

Minnesota READ Act Literacy Plan

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

For

Sherburne And Northern Wright Speci (6090-52)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Sherburne And Northern Wright Speci (6090-52). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Sherburne And Northern Wright Speci (6090-52)'s literacy goal(s) for the 2025-26 school year:

Seventy percent of all SNWSEC students in grades K-2 will be at or above grade-level reading benchmarks according to the FastBridge aReading Spring 2025 assessment. By Spring 2026, we will increase FastBridge aReading proficiency to 80%. Seventy percent of all SNWSEC public school students in grades 3-8 will meet or exceed standards as measured by MCA reading assessments by Spring 2025. By Spring 2027, we will increase this to 80% of students meeting or exceeding MCA grade-level standards. The Sherburne Northern Wright Special Education Cooperative (SNWSEC) serves the communities of Big Lake, Becker, and Monticello, with Monticello Public Schools serving as the fiscal and site host. The SNWSEC literacy goals are aligned with the Monticello School District's broader instructional and assessment initiatives, ensuring consistency across cooperative and host district programming. SNWSEC integrates literacy goals into its professional practices, including collaborative planning within Professional Learning Communities (PLCs), ongoing staff development, and targeted training sessions. This alignment promotes a coherent and shared approach to literacy education across the cooperative, ensuring that students receiving services through SNWSEC programs benefit from high-quality, evidence-based literacy instruction and progress monitoring. This shared focus also allows for efficient use of resources, increased collaboration, and equity in instructional practices across all member districts.

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

SNWSEC collaborates closely with member districts to ensure curriculum alignment for the students we serve. Our primary objective is to minimize instructional disruptions in reading progress as students transition into and out of Setting IV programming.

The following describes how Sherburne And Northern Wright Speci (6090-52)'s current student performance differs from the literacy goal detailed in the READ Act:

The students did not meet the literacy goal, however the setting IV population fluctuates frequently making it difficult to set and measure goals.

Sherburne And Northern Wright Speci (6090-52)'s literacy goal(s) for the 2026-27 school year:

During the 2026-2027 school year, SNWSEC will ensure that a minimum of 65% of students achieve individualized growth in literacy attainment. Growth will be measured and verified by Spring 2027 through either: (A) standard Fall-to-Spring growth trajectories on FastBridge subtests (K-1 earlyReading, 2-3 CBMreading, 4-12 Capti ReadBasix), or (B) the successful attainment of progress benchmarks as outlined in student-specific, literacy-focused IEP goals.

Local Literacy Plan for Sherburne And Northern Wright Speci (6090-52)

The Local Literacy Lead, Lynn J Sakry, for Sherburne And Northern Wright Speci (6090-52) has an FTE of .50

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead is part of the cooperative leadership team along with the Monticello Professional Development Team.

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

Sherburne And Northern Wright Speci (6090-52) Local Literacy Plan is posted on the district website at

<https://snwsec.monticello.k12.mn.us/>

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.

Sherburne And Northern Wright Spec (6090-52) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Sherburne And Northern Wright Spec (6090-52) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Sherburne And Northern Wright Spec (6090-52) will be utilizing the following screening tool(s) in 2026-27:

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

Sherburne And Northern Wright Spec (6090-52) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

SNWSEC will implement the Oral Reading Screening in the 2026-2027 school year.

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 Sherburne And Northern Wright Spec (6090-52) 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	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge AutoReading	Grade 4	2 time per year	District set benchmarks - All students to theCapti ReadBasix
	Grade 8	2 time per year	District set benchmarks - All students to theCapti ReadBasix
	Grade 5	2 time per year	District set benchmarks - All students to theCapti ReadBasix
	Grade 9	2 time per year	District set benchmarks - All students to theCapti ReadBasix
	Grade 10	2 time per year	District set benchmarks - All students to theCapti ReadBasix
	Grade 6	2 time per year	District set benchmarks - All students to theCapti ReadBasix

Local Literacy Plan for Sherburne And Northern Wright Speci (6090-52)

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 7	2 time per year	District set benchmarks - All students to theCapti ReadBasix
FastBridge aReading	Grade 4	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 8	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 5	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 9	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 10	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 6	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 11	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 12	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.
	Grade 7	2 time per year	District set benchmarks - All students took the Capti ReaBasix assessments.

