school year?

*

Enter \$ received (\$76,304.00)

72. What amount of literacy incentive aid was spent in the 2024-25 school year? *

Enter \$ spent. (\$76,663.64)

73. Check all eligible uses of literacy incentive aid for which funds were applied in the 2024-25 school year. *

Contracting or employing a District Literacy Lead

READ Act Literacy Aid

The following funding questions are about the one-time READ Act Literacy Aid appropriation.

74. What amount of READ Act Literacy Aid was received in the 2025 fiscal year? *

Enter \$ received (\$74,128.64)

75. Check all eligible uses of READ Act Literacy Aid, for which funding was applied in the 2025 fiscal year. *

Contracting or employing a District Literacy Lead

76. As of the completion of this Local Literacy Plan, how much READ Act Literacy Aid remains in the required reserved account? *

Enter \$74,130 remaining

77. If funds remain, describe the plan for spending remaining funds. *

The remaining funds will be used to fund screening tools, stipend for teachers completing ReadAct training, and the cost of substitute teachers to allow teachers to complete the required literacy professional development.

78. Screening Summary Student Counts Grades K-3 *

For grades kindergarten through grade three, indicate the number of students: universally screened, at or above benchmark in the fall, winter and spring.
Enter zero (0) if no students are in that category.

	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
Kindergarten	101	85	103	70	103	73
1st Grade	101	74	101	62	102	70
2nd Grade	110	77	110	89	111	86
3rd Grade	114	87	116	85	116	90

79. What process was used to administer the Nonsense Words subtest 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

80. What criteria was used to identify students demonstrating characteristics of dyslexia? *

MDE composites

Vendor composites using vendor benchmarks Vendor composites using district set benchmarks (define below) Other: Explain below Grade level not served

81. Dyslexia Screening Summary Student Counts K-3 *

Report the number of students screened for dyslexia and demonstrating characteristics of dyslexia in each grade K-3. Enter zero (0) if no students are in that category.

	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	<input type="text" value="103"/>	<input type="text" value="39"/>
1st Grade	<input type="text" value="102"/>	<input type="text" value="45"/>
2nd Grade	<input type="text" value="46"/>	<input type="text" value="25"/>
3rd Grade	<input type="text" value="44"/>	<input type="text" value="23"/>

82. Will the district or charter school make changes to dyslexia screening in grades K-3 for the 2025-26 school year? *

No

83. Identification of characteristics of dyslexia student counts (reporting to MDE is optional for 2024-25 school year)

For grades 4-12, indicate the total number of students in each grade, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening.

Enter zero (0) if no students are in that category.

Total in Grade Identified as Not Reading at Grade Level and Screened Demonstrating Characteristics of Dyslexia Opted Out of Screening and Identified as Not Reading at Grade Level

105	22	7	0
125	24	6	0