

## Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

**Saint Paul Conservatory for Performing Artists (4112-07)**

Date Submitted to the State 06/16/2025

*This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Saint Paul Conservatory for Performing Artists (4112-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

**Saint Paul Conservatory for Performing Artists (4112-07)'s literacy goal(s) for the 2024-25 school year:**

The district's goal for the 2024-25 school year was to identify EL and special education students in grades 9 through 11 who are below grade level expectations in foundational reading skills.

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

Progress monitoring of Special Education students with reading goals occurred four times per year. Parents were given written progress reports and attended an annual meeting.

**The following describes how Saint Paul Conservatory for Performing Artists (4112-07)'s current student performance differs from the literacy goal detailed in the READ Act:**

All special education students with individualized reading goals did make incremental progress towards achieving grade level standards. No multilingual learners were identified as being in need of reading support.

**Saint Paul Conservatory for Performing Artists (4112-07)'s literacy goal(s) for the 2025-26 school year:**

The goal for the 2025-26 school year is to implement an MDE approved screening tool for students in grades 9-12 to determine who is below grade level in reading. Evidence-based interventions will be chosen to address specific reading deficits identified during the screening process. Guidance provided by MDE will be reviewed throughout the school year and incorporated into our instructional practices.

**Saint Paul Conservatory for Performing Artists (4112-07)'s Local Literacy Plan is posted on the district website at:**

<https://spcpa.org/>

## 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.

The table below details the screening tool used by Saint Paul Conservatory for Performing Artists (4112-07) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	Grade level not served	Grade level not served	NA
Grade 1	Grade level not served	Grade level not served	NA
Grade 2	Grade level not served	Grade level not served	NA
Grade 3	Grade level not served	Grade level not served	NA

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Saint Paul Conservatory for Performing Artists (4112-07) 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
Grade 1	0	CTSTR	0	CTSTR	0	CTSTR
Grade 2	0	CTSTR	0	CTSTR	0	CTSTR
Grade 3	0	CTSTR	0	CTSTR	0	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

## 4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Saint Paul Conservatory for Performing Artists (4112-07) 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.

Saint Paul Conservatory for Performing Artists (4112-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Grade level not served

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	0	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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Saint Paul Conservatory for Performing Artists (4112-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Saint Paul Conservatory for Performing Artists (4112-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

The district will be gathering data from multiple sources. For students that are new to the school, grade reports, transcripts, and MCA results will be reviewed. Students who do not appear to be reading at grade level, will be screened with Capti ReadBasix. Interventions will be implemented to address reading deficits. For current and returning students, data will also be gathered from grades, transcripts, and MCA results. In addition, teachers will be using formative assessments and classroom observations to identify students who may be at risk. Students who do not appear to be reading at grade level, will be screened with Capti ReadBasix.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Saint Paul Conservatory for Performing Artists (4112-07) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	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



## 7. 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 Saint Paul Conservatory for Performing Artists (4112-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	No	
Grade 1	No	
Grade 2	No	
Grade 3	No	
Grade 4	No	
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital\_messaging (email, text, or communication app)
- Parent teacher conferences

The following content is included in the parent notification:

- 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

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

- Parent teacher conferences
- School events

## **8. 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.**

**Saint Paul Conservatory for Performing Artists (4112-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:**

Data from student grade reports and information from teachers will be used along with screening data to determine where the reading process is breaking down for struggling students. The first course of action will be to use this data to differentiate Tier 1 instructions through accommodations in the classroom. As part of QComp, teachers will observe instruction in English classrooms to assist in choosing evidence based accommodations or instructional practices. If these accommodations are not successful in increasing reading achievement, students will be given supplemental instruction and supports in Tier 2. This instruction will be evidence based and will focus on the student's specific reading deficits. More intensive instruction in Tier 3 will be provided if the student is not making sufficient progress. Finally, all of this data will be used to decide whether the student should be referred for a special education evaluation.

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

Teachers receive instructional coaching and professional development regarding Tier 1 interventions. Each course syllabus is reviewed to ensure that the course is addressing state standards for instructional content. Through QComp peer observations as well as observations conducted by administrators, the district provides feedback to ensure instruction is being delivered with fidelity.

