Minnesota READ Act Literacy Plan

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

For

St. Michael-Albertville Schools (0885-01)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by St. Michael-Albertville Schools (0885-01). 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. Michael-Albertville Schools (0885-01)'s literacy goal(s) for the 2025-26 school year:
Our STMA goal 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. Students who are not meeting grade-level expectations will be provided equitable support to close the achievement gap and reach grade-level benchmarks. Students who are exceeding grade-level expectations will be provided equitable opportunities to challenge and increase learning. Stakeholders will be informed of the efforts being made to ensure students will be reading at grade level.

The following was implemented or changed to make progress towards the goal(s):
To advance district literacy outcomes, several strategic initiatives grounded in the Science of Reading were implemented. In elementary schools, the district focused on implementing Year 2 of the Functional Phonics/Morphology resource in grades K-4 and adopted HMH Into Reading as the comprehension curriculum resource for grades K-4. At the middle school level, structured literacy practices were embedded within a Tier 2 intervention model to deliver targeted student support. In addition, both middle schools revised their schedules to increase time for intervention and extension opportunities, with the goal of ensuring students could still access needed support without losing other educational opportunities. At the high school level, a structured literacy program was implemented for students needing Tier 3 reading interventions. The district concentrated on strengthening alignment between literacy instruction and academic standards while also identifying instructional resource needs. Professional development efforts further emphasized explicit instructional practices and the creation of a guaranteed and viable curriculum across all content areas. District educators identified within Phase 1 participated in Science of Reading (SoR) professional learning through OLLA, LETRS, and Early LETRS training opportunities, and paraprofessional SoR training. The district also continued the practice of classroom literacy walkthroughs to support instructional fidelity and identify opportunities for coaching and instructional support. In addition, the district collaborated with CAREI to support administrators in the implementation of functional phonics and morphology practices.

The following describes how St. Michael-Albertville Schools (0885-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The district has implemented multiple literacy initiatives grounded in the Science of Reading, and current student performance shows that reading proficiency outcomes are beginning to reflect early signs of growth toward established achievement targets. While foundational literacy instruction has been strengthened through Year 2 implementation of Functional Phonics/Morphology, adoption of new comprehension resources, expanded intervention opportunities, professional learning, instructional coaching supports, and student achievement data indicates that these efforts are still in the process of translating into consistent, measurable proficiency gains across grade levels. The literacy goal emphasizes increasing the percentage of students reading at or above grade level and ensuring students meet individualized reading growth targets beginning in kindergarten. Current performance data suggests continued variability in student outcomes, particularly among students requiring intervention and foundational skill support. Although systems and instructional practices have become more aligned to evidence-based literacy instruction, the district continues to work toward consistent implementation and accelerated student growth needed to close proficiency gaps and achieve long-term literacy outcomes.

St. Michael-Albertville Schools (0885-01)'s literacy goal(s) for the 2026-27 school year:
1. During the academic school year, 70% of students will score within the typical/aggressive growth levels on FastBridge aReading. 2. We will further enhance our plan to use Read Basix, the new state approved 4-12 screener, including training additional classroom teachers on how to use the data from screening to drive instructional decisions and supports. 3. By the end of SY27, Phase 2 teachers, remaining Phase 1 teachers and paraprofessionals will be trained in the Science of Reading with the approved resources. 4. Building administrators who evaluate certified staff who have not yet completed Science of Reading Training will complete training using the approved resource.

The Local Literacy Lead, Trina Schultz, for St. Michael-Albertville Schools (0885-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The Literacy Coordinator engages with district and school leadership teams through a structured framework focused on system alignment, data-driven decision-making, and strategic planning. A cornerstone of this engagement is the development of a comprehensive 3-5 year literacy plan for the STMA school district, scheduled for review in June 2026. To ensure systemic cohesion, the Literacy Coordinator partners with the Teaching & Learning department and administrators to draft role-clarification guides, which prevent overlap and aligns leadership responsibilities with the district's Multi-Tiered System of Supports (MTSS). Strategic engagement is heavily grounded in objective data analysis. The Literacy Coordinator collaborates with site teams to evaluate reading metrics-such as FAST and AUTOreading-to identify student needs and establish consistent intervention criteria across all classrooms. This process includes auditing literacy materials and programs across sites to identify and bridge gaps in implementation fidelity. Furthermore, the Literacy Coordinator builds professional capacity by bridging the gap between district vision and classroom practice. This is achieved by leading leveled committees across elementary, middle, and high school levels to maintain a unified instructional vision. By providing coaching on evidence-based practices and developing streamlined communication protocols-including a centralized resource hub and monthly updates-the Literacy Coordinator reduces administrative

friction and ensures clarity for all stakeholders.

