

SAUK RAPIDS-RICE



LOCAL LITERACY PLAN



Sauk Rapids-Rice Public Schools

INDEPENDENT SCHOOL DISTRICT 47

MINNESOTA READ ACT

Local Literacy Plan

2025-26 Data Summary & 2026-27 Continuous Improvement Plan

Every Minnesota child reading at or above grade level, every year, beginning in kindergarten — with multilingual learners and students receiving special education services supported in reaching their individualized reading goals.

The goal of the Minnesota READ Act, Minn. Stat. 120B.12 (2025)

DISTRICT	Sauk Rapids-Rice Public Schools (0047-01)
SUBMITTED TO MDE	June 10, 2026
DISTRICT LITERACY LEAD	Renee Nelson — 1.00 FTE
PLAN POSTED AT	www.isd47.org/academics

This Local Literacy Plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). The plan is updated annually, submitted to the Minnesota Department of Education by June 15, and posted publicly on the district website.

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1. READ Act Goals

Our 2025-26 Literacy Goal

DISTRICT GOAL

Sauk Rapids-Rice Public Schools is committed to ensuring all students are proficient in reading.

WHAT WE IMPLEMENTED OR CHANGED THIS YEAR

Sauk Rapids-Rice Public Schools has committed to focusing on Tier 1 literacy instruction across all elementary buildings. We are in year one of implementation of a Science of Reading-aligned, knowledge-building literacy curriculum in grades K–5: Amplify CKLA. We have committed to ensuring all students receive systematic, explicit, and sequential instruction in every K–5 classroom. We have also worked to design an instructional coaching model that will assist in supporting teachers to ensure the success of Tier 1 instruction; this model will be implemented in the 2026-27 school year.

In addition, we are continuing to provide professional learning for all teachers centered on the Science of Reading and the Science of Learning. We have also begun examining our MTSS framework to determine how to best meet the needs of all students.

HOW CURRENT PERFORMANCE COMPARES TO THE READ ACT GOAL

We have not yet met the READ Act goal of all students reading proficiently.

Our 2026-27 Literacy Goals

1. During the 2026-27 school year, all middle school and high school content-area teachers will implement the adopted Science of Reading-aligned, knowledge-building curriculum with integrity, as measured by 90% of teachers completing required units on pace with the district pacing guide.
2. By July 31, 2027, the district will increase the percentage of staff identified in the Phase 1 and Phase 2 Science of Reading professional development plan who have successfully completed all required training modules from 81% to 100%, as documented through district professional development records and completion logs.
3. By spring 2027, the district will increase the percentage of students in grades K–3 who score at or above grade level on the Minnesota Department of Education (MDE) composite reading score by 5 percentage points compared to fall 2026 baseline data, as measured by spring 2027 MDE composite assessment results.
4. By spring 2027, the district will increase the percentage of students in grades 4–12 who score meets or advanced on the Minnesota Comprehensive Assessments (MCAs) in reading by 5 percentage points compared to spring 2026 baseline results, as measured by official MDE MCA score reports.

Local Literacy Lead

The Local Literacy Lead for Sauk Rapids-Rice Public Schools is **Renee Nelson**, at an FTE of 1.00. The Literacy Lead holds an active state license from MDE’s allowable license list and has completed an MDE-approved READ Act Professional Development Program.

ENGAGEMENT WITH DISTRICT AND SCHOOL LEADERSHIP TEAMS

The District Literacy Lead is an active member of multiple district instructional teams, including the District Instructional Advisory Team, Core Teaching and Learning, MTSS, the Teaching and Learning Team, the CKLA Advisory Team, and the ELA Curriculum Advisory Committee.

The District Literacy Lead has overseen the implementation of CKLA (Core Knowledge Language Arts) across all three elementary buildings, serving as a liaison between buildings to promote cohesion and consistency in implementation throughout the district. In this role, they have supported interventionists in reviewing and selecting appropriate resources aligned to the curriculum.

The District Literacy Lead has worked collaboratively with building teams to ensure that benchmark assessments are administered effectively and uniformly across the district. Additionally, they have planned and coordinated the administration of the Capti ReadBasix assessment for all students in grades 4–12 districtwide. To support data-informed instruction, the District Literacy Lead has also provided professional development for teachers on how to use and interpret data from the ReadBasix assessment.

