Minnesota READ Act Literacy Plan

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

For

Sauk Centre Public School District (0743-01)

Date Submitted to the State 06/10/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Sauk Centre Public School District (0743-01). 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

Sauk Centre Public School District (0743-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of all students in grades K-4 at Sauk Centre Elementary who meet or exceed the proficiency level on the Fastbridge aReading assessment will increase from 44% in the spring of 2025 to 46% in the spring of 2026. The percentage of all students in grades 5-6 at Sauk Centre Middle School who meet or exceed the proficiency level on the FastBridge aReading assessment will increase from 62% in the spring of 2025 to 64% in the spring of 2026. The percentage of all students in grades 7-12 at Sauk Centre Secondary who meet or exceed the proficiency level on the FastBridge aReading assessment will increase from 62% in the spring of 2025 to 64% in the spring of 2026.

The following was implemented or changed to make progress towards the goal(s):
Implemented Benchmark Advance 2026 in Preschool through Grade 6 during the 2025-2026 school year and developed a district pacing guide to support implementation with fidelity. Established a 120-minute elementary literacy block that included a 30-minute WIN (What I Need) intervention/enrichment period. Continued implementation of Functional Phonics in Kindergarten and Grade 1 at the Tier I and Tier II levels. Continued professional learning aligned with the Minnesota READ Act. All Phase I teachers completed LETRS Volumes 1 and 2. Secondary teachers requiring Phase II training were identified and professional learning plans were developed. Maintained a weekly elementary academic team focused on literacy intervention and student progress monitoring. The team established intervention entrance and exit criteria, progress-monitoring procedures, and guidelines for adjusting interventions based on student data. Continued reading intervention services in grades 5-8 and used student data to identify and address specific literacy needs, including fluency interventions for fourth-grade students.

The following describes how Sauk Centre Public School District (0743-01)'s current student performance differs from the literacy goal detailed in the READ Act:
Student performance was mixed across grade spans when compared to the district literacy goals. At the elementary level (grades K-4), the percentage of students meeting or exceeding proficiency on the FastBridge aReading assessment increased from 47.4% in Spring 2025 to 53.2% in Spring 2026, exceeding the goal of 49.4%. At the secondary level (grades 7-12), the percentage of students meeting or exceeding proficiency increased from 62.8% in Spring 2025 to 66.1% in Spring 2026, exceeding the goal of 64.8%. At the middle school level (grades 5-6), the percentage of students meeting or exceeding proficiency decreased from 61.7% in Spring 2025 to 52.7% in Spring 2026, falling short of the goal of 63.7%. This data indicates a need for continued analysis of literacy instruction, intervention systems, and student support structures at grades 5-6. Overall, two of the three grade-span goals were met or exceeded. This data indicates a need for continued analysis of literacy instruction, intervention systems, and student support structures in grades 5-6. In addition, the systems and practices implemented in grades K-4 should remain a priority to sustain growth and continue increasing literacy proficiency over time.

Sauk Centre Public School District (0743-01)'s literacy goal(s) for the 2026-27 school year:
Elementary (Grades K-4) The percentage of all students in grades K-4 at Sauk Centre Elementary who meet or exceed the proficiency level on the FastBridge aReading assessment will increase from 53.2% in the Spring of 2026 to 55.2% in the Spring of 2027. Middle School (Grades 5-6) The percentage of all students in grades 5-6 at Sauk Centre Middle School who meet or exceed the proficiency level on the FastBridge aReading assessment will increase from 52.7% in the Spring of 2026 to 54.7% in the Spring of 2027. Secondary (Grades 7-12) The percentage of all students in grades 7-12 at Sauk Centre Secondary who meet or exceed the proficiency level on the FastBridge aReading assessment will increase from 66.1% in the Spring of 2026 to 68.1% in the Spring of 2027.

