

Minnesota READ Act Literacy Plan

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

For

St. Cloud Public School District (0742-01)

Date Submitted to the State 06/10/2026

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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

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 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 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. Elementary students will master foundational literacy skills as measured by grade 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. 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. 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. 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 literacy work included: Phase 1 teachers completion of LETRS training. Focus on explicit instruction of foundational reading skills. Professional development focused on strengthening core instruction, providing grade level access for all students. Tier 2 or 3 instruction within grade levels to support foundational reading skill development. Timely data reviews to determine appropriate FastBridge interventions. Goals and progress monitoring were set in FastBridge to measure students' growth. Secondary literacy programming work included: Phase 1 educators completion of CAREIAL training. A Tier 1 fluency intervention protocol in 9th and 10th grade at one high school. A Tier 1 multisyllabic word reading protocol piloted in small groups across content areas in two middle schools and one high school. A "Science of Reading for Language Comprehension" 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

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

initiative implemented through building continuous improvement plans and professional learning teams. 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 READ Act goal of reading at/above grade level as evidenced by EOY Fastbridge data. Data from spring of 2026 shows that 34% of kindergarten students scored at or above grade level in Early Reading and 38% of first grade students scored at or above grade level on the same assessment. 42% of 2nd graders scored at or above on the CBM Reading English and 46% of 3rd graders scored at or above on the CBM assessment. 64% of 4th grade students scored at or above in AUTOREading which measures foundational skills and 58% 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 2026 shows that 66% of middle level students tested scored at or above grade level in reading proficiency. Students previously identified as not yet reading at grade level were given Capti ReadBasix in the Spring rather than STAR. 4.2% of 6th graders, 8.3% of 7th graders, and 8.2% of 8th graders tested showed strong performance on the Reading Comprehension subtest. The average MCA score in 742 increased in each grade band in 2024-25, however the percentage of students in grade 6 meeting or exceeding proficiency is 31%, 35% in grade 7, and 32% in grade 8.

St. Cloud Public School District (0742-01)'s literacy goal(s) for the 2026-27 school year:

St. Cloud Area School District has chosen the following as Literacy goals for SY2026-27. The goals reflect teacher learning of the Science of Reading: systematic, sequential and explicit phonics instruction, intervention to prevent further interruption, measuring growth in relation to 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 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. Elementary students in kindergarten and grade 1 in the no risk category as measured by FastBridge Early Reading will increase from 36% in spring of 2026 to 72% in the spring of 2027. Elementary students in grades 2 and 3 in the exceeds or no risk category as measured by grade level FastBridge CBM Benchmarks will increase from 44% in spring of 2026 to 65% in spring 2027. 100% of Elementary students will receive 60 minutes of grade level core instruction supported by small group focus lessons. 100% of K-5 Students not reading at or above grade level as determined by FastBridge/CAPTI grade level benchmarks will receive intervention during focus group as allocated in the

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

daily schedule, and delivered by the classroom teacher, TIER 3 ADSIS teachers, SPED teachers or Multilingual Learner teachers. *Instructional and Literacy coaches 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 100% of Elementary Phase 1 teachers participate in Literacy Professional Development during district PLCs in SY2026-27 to increase implementation of explicit, systematic instruction in the new curricular resource as measured by fidelity walkthrough observations by building administrators. The percentage of students in grades 4-12 who scored in the "Weak" and "Low Average Performer" will decrease from 71% in the winter of 2026 to 60% in the spring of 2027. 100% of Secondary students who demonstrate gaps in foundational reading skills as measured by CAPTI ReadBasix will receive systematic and explicit instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary through Rewards, and have dedicated time to practice learning in the Science of Reading course in middle school and high school. During SY 2026-27, 100% of Secondary teachers will be supported by district and building instructional leaders and literacy specialists who provide professional development and instructional coaching during scheduled district PLCs.

*Professional development will focus on targeted vocabulary instruction, developing students' strategies for using morphology to decode and understand words, reading complex text, providing students opportunities for structured talk and other high-leverage, evidence-based instructional practices

The Local Literacy Lead, Emily Schmit, for St. Cloud Public School District (0742-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner: The DLL provides and facilitates learning for school administrators across the district in professional development sessions focused on explicit instruction, foundational skill development, and high-leverage literacy concepts and practices. Additionally the District Literacy Lead provides district-level training regarding Capti ReadBasix assessment and facilitates reflection on Capti ReadBasix data. They also coordinate the work of the Literacy Specialists and Instructional coaches, who serve on building leadership teams to deliver professional development, coaching, and support literacy practice implementation and alignment across the district.