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

Yes

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

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

St. Michael-Albertville Schools (0885-01) Local Literacy Plan is posted on the district website at https://www.stma.k12.mn.us/academics/curriculum/local-literacy-plan

2. Screening Tools K-3

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

St. Michael-Albertville Schools (0885-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by St. Michael-Albertville Schools (0885-01) 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	Vendor Composites using vendor benchmarks	No additional screeners were used for any grade levels K-3 during the school year.
	Grade 1	Vendor Composites using vendor benchmarks	No additional screeners were used for any grade levels K-3 during the school year.
	Grade 2	Vendor Composites using vendor benchmarks	No additional screeners were used for any grade levels K-3 during the school year.
	Grade 3	Vendor Composites using vendor benchmarks	No additional screeners were used for any grade levels K-3 during the school year.

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

Yes

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. Michael-Albertville Schools (0885-01) 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	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2
FastBridge aReading	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

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

- Word Recognition and Decoding

- Vocabulary
- Morphology
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

St. Michael-Albertville Schools (0885-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

Capti ReadBasix was used for progress monitoring to track student growth in foundational reading skills, including decoding, fluency, vocabulary, and comprehension. Data from regular administrations guided instructional decisions, identified students needing additional support, and monitored progress in intervention and core instruction. Educators used results to adjust small groups and Tier 2/3 supports, ensuring instruction was responsive to student needs and aligned with literacy goals.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for St. Michael-Albertville Schools (0885-01) 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	393	242	390	264	398	257
1st	433	243	439	255	446	262
2nd	441	297	449	301	456	307
3rd	450	304	453	306	457	296

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. Michael-Albertville Schools (0885-01) 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. Michael-Albertville Schools (0885-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	391	46
1st	433	47
2nd	441	54
3rd	450	38

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. Michael-Albertville Schools (0885-01) 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. Michael-Albertville Schools (0885-01) 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	535	0	119	82	56	0
5th	482	0	58	50	67	0
6th	474	0	46	67	47	0
7th	518	0	49	102	51	0
8th	439	0	54	96	53	0
9th	510	0	55	106	54	0
10th	479	0	42	42	44	0
11th	427	0	34	81	13	0
12th	448	0	9	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

St. Michael-Albertville Schools (0885-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Elementary: Reading Specialists analyze universal screening data and identify students below grade level targets. These students receive diagnostic screening to determine specific skill needs. Interventions are aligned accordingly and adjusted based on progress monitoring. Data is shared with classroom teachers to align Tier 2 interventions across services and classrooms. Middle School: The process for matching evidence-based instruction and intervention to student needs begins with the Reading Specialist triangulating data from multiple sources: the spring MCA reading assessment, the spring and fall FastBridge aReading assessments, prior year English Language Arts grades, and teacher input. This comprehensive data analysis identifies students requiring Tier 3 reading interventions. As students progress through personalized learning pathways in Word Study, Grammar, and Comprehension (based on the framework from Scarborough's Reading Rope), the program continuously adjusts to meet their evolving needs. This ensures instruction is evidence-based and precisely aligned with each student's current abilities. High School: Reading Specialists use MCA, universal screening, grades, prior history of intervention, and teacher input to determine need for Tier 3 intervention. Students receive additional diagnostic screening and meet each school day or on a twice weekly basis to focus on skill development. Screening data is reviewed in winter and spring to evaluate efficacy. If Capti benchmarks are met, students may exit intervention upon SST review.

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

To ensure the consistent and effective implementation of Tier 1 instruction, St. Michael-Albertville Area Schools utilizes a variety of processes to monitor instructional fidelity and support differentiated instruction across classrooms. These systems are designed to promote alignment to district curricula, strengthen instructional practices, and respond to student learning needs through continuous improvement cycles. Administrators conduct regular classroom observations and walkthroughs to monitor the implementation of instructional practices, curricular alignment, and the use of evidence-based instructional strategies. These observations provide opportunities to identify strengths, ensure consistency across classrooms, and determine areas where additional support or coaching may be needed. Professional Learning Communities (PLCs) serve as a key structure for ongoing collaboration and instructional refinement. Within PLCs, educators analyze student performance data, review classroom assessment results, discuss instructional practices, and identify trends in student learning. Teachers use this information to differentiate Tier 1 instruction, adjust pacing, provide targeted scaffolds, and plan responsive instructional supports to meet the needs of all learners. Feedback mechanisms further support instructional fidelity and professional growth. Teachers receive timely, constructive feedback following classroom observations, walkthroughs, and performance reviews. This feedback process encourages reflection, supports continuous improvement, and helps educators refine instructional practices to better address student needs. In addition, assessment data from universal screeners, classroom assessments, and progress monitoring tools are used collaboratively to evaluate the effectiveness of Tier 1 instruction and identify students who

may require additional support. Data discussions within grade-level teams and PLCs guide instructional decision-making and ensure that differentiated supports are responsive to student performance. Together, these processes create a continuous cycle of monitoring, collaboration, feedback, and data-based decision-making that supports high-quality Tier 1 instruction and promotes improved outcomes for all students.