The Local Literacy Lead, Amy Millard, for Sauk Centre Public School District (0743-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
As the District Literacy Lead and Elementary Principal, my engagement spans both the district and building levels. At the district level, I serve on our District MTSS Team, which provides the framework for continuous improvement efforts and aligns literacy work with district goals and student support systems. At the elementary level, I am an active member of both the Academic Team and Behavior Team. These teams meet weekly to review student data, monitor interventions, analyze progress, and engage in collaborative problem-solving to support student achievement. I also coordinate and support literacy-focused professional learning. Working alongside our two district LETRS trainers, I help organize and facilitate literacy training. Our trainers have provided LETRS training for paraprofessionals and all Phase I staff, including completion of LETRS Volumes 1 and 2. In addition, I have collaborated with building teams and utilized MDE guidance to support the selection and implementation of evidence-based reading curriculum and interventions. Beginning in 2026-2027, Sauk Centre Schools will transition from a peer observer model to an instructional coaching model. Our elementary instructional coach has completed LETRS training and will work directly with teachers to support the implementation of effective literacy practices. This role will help bridge professional learning and classroom instruction, strengthen Tier I literacy practices, and support continued improvement in student reading outcomes.

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
No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):
I am currently participating in LETRS for Administrators and will complete the training during the 2026-2027 school year. Sauk Centre Schools has two LETRS-certified trainers who provided LETRS training for Phase I educators and paraprofessionals. In addition, our elementary instructional coach has completed LETRS training.Sauk Centre Schools is a member of Resource Training and Solutions, and we partner with Amber Marsh for ongoing literacy support and guidance.

Sauk Centre Public School District (0743-01) Local Literacy Plan is posted on the district website at https://www.isd743.org/district/strategic-plan-reports/elementary-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.

Sauk Centre Public School District (0743-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Sauk Centre Public School District (0743-01) 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	aReading (Grades 2 and 3)
	Grade 1	Vendor Composites using vendor benchmarks	aReading (Grades 2 and 3)
	Grade 2	Vendor Composites using vendor benchmarks	aReading (Grades 2 and 3)
	Grade 3	Vendor Composites using vendor benchmarks	aReading (Grades 2 and 3)

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

No

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 Sauk Centre Public School District (0743-01) 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	Vendor Benchmark
	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 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 10	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

Sauk Centre Public School District (0743-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Sauk Centre Public School District (0743-01) 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	58	31	59	32	59	37
1st	59	31	59	30	63	29
2nd	58	33	62	37	61	35
3rd	71	33	69	30	71	35

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 Sauk Centre Public School District (0743-01) 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.

Sauk Centre Public School District (0743-01) 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	59	8
1st	63	7
2nd	61	12
3rd	71	26

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

Sauk Centre Public School District (0743-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Sauk Centre Public School District (0743-01) 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	68	65	9	CTSTR	CTSTR	3
5th	70	69	12	12	12	1
6th	77	75	5	CTSTR	CTSTR	2
7th	88	87	13	13	13	1
8th	110	109	7	CTSTR	CTSTR	1
9th	94	92	3	CTSTR	CTSTR	2
10th	97	93	7	CTSTR	CTSTR	4
11th	108	0	6	CTSTR	CTSTR	0
12th	0	0	0	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.

Sauk Centre Public School District (0743-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Sauk Centre Elementary uses a data-based process to match evidence-based instruction and intervention to student needs. The elementary Academic Team meets weekly to review data, monitor progress, and problem solve around academic needs. FastBridge universal screening is completed three times per year for all students. Students who score below benchmark are given diagnostic assessments to identify specific skill needs and determine where intervention should begin. EduClimber is used to organize and analyze screening data, progress monitoring data, and intervention outcomes. The Academic Team uses these data to identify trends, prioritize needs, and determine whether supports are effective. The Academic Team has developed entrance and exit criteria for interventions to support consistent decision making. Decisions are based on multiple data points rather than one assessment score. A WIN (What I Need) intervention block is built into the master schedule for all K-4 students. During WIN, students receive instruction based on their current skill level and identified needs. Interventionists, classroom teachers, and special education teachers work together to provide targeted skill instruction. Once students begin an intervention, progress is monitored regularly. The team reviews student performance and rate of improvement (ROI) to determine whether students are making adequate progress. If progress is limited, the team adjusts the intervention as needed. This process helps ensure instruction and interventions are matched to student needs and adjusted based on growth.