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):

Emily is the K-12 Curriculum Instruction and Professional Development Coordinator in ISD742. She holds a 5-12 Communication Arts and Literature license and is in an Administrator program through St. Cloud State. An application for a variance is in process.

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

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

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

<https://www.isd742.org/departments/communications/publications-reports>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

St. Cloud Public School District (0742-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

St. Cloud Public School District (0742-01) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

St. Cloud Public School District (0742-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

ISD 742 will continue to use FastBridge earlyReading K-1 and CBMReading grades 1-3 as the primary screener. Students in grades 2-3 not meeting benchmarks and/or accuracy on CBM will complete the NWF assessment through the gated approach to identify characteristics of Dyslexia. Additionally, ISD 742 will add Dibels mClass for students whose WIDA score is below 2.0 in grades K-3.

3. Screening Tools 4-12

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

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

Yes

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

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

The table below details the screening tool(s) used by St. Cloud Public School District (0742-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	2 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	District set benchmarks - Students were identified based on historical data and MCA scores
	Grade 10	1 time per year	District set benchmarks - Students were identified based on historical data and MCA scores
	Grade 6	2 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	District set benchmarks - Students were identified based on historical data and MCA scores
	Grade 12	1 time per year	District set benchmarks - Students were identified based on historical data and MCA scores
	Grade 7	2 time per year	N/A CaptiReadBasix used as Step 2
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
Star	Grade 8	1 time per year	District set benchmarks - ISD 742 identified students who scored at or below the 39%ile as appropriate for taking CAPTI.

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

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Star	Grade 9	1 time per year	District set benchmarks - ISD 742 identified students who scored at or below the 39%ile as appropriate for taking CAPTI.
	Grade 10	1 time per year	District set benchmarks - ISD 742 identified students who scored at or below the 39%ile as appropriate for taking CAPTI.
	Grade 6	1 time per year	District set benchmarks - ISD 742 identified students who scored at or below the 39%ile as appropriate for taking CAPTI.
	Grade 7	1 time per year	District set benchmarks - ISD 742 identified students who scored at or below the 39%ile as appropriate for taking CAPTI.

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

St. Cloud Public School District (0742-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

Students in grades 4 and 5 were screened using CAPTI ReadBasix in the winter as the Step 2 screener. Progress Monitoring will begin in SY2026-27. In grades 6-12, students in tier 3 reading interventions were administered the Word Recognition & Decoding and Reading Efficiency subtests in CAPTI ReadBasix at 6-8 week intervals between January and May 2026 to measure growth aligned with the specific skills developed within the intervention.

4. 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	670	310	696	216	709	242
1st	616	220	629	229	645	248
2nd	676	284	698	289	706	300
3rd	695	336	711	344	719	330

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. 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) uses the following criteria to identify students 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	709	374
1st	645	282
2nd	406	172
3rd	389	121

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. 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	708	708	306	230	167	12
5th	675	675	346	282	197	6
6th	616	513	271	249	215	8
7th	618	497	283	206	158	13
8th	588	468	204	143	114	16
9th	763	541	251	210	147	9
10th	810	511	357	177	146	8
11th	781	0	325	169	118	7
12th	697	0	161	111	90	13

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. 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:

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 monthly. 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. 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 are 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. K-5 Instructional Coaches and 6-12 Literacy Specialists 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 Coaches and Specialists 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 and CAPTI ReadBasix reports after each benchmarking period. Elementary Instructional Coaches and Secondary Literacy Specialists review the data with building administrators and together they make a plan for data review in the fall, winter, and spring. Spring data is reviewed at the end of the school year to identify appropriate reading placement for students not meeting benchmarks in grades 6-12. Progress monitoring data is collected to ensure students are mastering the skills that they are learning, which reflects the fidelity of the intervention. Step 2: K-5 Instructional Coaches and 6-12 Literacy Specialists meet with their assigned grade levels to plan intervention groups, set up progress monitoring schedules and provide additional support for delivering interventions with fidelity. Secondary Literacy Specialists collaborate with English Language Arts and other content area teachers to review class data and identify students in need of support. 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:

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

TIER 2/3 Entrance - Elementary: FASTBRIDGE ASSESSMENTS are administered in the first six weeks of school.