This Local Literacy Plan is posted on the district website at www.isd47.org/academics.

2. Screening Tools, Grades 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 Rapids-Rice Public Schools has administered an MDE-approved K–3 READ Act screening tool.

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge earlyReading (K–1) CBMreading (Grades 1–3)	Kindergarten	MDE Composites	None
	Grade 1	MDE Composites	None
	Grade 2	MDE Composites	None
	Grade 3	MDE Composites	None

Oral language screening in 2025-26: Not conducted.

3. Screening Tools, Grades 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 administered the MDE-approved grades 4–12 screening tool, Capti ReadBasix, in 2025-26.

IDENTIFICATION PROCESS

Integrated screening process: Capti ReadBasix was used for both Step 1 and Step 2. All students who were not consistently demonstrating grade-level reading skills were administered Capti ReadBasix.

Screening Tool	Grades Implemented	Timing of Administration	Criteria / Benchmark	Explanation
Capti ReadBasix	Grade 4	2 times per year	N/A	Used as Step 1 & 2
	Grade 5	2 times per year	N/A	Used as Step 1 & 2
	Grade 6	2 times per year	N/A	Used as Step 1 & 2
	Grade 7	2 times per year	N/A	Used as Step 1 & 2
	Grade 8	2 times per year	N/A	Used as Step 1 & 2
	Grade 9	2 times per year	N/A	Used as Step 1 & 2
	Grade 10	2 times per year	N/A	Used as Step 1 & 2
	Grade 11	2 times per year	N/A	Used as Step 1 & 2
	Grade 12	2 times per year	N/A	Used as Step 1 & 2

SUBTESTS ADMINISTERED

For 2025-26, MDE required the following Capti ReadBasix subtests for students in grades 4–12 not reading at grade level: **Word Recognition and Decoding, Vocabulary, Morphology, and Reading Efficiency**. Two additional subtests — **Sentence Processing** and **Reading Comprehension** — were recommended in 2025-26 and will be required in 2026-27.

Sauk Rapids-Rice Public Schools administered **both the required and the recommended subtests** in 2025-26.

PROGRESS MONITORING

Capti ReadBasix was used for progress monitoring. At Sauk Rapids-Rice, both the middle school and high school special education programs used Capti ReadBasix to progress monitor students receiving instruction in phonics and decoding. Intervention and ELA teachers also used Capti ReadBasix to progress monitor students receiving a multisyllabic word intervention.

4. Screening Summary, Grades K–3

Universal screening for foundational reading skills resulted in the following number of students screened and scoring at or above benchmark at each screening point.

Grade	Fall		Winter		Spring	
	Screened	At / Above Benchmark	Screened	At / Above Benchmark	Screened	At / Above Benchmark
Kindergarten	289	105	291	118	289	145
Grade 1	309	119	310	121	306	126
Grade 2	306	124	308	146	301	156
Grade 3	314	166	316	147	310	161

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, Grades K–3

This section describes how the district screened for characteristics of dyslexia and the number of students demonstrating those characteristics.

IMPORTANT

Demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Criteria used to identify students demonstrating characteristics of dyslexia: MDE Composites.

Grade	Students Screened for Dyslexia	Students Demonstrating Characteristics of Dyslexia
Kindergarten	290	71
Grade 1	305	91
Grade 2	300	77
Grade 3	311	73

Note: MDE will not report results if fewer than 10 students participated. CTSTR = Counts too small to report.

Nonsense Words subtest (Grades 2 and 3): Integrated approach — all students in grades 2 and 3 were administered the Nonsense Word subtest.

CONTINUOUS IMPROVEMENT FOR 2026-27

Sauk Rapids-Rice Public Schools will change from an integrated to a gated approach for administration of the Nonsense Word subtest.