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

Sherburne And Northern Wright Speci (6090-52) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Sherburne And Northern Wright Speci (6090-52) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The district will move to only using the Capti ReadBasix assessment for both a universal screener and a diagnostic assessment.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Sherburne And Northern Wright Speci (6090-52) 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	0	CTSTR	0	CTSTR	0	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	1	CTSTR	2	CTSTR	2	CTSTR
3rd	2	CTSTR	2	CTSTR	2	CTSTR

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Sherburne And Northern Wright Speci (6090-52) 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.

Sherburne And Northern Wright Speci (6090-52) 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	0	CTSTR
1st	0	CTSTR
2nd	2	CTSTR
3rd	2	CTSTR

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

Sherburne And Northern Wright Speci (6090-52) 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 Sherburne And Northern Wright Speci (6090-52) 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	6	0	3	CTSTR	CTSTR	3
5th	3	0	2	CTSTR	CTSTR	1
6th	9	0	1	CTSTR	CTSTR	3
7th	6	0	0	CTSTR	CTSTR	6
8th	10	0	1	CTSTR	CTSTR	9
9th	6	0	2	CTSTR	CTSTR	4
10th	3	0	1	CTSTR	CTSTR	2
11th	5	0	0	CTSTR	CTSTR	5
12th	2	0	0	CTSTR	CTSTR	2

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.

Sherburne And Northern Wright Speci (6090-52) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

SNWSEC supports the MnMTSS framework across all member districts. Our student programs comprise Federal Setting IV and center-based special education services; consequently, all enrolled students have been identified with significant educational needs through a comprehensive special education evaluation. Each student has an Individualized Education Program (IEP), and the IEP team determines the necessary level of intensified or modified instruction. For students without previously identified literacy needs on their IEP, we utilize universal screening measures to assess their proficiency and align instruction accordingly.

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

Currently, a formal process to monitor the fidelity of Tier 1 instruction is not yet established; however, the Setting IV team is actively working to ensure that our Tier 1 curriculum aligns with the curricula students will encounter upon transitioning back to their resident districts. To support this initiative, the team is developing a collaborative framework with member districts to streamline curriculum alignment.

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

Because our student programs operate as Federal Setting IV special education environments, all enrolled students have been identified with significant educational needs through a comprehensive special education evaluation. Every student is supported by an Individualized Education Program (IEP), with the IEP team determining the necessary parameters for specialized reading instruction. Consistent with our approach to Tier 1 instruction, we strive to utilize intervention curricula that align with each student's resident district whenever possible, ensuring a seamless transition process and sustained academic growth.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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 and protocol regarding growth is based on an individual baies looking at the whole child when considering growth.

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

Each student is individualized.

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 Sherburne And Northern Wright Speci (6090-52) 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	1 time per year	Other - Individual Education Program
Grade 1	1 time per year	Other - Individual Education Program
Grade 2	1 time per year	Other - Individual Education Program
Grade 3	1 time per year	Other - Individual Education Program
Grade 4	1 time per year	Other - Individual Education Program
Grade 5	1 time per year	Other - Individual Education Program
Grade 6	1 time per year	Other - Individual Education Program
Grade 7	1 time per year	Other - Individual Education Program
Grade 8	1 time per year	Other - Individual Education Program
Grade 9	1 time per year	Other - Individual Education Program
Grade 10	1 time per year	Other - Individual Education Program
Grade 11	1 time per year	Other - Individual Education Program
Grade 12	1 time per year	Other - Individual Education Program