Information 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 II and/or TIER III are determined by gaps in foundational skills needed to meet grade level benchmarks and are progress-monitored based on tier of instruction.

Students who are in the "high risk" category are identified and placed in Tier III intervention. The focus of TIER 3 instruction is to learn, practice and become proficient in foundational reading skills in a small group pull out setting.

TIER 2 Entrance - Secondary Teachers use the instructional materials and resources within the StudySync curriculum that allow for differentiation and scaffolding within the Tier 1 classroom. Teachers can provide students with digital literacy learning scaffolds in the StudySync online platform and have access to many StudySync-based Tier 2 materials for addressing gaps in student growth toward proficiency on the ELA Standards. Literacy Specialists provide instructional support for ELA instructors. Teachers meet with the specialists to discuss students' learning needs and match needs to appropriate instructional practices and resources. Specialists review Capti ReadBasix data for scores below 250 on the Word Recognition and Decoding subtest to identify students who may benefit from a Tier 2/3 reading intervention. In SY2026-27, two high schools will provide WIN time Tier 2 reading interventions in the following three target skill areas:

Multisyllabic Word Reading Entrance Criteria: Capti WRD subtest score below 250

(Red-Low/Yellow-Low Average) Morphology Entrance Criteria: Capti Morphology subtest score below 250

(Red-Low/Yellow-Low Average) Fluency Entrance Criteria: Capti Reading Efficiency subtest score below 250

(Red-Low/Yellow-Low Average) TIER 3 Entrance - Secondary Capti Readbasix data is reviewed for scores below 250 on the Word Recognition and Decoding subtest to identify students who may benefit from a Tier 2/3 reading intervention. Classroom data and observations support recommending 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.

Specialists meet with students one to one and interview students around their literacy learning experiences and current sense of literacy proficiency or challenge. The Specialist then screens students using an Oral Reading Fluency to check the student's 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 or to verify if the student would benefit from placement into a Science of Reading level 3 course to receive the REWARDS Secondary intervention.

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

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

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:

TIER 2/3 Entrance - Elementary: FASTBRIDGE ASSESSMENTS are administered in the first six weeks of school.

Information 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 II and/or TIER III are determined by gaps in foundational skills needed to meet grade level benchmarks and are progress-monitored based on tier of instruction.

Students who are in the "high risk" category are identified and placed in Tier III intervention. The focus of TIER 3 instruction is to learn, practice and become proficient in foundational reading skills in a small group pull out setting.

TIER 2 Entrance - Secondary Teachers use the instructional materials and resources within the StudySync curriculum that allow for differentiation and scaffolding within the Tier 1 classroom. Teachers can provide students with digital literacy learning scaffolds in the StudySync online platform and have access to many StudySync-based Tier 2 materials for addressing gaps in student growth toward proficiency on the ELA Standards. Literacy Specialists provide instructional support for ELA instructors. Teachers meet with the specialists to discuss students' learning needs and match needs to appropriate instructional practices and resources. Specialists review Capti ReadBasix data for scores below 250 on the Word Recognition and Decoding subtest to identify students who may benefit from a Tier 2/3 reading intervention. In SY2026-27, two high schools will provide WIN time Tier 2 reading interventions in the following three target skill areas:

Multisyllabic Word Reading Entrance Criteria: Capti WRD subtest score below 250

(Red-Low/Yellow-Low Average) Morphology Entrance Criteria: Capti Morphology subtest score below 250

(Red-Low/Yellow-Low Average) Fluency Entrance Criteria: Capti Reading Efficiency subtest score below 250

(Red-Low/Yellow-Low Average) TIER 3 Entrance - Secondary Capti Readbasix data is reviewed for scores below 250 on the Word Recognition and Decoding subtest to identify students who may benefit from a Tier 2/3 reading intervention. Classroom data and observations support recommending 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.

Specialists meet with students one to one and interview students around their literacy learning experiences and current sense of literacy proficiency or challenge. The Specialist then screens students using an Oral Reading Fluency to check the student's 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 or to verify if the student would benefit from placement into a Science of Reading level 3 course to receive the REWARDS Secondary intervention.