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

Elementary Process: Data is analyzed to identify students performing below grade level targets. Students identified as high risk meet criteria for Tier 3 interventions. Students identified as some risk meet criteria for Tier 2 interventions. Secondary Process: Reading intervention stakeholders collaborate to determine initial referrals for Tier 3 intervention support. We also pull the most recent Fastbridge and MCA data to help determine students in need of Tier 2/Tier 3 reading support. MCA, universal screening, grades, prior history of intervention, and teacher input are used to determine need for Tier 3 intervention. Students receive additional diagnostic screening to focus on skill development.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

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:

Progress monitoring data is analyzed to determine the impact of intervention programming. If progress is not adequate, the intervention may change, intensity may change, and/or other circumstances may need to be adjusted in order to impact growth.

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

Provide the criteria for exit from Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels. (3500 characters)* Elementary and Secondary General Process: Students may exit from Reading Intervention Services but continue to receive support in their reading progress through: Minnesota Reading Corps, Special Education, and/or classroom interventions. Exited students may be monitored for progress until the upcoming benchmark screening. If they have achieved grade level goals on the benchmark screenings, future progress monitoring is at the discretion of the teacher. A student may re-enter Reading Intervention Services if they meet entrance criteria and if documentation of classroom work and assessments are showing a pattern of performance below grade level goals. Additional Specifics of the Elementary Process: If students meet the grade level target for their specific skill area of difficulty, they either exit supplemental intervention programming or move on to another skill area that is under target. A student may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following: District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level. Progress Monitoring data will show 3-5 points at or above the aimline. One of these data points should be at or above the next benchmark target goal. Classroom work and assessments show that the student's pattern of performance is progressing towards grade

level goals. Additional Specifics of the Middle School Process: If students meet the grade level target for their specific skill area of difficulty, they will exit Tier 3 reading interventions and receive Tier 2 reading support on an as needed basis from their English Language Arts teacher. Additional Specifics of the High School Process: Students exit from services based on meeting grade level targets for their specific skill area of difficulty. Universal screening and progress monitoring results are integral in that decision making process. Students are released from interventions with the understanding that they may receive interventions again as needed.

Continuous Improvement for Data-Based Decision Making for Action

St. Michael-Albertville Schools (0885-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Solidify progress monitoring tools utilized at the MS and HS level. Ensure alignment of toll between sights. Determine and implement an accountability process with checks and balances that drives Tier 1, Tier 2 instruction (Tier 3 is in place and solid).

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. Michael-Albertville Schools (0885-01) 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	3 times per year	Other - Combination of options listed and site specific
Grade 1	3 times per year	Other - Combination of options listed and site specific
Grade 2	3 times per year	Other - Combination of options listed and site specific
Grade 3	3 times per year	Other - Combination of options listed and site specific
Grade 4	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
	3 times per year	Other - Combination of options listed and site specific
Grade 5	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
	3 times per year	Other - Combination of options listed and site specific
Grade 6	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
	3 times per year	Other - Combination of options listed and site specific
Grade 7	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
	3 times per year	Other - Combination of options listed and site specific
Grade 8	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results

Grade	Frequency of Notification	Method of Notification
Grade 8	3 times per year	Other - Combination of options listed and site specific
Grade 9	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
	3 times per year	Other - Combination of options listed and site specific
Grade 10	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
Grade 11	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results
Grade 12	1 time per year	Other - Combination of options listed and site specific - Capti Assessment Results

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

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

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

Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

St. Michael-Albertville Schools (0885-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

The district will shore up the notifications process to ensure fidelity and similar practices across the district.