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

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Sherburne And Northern Wright Speci (6090-52), 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
Foundations A-Z (Learning A-Z), K-5, 2023 (Not Aligned)	Supplemental	Kindergarten	20
	Supplemental	Grade 1	20
	Supplemental	Grade 2	25
	Supplemental	Grade 3	25
	Supplemental	Grade 4	30
	Supplemental	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Supplemental	Kindergarten	20
	Supplemental	Grade 1	20
	Supplemental	Grade 2	20
	Supplemental	Grade 3	20
	Supplemental	Grade 4	30
	Supplemental	Grade 5	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: SNWSEC continues to collaborate with member districts to select and utilize evidence-based Tier 1 curricular resources. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: SNWSEC is and will continue to work with member districts.

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

Sherburne And Northern Wright Speci (6090-52) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

SNWSEC will continue collaborating with our instructional coach to align curricular resources with those of our member districts.

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 Sherburne And Northern Wright Speci (6090-52) 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 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
UFLI	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

Continuous Improvement for Literacy Intervention Resources

Sherburne And Northern Wright Speci (6090-52) will make the following changes to literacy intervention resources for the 2026-27 school year:

SNWSEC will continue to partner with member districts and support the implementation of interventions that the member districts are utilizing.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Sherburne And Northern Wright Speci (6090-52) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$6,531

READ Act Literacy Aid

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

Sherburne And Northern Wright Speci (6090-52) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$14,440

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$7,909

The plan to spend down the remaining funds are as follows:

Supporting literacy curriculum in setting IV, and stipends for completion of training.

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 literacy intervention resources (curriculum, materials, training)	Read Act Literacy Aid
Stipends for teachers completing literacy professional development	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.

Sherburne And Northern Wright Speci (6090-52) 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:

07/30/2026

Synchronous professional development sessions were facilitated by:

Both

Sherburne And Northern Wright Speci (6090-52) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/04/2027

Synchronous professional development sessions were facilitated by:

Both

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

As Monticello serves as the fiscal host for SNWSEC, we adhere to Monticello's established plan for professional development and ongoing support within the literacy program.

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:

Here are a few ways to polish this section. The main changes combine these two related thoughts into a single, cohesive paragraph and replace casual terms with standard educational acronyms and phrasing.

Option 1: Clean and Polished (Recommended)

This version flows naturally and clearly connects the role of the instructional coach to the work being done in PLCs.

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:

To ensure instructional fidelity and support staff development, the program coordinator, program facilitator, and instructional coach conduct regular walk-throughs and formal observations.

Local Literacy Plan for Sherburne And Northern Wright Speci (6090-52)

The following changes in instructional practices have impacted students:

Each student's data and progress are reviewed annually. PLCs are utilized to look for trends to support student progress.

Sherburne And Northern Wright Speci (6090-52) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

SNWSEC, with Monticello Public Schools serving as its fiscal host, supports culturally responsive literacy practices through professional learning, instructional coaching, and continuous improvement processes. District, building, and cooperative teams will regularly review disaggregated student data to identify achievement disparities and inform instructional decisions that promote equitable access to literacy learning. As part of ongoing literacy improvement efforts, culturally responsive practices will continue to be integrated into professional learning, coaching cycles, and instructional review processes. Teams will also continue to monitor student outcome and implementation data to ensure literacy instruction supports equitable outcomes for all students.

Sherburne And Northern Wright Speci (6090-52) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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

SNWSEC will continue to train our new staff in the required training and support their literacy professional development.

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)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	35	29	5	1
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	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	12	11	0	1
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Sherburne And Northern Wright Speci (6090-52)

Employees who select literacy instructional materials for grades pre-K through grade five	2	2	0	0
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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	0	0	0	0
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	2	2	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	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).

0

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.

Sherburne And Northern Wright Speci (6090-52) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Sherburne And Northern Wright Speci (6090-52) 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.

Sherburne And Northern Wright Speci (6090-52) does not include a DLI Program