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

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, students may progress to a level 3 Science of Reading course utilizing REWARDS Secondary or (if in high school) they may enter a Tier 2 Fluency, Morphology, or Word Recognition & Decoding WIN time intervention. Capti ReadBasix subtest scores will be considered in determining students' exit from tier 3 intervention as well. If a student consistently scores above 250 on the targeted subtest skills, students will be recommended for movement out into a different tier of instructional 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. 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences

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

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

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Kindergarten	100
	Comprehensive	Grade 1	100
	Comprehensive	Grade 2	100
	Comprehensive	Grade 3	100
	Comprehensive	Grade 4	100
	Comprehensive	Grade 5	100

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: ISD742 operates on a six year curriculum review cycle. During SY2024-25, thirty eight teachers and 6 administrators met to review the MDE recommended curriculum rubrics in order to select elementary reading curricular resources to pilot in the 2025-26 school year. The team spent the year identifying alignment of the strengths and gaps in each recommended resource with the student demographics in St. Cloud. After reviewing the rubrics and having presentations from seven companies, four resources were selected to pilot in SY2025-26; Amplify Caminos, Amplify CKLA, Great Minds Arts and Letters partnered with Functional Phonics and Morphology. A fifth resource, McGraw Hill Emerge! was also selected to pilot during trimester three. At the end of the pilot cycle, the team met to objectively compare the different resources that were piloted and the alignment to best practice in the science of reading, the principals of effective instruction, and Minnesota State Standards. They provided feedback and input that led to the choice of adopting Emerge! From McGraw Hill, which was approved by the District Advisory Committee. Plans for implementation in the 2026-27 school year are currently being formed. Pilot teachers were trained in August 2025 in order to begin the year establishing routines embedded in the resource. Teachers were trained in Emerge! prior to winter break. After reviewing the Secondary Language Arts resources, a decision was made that it met the needs of the students in 742. Secondary teachers reviewed and implemented curriculum maps, standards alignment and instructional protocols for explicit teaching of multisyllabic words. The secondary curriculum evaluation and review will

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

begin in SY2028-29.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Forty-seven general education, special education and Spanish Immersion teachers were selected to pilot Caminos, CKLA, and Arts and Letters partnered with Functional Phonics and Morphology during the fall and early winter of SY2025-26. They were divided into 4 groups, and received training over 2 days in August in order to begin the year with their selected resource. The teachers implemented the resource for twelve weeks during which time they met four times for review and reflection, and completed bi-weekly surveys to document the content, instructional practices and routines, and student engagement. Other considerations were teacher accessibility, digital presentation, and materials management. Each teacher was observed by a company curriculum specialist along with the ISD Curriculum Director, Literacy Coordinator, and Instruction and Immersion Coordinator. The teachers also participated in curriculum support meetings with the curriculum specialists on professional development days, receiving coaching and a time for questions. In January, the team piloted McGraw Hill Emerge for 10 weeks. Based on feedback, implementation, student engagement, standards alignment, cross curricular support in science and social studies, teacher accessibility and digital content and presentation, the decision was made to adopt Emerge! 2026. Training on the resource will begin in August of 2026. Secondary Language Arts will begin the review cycle in SY2028-29.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

St. Cloud Public School District (0742-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

English elementary classrooms K-5 will begin SY2026-27 with the new resource, McGraw Hill Emerge! 2026. Emerge! 2026 is built on instruction that is rooted in the Science of Literacy. Emphasizes knowledge building and cross disciplinary texts that build an understanding of the world and supports the students' development of comprehension skills. Includes supportive study group lessons to reinforce grade level standards. Provides opportunities for focus small group instruction embedded in the lesson to meet student needs. Notable changes for teachers include explicit instruction in foundational literacy skills K-5, including use of the heart word with high frequency words. Teachers will follow consistent routines that follow a gradual release of responsibility process. This process moves students from developing reading skills to accurate, automatic and fluent reading. Core routines of Read, Annotate, Discuss and Respond are used to activate concept knowledge, expand vocabulary and embed writing in response to reading in daily lessons. Students will participate in daily writing focusing on foundational writing skills and extended writing used to develop the writing process reflecting the knowledge built in the unit.