6. Dyslexia Screening Summary, Grades 4–12

The table below displays the number of students identified as not reading at grade level, screened for characteristics of dyslexia, and demonstrating characteristics of dyslexia. Again, demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Students in Grade	Administered District Step 1 Tool	Administered Capti ReadBasix	Demonstrating Reading Difficulties	Demonstrating Characteristics of Dyslexia	Opted Out of Screening
Grade 4	337	0	144	0	137	0
Grade 5	313	0	157	0	149	0
Grade 6	333	0	311	0	234	0
Grade 7	358	0	338	0	214	0
Grade 8	356	0	335	0	160	0
Grade 9	373	0	346	0	127	0
Grade 10	340	0	296	0	90	0
Grade 11	315	0	191	0	63	0
Grade 12	328	0	0	CTSTR	CTSTR	0

Note: Reporting of "Demonstrating Reading Difficulties" was optional in 2026. If no Step 1 tool was used, zeros are entered in that column. MDE 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 is the basis for determining which students need more support in reading. This may include differentiation of core (Tier 1) instruction, supplemental (Tier 2) instruction, or intensive (Tier 3) instruction.

Matching instruction and intervention to student need

Sauk Rapids-Rice Public Schools uses a systematic, data-driven process to match evidence-based instruction and intervention to each student’s literacy needs.

The process begins with universal screening data collected through the FAST benchmark assessment, administered three times per year. Building-level teams collaboratively review this data to identify students experiencing reading difficulties who may require support beyond core instruction.

Once a student is identified, a diagnostic assessment is administered to pinpoint the most foundational area of need — such as phonemic awareness, phonics, decoding, fluency, or multisyllabic word reading. The team then selects an appropriate intervention from the district’s established bank of evidence-based interventions, ensuring alignment between the identified skill deficit and the selected intervention. Progress is monitored on an ongoing basis to evaluate student response and make timely adjustments as needed.

Monitoring fidelity and differentiating Tier 1 instruction

Sauk Rapids-Rice Public Schools is currently in the first year of CKLA implementation at the elementary level, with new curriculum also being implemented at both the middle school and high school levels. As a result, the district’s approach to fidelity monitoring is actively developing alongside these implementation efforts.

The district has been working to establish a cohesive, districtwide fidelity monitoring system. This system will be fully implemented and refined during the 2026-27 school year, with ongoing adjustments made based on feedback and data collected throughout the current year.

Entrance criteria for Tier 2 and Tier 3 intervention

The district is currently refining its Multi-Tiered System of Supports (MTSS) framework, with clearly defined, districtwide entrance criteria for Tier 2 and Tier 3 intervention anticipated to be fully established for 2026-27.

During the current school year, each building site is using locally developed criteria to determine student placement into supplemental and intensive intervention. These site-level decisions are grounded in data collected through the FAST benchmark assessment and the Capti ReadBasix assessment, with building teams collaboratively reviewing data to identify students in need of additional support. While specific thresholds and processes may vary somewhat by site and level, all placement decisions are driven by assessment data and the professional judgment of the instructional team.

Every 2 weeks TIER 2 PROGRESS MONITORING	Every 2 weeks TIER 3 PROGRESS MONITORING
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K–12 progress monitoring protocol

The district is refining its districtwide progress monitoring protocol for students receiving Tier 2 and Tier 3 reading intervention. A clearly defined, consistent protocol across all grade levels is identified as an area of continued development, with a unified districtwide process anticipated to be fully established for 2026-27.

During the current school year, building sites are using locally developed progress monitoring protocols to evaluate student response to intervention and determine whether intensification or modification of services is warranted. These site-level decisions are grounded in FAST benchmark and Capti ReadBasix data, with building teams collaboratively reviewing progress monitoring data at regular intervals. While specific protocols and decision-making timelines may vary somewhat by site and level, all decisions regarding intervention intensification or modification are driven by assessment data and the professional judgment of the instructional team.

Exit criteria for Tier 2 and Tier 3 intervention

The district is refining its MTSS framework, with clearly defined, districtwide exit criteria for Tier 2 and Tier 3 intervention anticipated to be fully established for 2026-27.

During the current school year, each building site is using locally developed criteria to determine when a student is ready to exit supplemental or intensive intervention. These site-level decisions are grounded in FAST benchmark and Capti ReadBasix data, with building teams collaboratively reviewing progress monitoring data to evaluate student response to intervention. While specific thresholds and processes may vary somewhat by site and level, all exit decisions are driven by assessment data and the professional judgment of the instructional team.

Continuous improvement for 2026-27

Sauk Rapids-Rice Public Schools is in an active period of growth and development regarding its data-based decision-making processes, intervention criteria, and progress monitoring procedures. Several significant changes are underway that reflect the district's continued commitment to strengthening its MTSS framework.