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

Improving Tier I instruction is a priority at Sauk Centre Elementary. Student achievement data has shown a need to strengthen our core literacy instruction to ensure all students have access to high-quality, grade-level learning. During the 2025-2026 school year, Sauk Centre Elementary implemented Year 1 of Benchmark Advance as our new Tier I literacy curriculum. To support implementation, a pacing guide was developed to ensure consistency across classrooms and grade levels and to ensure all required units were taught throughout the school year. Staff participated in initial curriculum training and received ongoing support through lesson modeling, coaching, and debriefing opportunities. These supports helped build staff understanding of the curriculum and provided opportunities to address challenges and share successful practices. Differentiation within Tier I instruction is supported through the use of FastBridge screening data, classroom assessments, and ongoing formative assessment practices. Teachers use this information to identify student needs, adjust instruction, and provide targeted support within the classroom. Benchmark Advance also includes opportunities for small-group instruction, allowing teachers to provide additional practice and support based on student performance. This work will continue during the 2026-2027 school year. The addition of an elementary instructional coach will provide increased support for teachers through coaching, modeling, collaborative planning, and data analysis. Student achievement data will continue to guide conversations around instructional practices, fidelity of implementation, and areas for continuous improvement as we work to strengthen Tier I instruction for all students.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Elementary (K-4) -Students are screened using FastBridge during the fall, winter, and spring benchmarking periods. Students performing below benchmark receive additional diagnostic assessment to identify specific skill deficits and determine appropriate intervention needs. Students qualify for Tier 2/Tier 3 reading intervention when they demonstrate significant reading deficits based on screening and diagnostic data. Students who have previously scored above benchmark but fall below the 15th percentile for two consecutive data points, despite consistent implementation of current interventions, may also qualify for Tier 2/Tier 3 intervention services. Secondary (Grades 5-8) -Students are screened using FastBridge during the fall, winter, and spring benchmarking periods. Students who are flagged by the system or score at or below the 16th percentile on the primary reading measure are identified for further review. Students meeting these criteria are administered the CBMr (Curriculum-Based Measurement for Reading) as a secondary screener to obtain a more precise measure of reading performance. Students demonstrating significant reading deficits based on both FastBridge benchmark data and CBMr results are placed in small-group reading intervention.

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:

Students receiving Tier 2 and Tier 3 reading interventions are progress monitored on a weekly basis to ensure interventions are effective and responsive to student needs. Progress monitoring measures are selected based on the student's identified area of need and current skill level. At the elementary level, commonly used progress monitoring tools include Letter Names, Letter Sounds, and Nonsense Word Fluency in kindergarten; Nonsense Word Fluency and CBM Reading measures in Grade 1; and CBM Reading measures in Grades 2-4. At the secondary level, CBM Reading measures are used to monitor student progress. Student progress is reviewed regularly through progress monitoring data, benchmark assessment data, and rate of improvement (ROI). When a student achieves scores above their progress monitoring goal on three occasions, the progress monitoring measure is adjusted to the next skill level to ensure continued growth and appropriate challenge. When students are not making adequate progress, intervention data is reviewed to determine whether modifications or intensifications are needed. Particular attention is given to a student's rate of improvement. When ROI is consistently below 1.0, teams review the student's intervention plan and may increase the duration or frequency of intervention, adjust group size, or select a different evidence-based intervention that more closely matches the student's needs. This ongoing process allows staff to make timely instructional decisions and ensure interventions remain appropriately matched to student skill levels and growth patterns. Weekly progress monitoring and regular data review help ensure students receive the level of support necessary to make meaningful progress toward grade-level expectations.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Elementary (K-4) -Students exit Tier 2/Tier 3 intervention when progress monitoring data indicates they are making sufficient progress. Specifically, students must achieve at least three out of five progress monitoring scores above the 25th percentile. Students continue to be monitored through classroom assessments, FastBridge screening, and progress monitoring data to ensure supports remain aligned to their needs. Secondary (5-8) -Students exit intervention when they demonstrate adequate progress as measured through FastBridge data. Exit criteria include scoring within the "some risk" range on aReading or meeting their individual progress-monitoring goal. Student data is reviewed regularly to ensure intervention services continue to match student needs.