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. 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Sunday	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30

Continuous Improvement for Literacy Intervention Resources

St. Cloud Public School District (0742-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

Elementary intervention will continue to use Imagine Learning Sunday resources and FastBridge. Interventions will be reviewed in SY2026-27. Secondary intervention will continue use of the Imagine Learning Sunday System 1 and 2 resources and will add REWARDS Secondary as an intervention resource. Additionally, the Secondary Literacy team will develop advanced word recognition, morphology, and fluency intervention protocols and resources aligned with the IES Practice guide for Tier 2 interventions.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

St. Cloud Public School District (0742-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$357,451

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

\$357,451

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 2024 school year:

\$381,147

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
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid

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. Cloud Public School District (0742-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/18/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Elementary instructional staff use the 742 LETRS implementation plan which parallels the major elements of LETRS and are expected to implement actions aligned to LETRS learning supporting shifts in instruction by creating systematic and explicit lesson plans, identifying skill gaps, and selection of appropriate assessment and progress monitoring to guide instruction. Phase 1 staff not meeting the vendor proficiency level of 80% were provided collaborative professional development time to review content from V1 or V2, listen to SOR podcasts aligned to each unit or read a research article, then complete a phonics, comprehension, or writing lesson plan for an upcoming lesson. Plans were submitted to the DLL for review. Ongoing literacy coaching is provided in each elementary building. Literacy Leads in secondary buildings support Phase 1 teachers by coaching and mentoring in classrooms and providing professional development focused on a multisyllabic word reading routine.

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:

Elementary: Collection of fidelity data will be included in the implementation of the new TIER I literacy resource, Emerge!. Data will be collected via instructional walk throughs by Instructional Coaches, Administrators and District Leaders through the means of a google form that contains "look fors" of systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy. Based on initial implementation feedback, expansion of the initial steps will be developed for the 2026-27 School Year Secondary: At the secondary level, initial implementation of tier 1 multisyllabic word reading in content area courses will be highly supported and monitored by Literacy Specialists for fidelity, and then student impact will be monitored through fall and winter benchmarking assessments. Phase 2 READ Act trained staff will complete fidelity self-reflections throughout the year to monitor their implementation of their training.

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:

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

All buildings in ISD742 have a Literacy Coach identified to support planning, instruction, and data review. The coaches are responsible for reviewing the fidelity data, and checking for implementation and impact of instruction. The coaches will provide targeted support for teachers using the Student Centered Coaching Framework. This framework shifts the focus to student outcomes, ensuring coaching directly impacts student literacy metrics. Coaches will support implementation gaps by modeling best practices, co-teaching, student-center coaching cycles, and Individualized teacher support. When fidelity data indicates a gap in understanding of how to deliver explicit or diagnostic instruction, coaches will model evidence-based explicit instructional routines. To bridge the gap between theory and practice, coaches and teachers will engage in co-teaching partnerships. Student-centered coaching cycles will set specific student growth goals based on diagnostic data, coaches will then work with teachers to plan structured literacy lessons, and evaluate daily student work to measure instructional impact. Coaches will also provide specific individualized support for teachers- intensive support for new teachers of those who need more support, to refined support for staff who already display high levels of implementation of the science of literacy practices.

The following changes in instructional practices have impacted students:

The focus of the 2025-26 school year has been diagnostic and prescriptive instruction based on benchmark data. Teachers have used screening data and diagnostic data to pinpoint instruction focus areas for both whole-group and small- group instruction. The percentage of students in the low risk category in FastBridge autoReading increased in grades three through five from fall to spring: Third grade increased from 22% to 30% in low risk. Fourth grade increased from 56% to 63% in low risk. Fifth grade increased from 53% to 58% in low risk. Secondary staff across content areas who implemented tier 1 fluency and multisyllabic word decoding routines with support of their building Literacy Specialist saw student growth in both skill areas in the 25-26 school year. Sample data from 1 high school site: Fluency with grade level texts: 7 Teachers 410 students Average starting CWPM: 130 Average starting accuracy: 97.933 Average Ending CWPM: 149 Average Ending Accuracy: 99.036 Multisyllabic Word Decoding with Vocab words: 10 Teachers 365 Students Average Starting Capti WD Strand: 249.55 Average March Capti WD Strand: 253.49 Percent of students who grew: 55.89%

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

Our district remains committed to culturally responsive practice. Our veteran staff have received professional development across years around culturally responsive practices. Every year our new staff in Years 1-3 in the profession receive professional development aligned with culturally responsive practices in New Teacher Academy. District administrators participate in monthly Leadership PD that includes culturally responsive conversations and reflection with Dr. Corey Yaeger.