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by St. Michael-Albertville Schools (0885-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	45
	Foundational	Grade 4	45
	Foundational	Grade 5	45
HMH Into Reading K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	45
	Knowledge Building	Grade 1	45
	Knowledge Building	Grade 2	45
	Knowledge Building	Grade 3	45
	Knowledge Building	Grade 4	45
myView Literacy, K-5, (Minimally Aligned)	Comprehensive	Grade 5	50

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Elementary ELA curriculum team reviews state approved comprehensive and foundational curriculums. Implementation of our foundational curriculum, Functional Phonics and Morphology occurred during the 2024-2025 school year. A decision was made to adopt a state approved knowledge-building curriculum with full implementation during the 2025-2026 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Phase 1: Selection & Alignment: Conducted a state standards audit and curriculum review to select resources with embedded weekly formative assessments. Phase 2: Training: Educators are trained on curriculum tools and

administering FastBridge assessments. Phase 3: Implementation & Screening: Universal screening occurs in the Fall, Winter (as needed), and Spring using FastBridge (earlyReading/CBMReading). Weekly formative data continuously tracks student needs. Phase 4: Fidelity Checks: Ongoing data collection through curriculum review cycles monitors instructional fidelity and guides necessary adjustments.

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. Michael-Albertville Schools (0885-01) 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
Lexia PowerUp	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	15
	Tier 2 & 3	Grade 7	15
	Tier 2 & 3	Grade 8	15
	Tier 2 & 3	Grade 9	15
	Tier 2 & 3	Grade 10	15
	Tier 2 & 3	Grade 11	15
	Tier 2 & 3	Grade 12	15
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
Reading Corps	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
Secondary Fluency Routine (SFR)	Tier 3	Grade 5	15
	Tier 3	Grade 6	15
	Tier 3	Grade 7	15
	Tier 3	Grade 8	15

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Secondary Fluency Routine (SFR)	Tier 3	Grade 9	15
	Tier 3	Grade 10	15
	Tier 3	Grade 11	15
	Tier 3	Grade 12	15
Targeted Reading Instruction (TRI)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
	Tier 2 & 3	Grade 9	20
	Tier 2 & 3	Grade 10	20
	Tier 2 & 3	Grade 11	20
	Tier 2 & 3	Grade 12	20
UFLI	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
Other Resources - Advanced Word Study	Tier 2	Grade 5	15
	Tier 2	Grade 6	15
	Tier 2	Grade 7	15
	Tier 2	Grade 8	15
	Tier 2	Grade 9	15
	Tier 2	Grade 10	15
	Tier 2	Grade 11	15
	Tier 2	Grade 12	15
Other Resources - Functional Morphology	Tier 2 & 3	Grade 3	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Functional Morphology	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
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Functional Phonics	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
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Heggerty - Bridge the Gap	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
Other Resources - REWARDS	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 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - REWARDS	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - University of Utah Advanced Word Study Scope and Sequence	Tier 2	Grade 4	15
	Tier 2	Grade 5	15
	Tier 2	Grade 6	15
	Tier 2	Grade 7	15
	Tier 2	Grade 8	15
	Tier 2	Grade 9	15
	Tier 2	Grade 10	15
	Tier 2	Grade 11	15
	Tier 2	Grade 12	15
Other Resources - Vocabulary and reading comprehension SoR strategies, evidenced-based practices, IES	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
	Tier 2 & 3	Grade 9	20
	Tier 2 & 3	Grade 10	20
	Tier 2 & 3	Grade 11	20
	Tier 2 & 3	Grade 12	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

St. Michael-Albertville Schools (0885-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$368,559

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

$368,559

READ Act Literacy Aid

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

St. Michael-Albertville Schools (0885-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$267,438

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Employing a reading intervention specialist	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

St. Michael-Albertville Schools (0885-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

St. Michael-Albertville Schools (0885-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

STMA supports teachers who do not reach the vendor-recommended 80% proficiency level in approved training through a structured remediation and support process. The literacy coordinator serves as the primary coach, providing targeted feedback to identify specific areas of difficulty and offering opportunities for guided self-reflection. This includes one-on-one support to help teachers reinforce content and skills through guided practice and discussion. All support activities are carefully documented. If progress remains insufficient, additional steps-such as formal support or improvement plans-may be initiated in accordance with district policies. This process is grounded in fostering a growth mindset, ensuring teachers receive encouragement for continuous learning rather than facing punitive measures. At the time, all of the STMA teachers completed the approved training at the vendor recommended 80% proficiency level.