Continuous Improvement for Data-Based Decision Making for Action

Sauk Centre Public School District (0743-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The elementary Academic Team continues to refine intervention practices and improve student outcomes. As part of its 2026-2027 goals, the team will establish a fully documented and seamless process for moving students between intervention groups to better respond to student needs in a timely manner. Creating more fluid intervention groups is a priority to ensure students receive the right level of support at the right time. To support this work, a three-week data review cycle will be implemented with intervention staff. These regular data meetings will increase the team's capacity to review student progress, make instructional decisions, and adjust intervention groups more efficiently. Involving interventionists directly in the data review process will strengthen shared ownership of student outcomes and help ensure intervention decisions are driven by current student performance data.

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 Sauk Centre Public School District (0743-01) 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	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student

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

Sauk Centre Public School District (0743-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

During the 2026-2027 school year, I will explore additional opportunities to help families better understand READ Act notifications, FastBridge reports, and their child's literacy progress, while also providing avenues for families to ask questions and receive support. In addition, I will collaborate with the secondary principal to discuss parent notification practices at the secondary level and determine what communication and support structures are most appropriate for students and families in grades 5-12.

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 Sauk Centre Public School District (0743-01), 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
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
During the 2024-2025 school year, Sauk Centre Elementary engaged in a comprehensive process to select an evidence-based Tier I literacy curriculum. A curriculum review team was established that included classroom teachers, special education teachers, interventionists, the elementary principal, the District Assessment Coordinator, and a LETRS-certified trainer. The team utilized the Minnesota Department of Education's curriculum review resources, including curriculum evaluation rubrics and alignment scores. The review process focused on comprehensive literacy curricula identified as Highly Aligned or Partially Aligned. In addition, one partially aligned curriculum was piloted in fourth grade throughout the school year to gather implementation and student outcome data. The team also sought feedback from other districts regarding their curriculum adoption experiences and reviewed resources currently being used in neighboring schools. After careful analysis, discussion, and consideration of multiple data sources, the district selected Benchmark Advance as its core Tier I literacy curriculum. The district also determined that Functional Phonics would continue to be used in Kindergarten and Grade 1 as a Tier I support and in Kindergarten through Grade 4 as a

Tier II intervention resource. The goal of these decisions was to strengthen core literacy instruction and ensure the implementation of evidence-based practices with fidelity across grade levels.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

During the 2024-2025 school year, Sauk Centre Elementary engaged in a process to select an evidence-based Tier I literacy curriculum. A review team consisting of classroom teachers, special education teachers, interventionists, the elementary principal, the District Assessment Coordinator, and a LETRS-certified trainer evaluated curriculum options. The team utilized Minnesota Department of Education curriculum review resources and considered only curricula identified as Highly Aligned or Partially Aligned. In addition, fourth grade piloted one partially aligned curriculum throughout the school year. By the end of the 2024-2025 school year, Benchmark Advance was selected as the district's Tier I literacy curriculum. Implementation began in 2025-2026 with a strong emphasis on professional learning and fidelity. Teachers received initial Benchmark Advance training in August prior to implementation. In February, K-4 staff participated in Benchmark-led training focused on enhancing student learning. Benchmark consultants also conducted demonstration days in each K-4 grade level, modeling lessons, providing coaching support, and facilitating teacher debriefs. To support consistent implementation, K-4 staff followed a district-developed pacing guide throughout the year. Fidelity was supported through classroom observations, grade-level collaboration, and ongoing staff discussions. Curriculum implementation was further strengthened through LETRS training, with all elementary teachers completing LETRS to support evidence-based literacy instruction.