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

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

Professional Development focused on implementation of New Elementary Literacy Curriculum: PD focuses heavily on the evidence-based instructional resource, Emerge! Educators will receive training on explicitly teaching foundation skills and on implementation of the knowledge building component of Emerge!. PLC supporting implementation of 2020 ELA Standards: Professional Learning Communities will utilize structured collaborative time to deconstruct and implement the 2020 ELA Academic Standards. Secondary instructional staff identified for Phase 2 training will receive Neuhaus Structured Literacy Modules facilitated by the vendor during two professional development dates (August 31st and January 19th). Throughout the year, staff will be supported by building Literacy Specialists in monthly PLCs to collaboratively implement evidence-based literacy practices in their classrooms.

Continuous Improvement for Professional Development Plan

St. Cloud Public School District (0742-01) will make the following changes to the professional development plan for the 2026-27 school year:

With the completion of LETRS and CAREIALL for the majority of Phase 1 Educators, the dedicated Wednesday professional development time will be devoted to PLC 2/times monthly and district CIP professional development 1/time monthly to enhance instruction and implement literacy practices. New teachers will be supported as they complete READ ACT training in LETRS or Neuhaus, depending on Phase 1 or Phase 2.

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)	59	50	9	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	404	162	173	66
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	50	50	0	0
K-3 Classroom teachers	136	129	7	0
K-12 Teachers holding English as a second language licenses	62	62	0	0
K-12 Reading Intervention Teachers	9	9	0	0
K-12 Special Education educators responsible for foundational reading instruction	172	131	40	1
Pre-K through grade five Curriculum Directors	2	2	0	0

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

Employees who select literacy instructional materials for grades pre-K through grade five	3	3	0	0
---	---	---	---	---

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	36	1	0	35
Teachers who provide reading instruction to students in dual language immersion programs	3	0	0	3
Teachers who provide reading instruction to students in a state-approved alternative program	2	2	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	132	52	77	16

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).

159

The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

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

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

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

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

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 2026-27 school year:

All buildings will have focused MTSS meetings at each site where they will be looking at site wide data and making action plans that will support teachers in their planning and PLC work.

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. Cloud Public School District (0742-01) does include a DLI Program

The following table displays St. Cloud Public School District (0742-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Chinese	Madison Elementary School	Kindergarten	18
		Grade 1	18
		Grade 2	18
		Grade 3	18
		Grade 4	18
		Grade 5	18
	North Junior High School	Grade 6	6
		Grade 7	6
		Grade 8	6
Spanish	Clearview Elementary School	Kindergarten	66
		Grade 1	66
		Grade 2	66
		Grade 3	66
		Grade 4	66
		Grade 5	66
	South Junior High School	Grade 6	9
		Grade 7	9
		Grade 8	9
	Westwood Elementary School	Kindergarten	36
		Grade 1	36
		Grade 2	36

The following table displays the literacy screening tools used in St. Cloud Public School District (0742-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
Both	Kindergarten	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	DLI Program Developed Chinese Literacy Assessment
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading (Grades K-1) Spanish and CBM Reading (Grades 1-3) Spanish
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	DLI Program Developed Chinese Literacy Assessment
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading (Grades K-1) Spanish and CBM Reading (Grades 1-3) Spanish
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	DLI Program Developed Chinese Literacy Assessment
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading (Grades K-1) Spanish and CBM Reading (Grades 1-3) Spanish
	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	DLI Program Developed Chinese Literacy Assessment
		FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge: earlyReading (Grades K-1) Spanish and CBM Reading (Grades 1-3) Spanish
	Grade 4	Capti ReadBasix	DLI Program Developed Chinese Literacy Assessment

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

Both	Grade 4	Capti ReadBasix	FastBridge CBM Spanish
	Grade 5	Capti ReadBasix	DLI Program Developed Chinese Literacy Assessment
		Capti ReadBasix	FastBridge CBM Spanish
English	Grade 6	Capti ReadBasix	N/A
	Grade 7	Capti ReadBasix	N/A
	Grade 8	Capti ReadBasix	N/A

The following table displays the number of students in St. Cloud Public School District (0742-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	99	99	27
1st	92	92	32
2nd	101	101	45
3rd	74	74	49

The following table displays the number of students in St. Cloud Public School District (0742-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	66	12	4	0
5th	57	14	0	0
6th	39	3	3	0
7th	33	6	4	0
8th	39	3	2	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0

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

12th	0	0	0	0
------	---	---	---	---