The district is currently in the first year of CKLA implementation at the elementary level, with new curriculum also being implemented at the middle school and high school levels. These curriculum changes have prompted a broader examination of how data is used to inform instructional decisions across all tiers of support. In conjunction with these implementation efforts, the district has also expanded its use of the Capti ReadBasix assessment at the secondary level, providing building teams with additional data to inform intervention placement and progress monitoring decisions for students in grades 4–12.

The district's entrance and exit criteria for Tier 2 and Tier 3 intervention, as well as its progress monitoring protocols, are currently identified as areas of continued development. Each building site is presently using locally developed criteria and protocols grounded in FAST benchmark and Capti ReadBasix data, with building teams collaboratively reviewing data to make informed decisions about student placement, intervention intensity, and exit from services.

Looking ahead, the district is actively working to establish clearly defined, consistent districtwide criteria and protocols across all elementary and secondary settings. This unified MTSS framework is anticipated to be fully implemented and refined during 2026-27, and will provide greater consistency in data-based decision making across Sauk Rapids-Rice Public Schools.

8. Parent Notification & Involvement

READ Act legislation requires districts to notify the parents of each student in grades K–3 who is not reading at or above grade level. Sauk Rapids-Rice Public Schools notifies parents and guardians when children are identified as not reading at grade level.

Notification frequency and method

Grade Band	Frequency of Notification	Method of Notification
Kindergarten – Grade 5	2 times per year	At parent-teacher conferences
Grades 6 – 12	1 time per year	Digital notification

Frequency and method of notification vary by grade level, as reflected above, and apply to all grades kindergarten through 12.

What every notification includes

- The student’s reading proficiency level as measured by the MDE-approved screener
- Reading-related services currently being provided to the student
- Strategies families can use at home to help their student succeed

Parent notifications from Sauk Rapids-Rice Public Schools include all required information.

Family and community engagement

Families and the community are engaged around literacy through more than one of the engagement methods identified by MDE.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials designed to ensure student 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.

Core literacy instruction and curricula

Curriculum	Curriculum Type	Grades Implemented	Instructional Minutes Per Day
Amplify CKLA 3rd Edition, 2025	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

How we selected our core curriculum

Sauk Rapids-Rice Public Schools uses a thorough, systematic process to ensure that the selection of evidence-based Tier 1 core curricular resources is grounded in data, research, and the collaborative judgment of district stakeholders.

The process begins with completion of an Evaluation Planning document, which establishes the framework and priorities that guide the selection process. District teams then conduct a broad review of multiple available curricula, ensuring that a range of options is considered before any selection decisions are made.

Structured rubrics are used to evaluate each curriculum against established criteria, providing an objective and consistent basis for comparison across materials. Curricula that meet the district’s defined criteria are advanced in the process, at which point representatives from qualifying publishers are invited to present their materials to district stakeholders for a deeper examination of content, instructional design, and alignment to evidence-based practices.

To further inform the decision, the district conducts site visits to observe shortlisted curricula in practice within other school settings. This firsthand perspective allows district teams to evaluate real-world implementation before making a final selection. The curriculum that best meets the needs of Sauk Rapids-Rice students and staff is then selected, with full implementation planned for the 2025-26 school year.

Three-year implementation timeline

Year	Focus
2025-26	Building familiarity. The first year of implementation focuses on building familiarity with the new curriculum. Teachers and instructional staff are using the provided pacing guide to navigate the program, establishing consistent routines, and developing a foundational understanding of the curriculum's structure, content, and instructional design.
2026-27	Intentional planning and fidelity. As staff familiarity grows, the district will shift focus toward more intentional planning and increased fidelity to the program. Fidelity checks will be more formally established during this year, allowing building teams to evaluate the consistency and quality of implementation and identify areas where additional support or professional development may be needed.
2027-28	Refinement. In the third year, the district will use data and experience gathered in prior years to thoughtfully refine and adjust the program to best fit both Minnesota academic standards and the specific needs of Sauk Rapids-Rice students. This stage reflects the district's commitment to continuous improvement and responsive, student-centered instruction.

10. Literacy Intervention Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials designed to support literacy instruction in grades K–12. In 2025, MDE partnered with CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. Tier 2 and Tier 3 intervention resources do not have to be different.