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 Sauk Centre Public School District (0743-01) 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
Great Leaps	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
Sonday	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
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
Other Resources - REWARDS	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	15
	Tier 2 & 3	Grade 7	15
	Tier 2 & 3	Grade 8	15

Continuous Improvement for Litearcy Intervention Resources

Sauk Centre Public School District (0743-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

During the 2026-2027 school year, Sauk Centre Schools will continue to refine and strengthen literacy intervention practices through ongoing review of student data and intervention decision-making processes. The district has

established intervention entrance and exit criteria, guidelines for selecting appropriate progress-monitoring tools, and decision-making procedures for determining when intervention changes are needed based on student performance data. As part of this continuous improvement process, intervention teams will continue to review student outcomes and evaluate the effectiveness of current intervention resources. The district is also exploring the use of Great Leaps in combination with Read Live to provide both direct instruction and independent practice opportunities for students requiring fluency support. This approach has the potential to increase intervention intensity while allowing students to receive targeted teacher-led instruction and additional independent practice. The district will continue to use data to guide intervention decisions and ensure that resources are aligned to student needs. Ongoing collaboration among teachers, interventionists, and academic teams will support the implementation of effective interventions and help ensure students receive timely and appropriate literacy support.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Sauk Centre Public School District (0743-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$40,359

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

$40,359

READ Act Literacy Aid

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

Sauk Centre Public School District (0743-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$45,132

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
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	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.

Sauk Centre Public School District (0743-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

05/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Sauk Centre Public School District (0743-01) 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:

Staff members who do not meet the LETRS 80% proficiency benchmark will receive additional coaching and support from the local certified facilitator.

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:

Implementing Benchmark Advance and Functional Phonics with fidelity was a priority at Sauk Centre Elementary during the 2025-2026 school year. While we do not yet have a formal fidelity data collection system, we focused on building a shared understanding of what implementation with fidelity looks like and why it is important. Teachers participated in training that included modeled lessons, discussion of instructional routines, and opportunities to ask questions and problem-solve implementation challenges. A pacing guide was created for Benchmark Advance with the expectation that it would be followed to ensure systematic and sequential instruction across grade levels. Regular check-ins with teachers and grade-level teams provided opportunities to discuss implementation, make adjustments, and provide support as needed.

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:

Beginning in the 2026-2027 school year, Sauk Centre Elementary will implement an instructional coach model. This will allow us to collect more formal implementation data and provide ongoing support to teachers. Through classroom observations, coaching cycles, modeling, and feedback, we will be able to better monitor implementation of Benchmark Advance, Functional Phonics, and other literacy practices. In addition, the Instructional Coach has completed LETRS training. We are excited to add this level of support for teachers. The instructional coach will help strengthen implementation of systematic, sequential, explicit, and diagnostic literacy instruction while providing job-embedded professional learning and coaching. Our goal is to ensure all students have access to high-quality literacy instruction delivered consistently across classrooms.