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:

Fidelity Checklists / Observation Protocols Observers such as instructional coaches or administrators use structured checklists during classroom walkthroughs or formal observations. These tools focus on whether teachers are delivering instruction that is explicit (clearly modeled and explained), systematic (following a sequenced plan), and aligned with the research-based components of effective reading instruction. Observations also monitor student engagement,

appropriate pacing, and the amount of time devoted to each component of reading. Student Assessment Data Student progress monitoring tools provide indirect data about instructional fidelity. Trends in student performance on phonemic awareness, decoding, fluency, vocabulary, and comprehension can signal whether instruction is effective and being delivered as intended. If students are not progressing, this may indicate a need to examine instructional fidelity more closely. Coaching Logs and Feedback Forms Instructional coaches document the support provided to teachers, including observations, modeling, and feedback. These logs track the frequency and content of coaching sessions, the areas targeted, and teacher follow-through. They serve as both a record of support and a tool for accountability. Professional Development Participation Documentation of teacher participation in literacy-focused professional development helps ensure they have received adequate training in evidence-based practices. Follow-up activities, implementation tasks, or coaching can help determine whether the training is being applied in the classroom.
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:
Reading Specialists meet with grade level PLCs and individual teachers to review and interpret universal screening and diagnostic data. We develop plans for tiered instruction and intervention based on this data, determine if classwide intervention is needed in foundational skills. We model, observe, and provide feedback on lessons; consult individually with teachers; provide resources and materials; and give guidance on protocols and expected routines.
The following changes in instructional practices have impacted students:
STMA analyzes benchmark data and evaluates the data results, discussing changes in instructional practices that are needed and how this data has impacted students. We continue to implement explicit instruction in foundation skills in grades K-5 and SoR vocabulary strategies were prioritized at the middle and high schools as staff development. Guidance continues to be provided to all staff in regard to Evidence-based Practices and the Science of Reading: Integrating Components and Practices.
St. Michael-Albertville Schools (0885-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
The district has taken a multi-tiered approach to professional development in culturally responsive practices, ensuring that all educators are equipped to meet the diverse needs of their students. This has included: Ongoing Professional Learning: Teachers participate in regular, district-led workshops and training sessions focused on culturally responsive pedagogy. These sessions incorporate research-based frameworks. Embedded Coaching and Support: Instructional coaches work directly with teachers in classrooms to model lessons, co-plan instruction, and provide feedback aligned with culturally responsive teaching strategies. Literacy-Specific PD: In support of culturally responsive literacy practices, the district has implemented training focused on inclusive curriculum design, text selection that reflects students' cultural backgrounds, and instructional strategies that promote student voice and identity in reading and writing. Teachers are encouraged to use diverse texts and employ discussion techniques that validate and build on students' lived experiences. Collaboration and Reflection: Professional Learning Communities (PLCs) have incorporated a focus on cultural responsiveness, allowing teachers to reflect on practice, analyze student work through an equity lens, and collaborate on lesson design. Strategic Planning and Accountability: The district has outlined a

multi-year equity and literacy plan that includes measurable goals for increasing teacher competency in culturally responsive instruction. Progress is monitored through classroom observations, teacher self-assessments, and student feedback. By embedding culturally responsive practices into both general and literacy-specific professional development, the district ensures that all students are seen, valued, and supported in their academic journeys.
St. Michael-Albertville Schools (0885-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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 district will provide targeted professional development aligned with the ELA Standards' strands of reading, writing, and exchanging ideas. Reading: Teachers will receive training in the Science of Reading and guided reading strategies to enhance phonics, fluency, and comprehension instruction. Writing: PD will focus on writing across the curriculum, with support in teaching narrative, opinion, and informational writing, as well as rubric calibration and effective feedback. Exchanging Ideas: Sessions will cover academic discourse, oral language development, and strategies to support structured classroom discussions, especially for English Learners. Ongoing instructional coaching and PLCs will reinforce these strategies through data-driven planning and classroom application.

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)	23	23	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	94	83	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	13	13	0	0
K-3 Classroom teachers	84	83	1	0
K-12 Teachers holding English as a second language licenses	4	4	0	0
K-12 Reading Intervention Teachers	8	8	0	0
K-12 Special Education educators responsible for foundational reading instruction	47	47	0	0
Pre-K through grade five Curriculum Directors	3	3	1	0

Employees who select literacy instructional materials for grades pre-K through grade five	36	35	1	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	54	36	0	18
Teachers who provide reading instruction to students in dual language immersion programs	5	4	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	1	0	0	1
Employees who select literacy instructional materials for grades 6-12	31	8	0	23
Grades 6-12 Curriculum Directors	3	3	0	0
Grades 6-12 instructional support staff who provide reading support	64	1	0	63

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).

84

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

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

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

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

St. Michael-Albertville Schools (0885-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

St. Michael-Albertville Schools (0885-01) has participated in MDE MnMTSS professional learning:

Yes

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. Michael-Albertville Schools (0885-01) does not include a DLI Program