Intervention Resource	Tier	Grades Implemented	Instructional Minutes
Great Leaps	Tier 2 & 3	Grades 1–2	20
Kindergarten PALS	Tier 2 & 3	Kindergarten	22
Reading Corps	Tier 2 & 3	Kindergarten – Grade 3	20
UFLI	Tier 2 & 3	Kindergarten – Grade 5	20
95 Percent Group	Tier 2 & 3	Grades 1–12	20
Advanced Word Study	Tier 2 & 3	Grades 6–10	20
PRESS	Tier 2 & 3	Kindergarten – Grade 5	20
Word Connections	Tier 2 & 3	Grades 4–5	20

Continuous improvement for 2026-27

Sauk Rapids-Rice Public Schools is planning several meaningful changes to its literacy intervention resources for 2026-27, reflecting the district's continued commitment to providing targeted, evidence-based support for all students requiring intervention.

A primary focus will be the continued refinement of the district's MTSS framework, including the establishment of clearly defined entrance and exit criteria and consistent progress monitoring protocols across all grade levels. This work will provide a stronger foundation for matching students to the most appropriate level and type of intervention support.

In conjunction with this work, the district is streamlining and narrowing its bank of intervention resources. This effort is intended to ensure greater consistency in the interventions used across buildings, reduce variability in implementation, and concentrate support around programs with the strongest evidence of effectiveness.

The district is also exploring and evaluating new intervention programs to ensure that the resources available to students and teachers reflect current research and best meet the needs of Sauk Rapids-Rice learners. Any new programs adopted will be vetted for alignment with evidence-based literacy practices prior to implementation.

11. Literacy Aid Funds

\$198,682 LITERACY AID RECEIVED, 2025-26	\$208,159 LITERACY AID SPENT, 2025-26
\$173,819 ONE-TIME READ ACT LITERACY AID RECEIVED, 2024	\$0 READ ACT LITERACY AID RESERVE BALANCE REMAINING

How literacy funds were used in 2025-26

Use of Literacy Funds	Type of Funds Used
Evidence-based Tier 1 (Core) curriculum resources — curriculum, materials, and training	Both

12. Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff responsible for teaching reading with training on evidence-based reading instruction as approved by MDE.

Phase	Approved Program	Expected Completion	Sessions Facilitated By
Phase 1	LETRS	December 31, 2026	Both district and vendor facilitators
Phase 2	STRIVE Science of Reading	December 31, 2026	Vendor-provided facilitator

Support for teachers who do not reach 80% proficiency

When a teacher does not meet the proficiency threshold on a given unit, they complete a written reflection addressing the specific areas of the unit they found challenging, the steps they have taken to strengthen their understanding of those concepts, and any additional relevant context. The teacher is also connected with an instructional coach who provides targeted support to help them revisit and deepen their understanding of the unit’s concepts.

This ongoing coaching support may include collaborative review of unit content, discussion of classroom application, and continued check-ins to ensure the teacher feels confident in their understanding and implementation of the material. The written reflection is reviewed by a building administrator, who evaluates whether the teacher has demonstrated sufficient understanding of the content to receive unit credit.

Fidelity data collected

Sauk Rapids-Rice Public Schools collects multiple forms of data to monitor the fidelity of evidence-based literacy instruction across all grade levels. Student outcome data serves as a primary indicator, including universal screening and benchmark data from the FAST assessment, progress monitoring data from the Capti ReadBasix assessment, and curriculum-based assessment data reflecting student mastery of taught content.

At the instructional level, administrators and instructional coaches conduct classroom walkthroughs to observe the degree to which teachers are implementing systematic, sequential, explicit, and diagnostic literacy instruction. Pacing guide adherence is also monitored to ensure instruction is delivered in alignment with the intended scope and sequence of the curriculum.

The district recognizes fidelity monitoring as an area of continued development and is actively working to establish a more comprehensive districtwide plan that will provide greater consistency across all buildings and grade levels. This refined plan is anticipated to be in place for 2026-27, and will also guide the coaching support and feedback provided to ensure all elementary teachers can deliver explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Impact on students

EARLY LITERACY GROWTH

FAST benchmark data indicates that the percentage of students meeting the early reading benchmark has increased from 37% to 45% districtwide — an 8-percentage-point gain.