The following changes in instructional practices have impacted students:

Changes in instructional practices have had a positive impact on student literacy outcomes at Sauk Centre Elementary. Over the past several years, staff have focused on strengthening systematic, sequential, explicit, and diagnostic literacy instruction through professional learning, implementation of evidence-based practices, and increased use of student data to guide instruction and intervention decisions. One example of this work is the implementation of Benchmark Advance and Functional Phonics. Teachers have received training and support focused on explicit instruction, foundational reading skills, and using data to identify student needs. In addition, intervention processes have become more structured through the development of entrance and exit criteria, progress monitoring guidelines, and more consistent review of student data. These efforts have contributed to improved student outcomes. During the 2025-2026 school year, Sauk Centre Elementary exceeded its school reading goal. The goal was to increase reading proficiency from 44.0% to 46.0%. By the end of the year, proficiency increased to 47.4%. In addition to meeting our annual goal, student achievement data continues to show steady growth over time. As staff have strengthened instructional practices and increased their understanding of evidence-based literacy instruction, proficiency rates have continued to improve across grade levels. While there is still work to do, the data indicates that these instructional changes are having a positive impact on student learning. Sauk Centre Elementary remains committed to continuous improvement. Through ongoing professional development, implementation of a new instructional coach model, and continued refinement of intervention systems, we will continue to strengthen instructional practices and improve literacy outcomes for all students.

Sauk Centre Public School District (0743-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Sauk Centre Elementary continues to build staff understanding and implementation of culturally responsive practices through professional learning and ongoing reflection. The district utilizes the Marzano Framework, which incorporates culturally responsive teaching practices throughout multiple domains. The district's plan for supporting teachers with culturally responsive literacy practices is centered on continued professional development and coaching. During the 2026-2027 school year, the implementation of an instructional coach model will provide teachers with support through coaching conversations, modeling, collaborative planning, and professional learning opportunities. As we continue to implement our new literacy curriculum and strengthen literacy instruction, we will focus on ensuring that instructional materials, classroom discussions, and learning experiences are accessible, engaging, and relevant for all students. Sauk Centre Elementary is committed to ongoing growth in this area and recognizes that culturally responsive practices are

an important part of creating equitable learning opportunities and improving outcomes for all students.
Sauk Centre Public School District (0743-01) 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):
During the 2026-2027 school year, Sauk Centre Elementary will continue to provide literacy-focused professional development to support the implementation of evidence-based instructional practices. Staff will continue receiving training and support in both Benchmark Advance and Functional Phonics. In addition, the district recognizes the need to deepen staff understanding of the Minnesota ELA Standards. Grade-level teams and teachers may participate in professional development opportunities focused on standards alignment. These opportunities will help ensure that classroom instruction is aligned to grade-level expectations and that students have access to high-quality literacy instruction across all strands of the standards.

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)	8	8	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	26	26	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	3	3	0	0
K-3 Classroom teachers	14	14	0	0
K-12 Teachers holding English as a second language licenses	2	2	0	0
K-12 Reading Intervention Teachers	4	4	0	0
K-12 Special Education educators responsible for foundational reading instruction	15	14	1	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	20	20	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	5	0	0	5
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	5	0	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	25	24	1	0

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

51

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.

Sauk Centre Public School District (0743-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Sauk Centre Public School District (0743-01) has participated in MDE MnMTSS professional learning:

Yes

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

Sauk Centre Public School District (0743-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

During the 2026-2027 school year, Sauk Centre Elementary will continue to strengthen its MTSS framework through a focus on continuous improvement and team development. Members of the MTSS team will participate in the Problem of Practice Summit, which will provide an opportunity to analyze current systems, identify priorities, and develop an action plan for continued growth. In addition, the district completed the SEMI-DLT in 2025 and identified teaming and linked team structures as an area for improvement. The district will also continue refining data review processes, intervention systems, and progress monitoring practices to support data-based decision making. Efforts will focus on building staff capacity, improving consistency across teams, and creating systems that can be sustained over time. Sauk Centre Elementary views MTSS as an ongoing process of continuous improvement. Participation in the Problem of Practice Summit, combined with the findings from the SEMI-DLT, will help guide the district's work as it continues to strengthen supports and improve outcomes for all students.

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.

Sauk Centre Public School District (0743-01) does not include a DLI Program