Sauk Rapids-Rice Public Schools has seen measurable improvement in early literacy outcomes as the district has worked to shift instructional practices toward more systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. While this work is still in progress, early data reflects meaningful growth at the district level. This gain reflects the collective

impact of intentional instructional shifts, including the implementation of CKLA at the elementary level, expanded use of structured literacy practices, and more consistent use of data to identify and support students with reading difficulties.

Culturally responsive literacy practices

The district treats culturally responsive practice as part of strong literacy instruction, beginning with core curricula: CKLA, Amplify ELA, and Odell’s High School Literacy Program, which were chosen for their diverse, high-quality texts that serve as both mirrors and windows for students. We pair this with instructional routines, such as structured text-based discussion, that invite every student into academic conversation and hold high expectations for all learners. To support teachers, the district embeds culturally responsive practice into our curriculum-focused professional development and instructional coaching, where teachers reflect on student work and data to ensure scaffolds open access to grade-level content rather than lowering expectations.

Regional Literacy Network engagement

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

Additional literacy professional development

Beyond our K–3 structured literacy work, the district will provide implementation training tied to our new secondary ELA curricula: Amplify ELA in grades 6–8 and Odell Education’s High School Literacy Program in grades 9–10. This professional development includes initial program training plus job-embedded support throughout the year through PLCs, demonstration lessons, and coaching cycles.

13. Professional Development Educator Counts

The tables below show the number of educators who have met the READ Act professional development requirements, the number currently in training, and the number who still need training.

Phase 1

Educator Role	Total in District	Completed Training	Training In Progress	Need Training
K–3 classroom teachers	53	51	2	0
Fourth and fifth grade teachers (sixth grade depending on elementary structure)	26	20	6	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight of a trained licensed teacher	85	68	17	0
Pre-K classroom teachers, including Voluntary Prekindergarten / School Readiness Plus, Early Childhood Special Education (Part B/619), and School Readiness	13	7	0	0
K–12 teachers holding English as a Second Language licenses	3	3	0	0
K–12 reading intervention teachers	9	9	0	0
K–12 special education educators responsible for foundational reading instruction	58	45	13	0
Pre-K through grade five curriculum directors	1	1	0	0
Employees who select literacy instructional materials for pre-K through grade five	2	2	0	0

Phase 2

Educator Role	Total in District	Completed Training	Training In Progress	Need Training
Teachers who provide foundational reading instruction to students in grades 4–12	15	6	9	0
Grades 6–12 instructional support staff who provide reading support	48	37	11	0
Grades 6–12 curriculum directors	1	1	0	0
Employees who select literacy instructional materials for grades 6–12	2	2	0	0
Teachers who provide reading instruction in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction in a state-approved alternative program	0	0	0	0

PARAPROFESSIONAL STRUCTURED LITERACY TRAINING

105 instructional support staff, contractors, and volunteers have completed the 8-hour Paraprofessional Structured Literacy Training (PSLT), provided by a district PSLT trainer.

14. Multi-Tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-Tiered System of Supports framework that includes 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).)

MTSS Status	Response
The district is implementing a multi-tiered system of supports framework	Yes
The MnMTSS framework is being utilized	Yes
The district has participated in MDE MnMTSS professional learning	Yes

Continuous improvement for 2026-27

Sauk Rapids-Rice Public Schools is planning several significant changes to its MTSS framework for 2026-27, building on foundational work undertaken during the current year.

The district will establish clearly defined, consistent districtwide entrance and exit criteria for Tier 2 and Tier 3 literacy intervention across all elementary and secondary settings, ensuring that students are identified and served equitably across all buildings. A unified progress monitoring protocol will also be implemented, providing clear guidance on monitoring frequency, data review timelines, and criteria for determining when intervention intensification or modification is warranted.

Additionally, the district will continue streamlining its bank of intervention resources, narrowing available options to ensure consistency across buildings and concentrating support around programs with the strongest evidence of effectiveness. The district’s fidelity monitoring system, currently under development, will be more formally implemented during 2026-27 to ensure MTSS processes are carried out with consistency and quality districtwide.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion (DLI) programs 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 Rapids-Rice Public Schools does not include a Dual Language Immersion program.

Questions about this plan?

Families and community members with questions about literacy instruction in Sauk Rapids-Rice Public Schools are encouraged to contact their child’s school or the District Literacy Lead. This plan is updated annually and posted at www.isd47.org/academics.