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

Eligibility for reading interventions in Tier 2 and Tier 3 is determined through a combination of screening, progress monitoring and collaborative team decision making. Goals are written during the intervention process. The team determines if the student has or has not met the goal before proceeding to more intensive support.

**Progress monitoring data collection for students in Tier 2 occurs:** Once every two weeks

**Progress monitoring data collection for students in Tier 3 occurs:** Once every two weeks

**The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:**

Tier 2 supports are monitored every two weeks using the reading goals that were set when interventions were chosen. For Tier 3, progress is monitored with more intensive, skill-specific assessments. Supports are intensified through increasing instructional time or adjusting instructional strategies. Decisions are based on multiple data points and not on a sole assessment. Parents will be informed of their student's progress throughout the intervention period.

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

If students are meeting the goals that were determined by the team, data will be reviewed and the student may be exited from the intervention program. Data will be collected to ensure that the student continues to make progress in reading. Interventions will be resumed if the student does not maintain or continue to make progress in reading skills.

**Does Saint Paul Conservatory for Performing Artists (4112-07) use personal learning plans for literacy:**

No

**The following students are provided a personal learning plan for literacy:**

- No data entered

**The following components are included in the personal learning plans, if used:**

No data entered

## 9. 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 (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Saint Paul Conservatory for Performing Artists (4112-07) is implementing a multi-tiered system of support framework:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Saint Paul Conservatory for Performing Artists (4112-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	•		
Grade 1	•		
Grade 2	•		
Grade 3	•		
Grade 4	•		
Grade 5	•		

Continuous Improvement for Core Reading Instruction and Curricula

Saint Paul Conservatory for Performing Artists (4112-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

No data entered

## 11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Saint Paul Conservatory for Performing Artists (4112-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	NA	NA
Grade 1	NA	NA
Grade 2	NA	NA
Grade 3	NA	NA
Grade 4	NA	NA
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	Awaiting MDE and CAREI Intervention Review Results	Awaiting MDE and CAREI Intervention Review Results
Grade 10	Awaiting MDE and CAREI Intervention Review Results	Awaiting MDE and CAREI Intervention Review Results
Grade 11	Awaiting MDE and CAREI Intervention Review Results	Awaiting MDE and CAREI Intervention Review Results
Grade 12	Awaiting MDE and CAREI Intervention Review Results	Awaiting MDE and CAREI Intervention Review Results

### **Continuous Improvement for Reading Interventions**

**Saint Paul Conservatory for Performing Artists (4112-07) will make the following changes to reading interventions for the 21**

The district is awaiting the results of the Intervention Review being conducted by MDE and CAREI. When these results are avai

## 12. Section 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.

Saint Paul Conservatory for Performing Artists (4112-07) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

Synchronous professional development sessions were facilitated by:

- No data entered

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

If a teacher does not meet proficiency, additional support and training will be given in the specific area or areas of need.

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:

NA We serve students in grades 9-12.

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:

NA We serve students in grades 9-12.

The following changes in instructional practices have impacted students :

Teachers have focused on increasing student engagement (by tracking missing assignments) and building relationships with students. Each teacher collected data from the fall and spring semesters regarding the number of missing assignments for all of their classes. Data is being reviewed to determine the impact of these practices.

Saint Paul Conservatory for Performing Artists (4112-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Staff have completed training in culturally responsive practices since it was a requirement for licensure. This year staff received additional training in Native American culture. Weekly staff meetings were held to review instructional practices to increase culturally responsive practices. Novels in English classes were chosen with an emphasis on a variety of cultures. In social studies, students studied cultures from across the US and the world.



Local Literacy Plan for Saint Paul Conservatory for Performing Artists (4112-07)

The district is focused on fostering global citizens. For the 25-26 school year, QComp will focus on culturally relevant practices and literacy.

**Saint Paul Conservatory for Performing Artists (4112-07) engaged with the Regional Literacy Network through the following:**

- Other, explain: (Required)
- Other, explain: (Required)

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

The district will provide training on Capti ReadBasix and MDE approved interventions in reading.

**Continuous Improvement for Professional Development Plan**

**Saint Paul Conservatory for Performing Artists (4112-07) will make the following changes to the professional development plan for the 2025-26 school year:**

Required staff will complete MDE approved literacy training.

### 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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	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

Local Literacy Plan for Saint Paul Conservatory for Performing Artists (4112-07)

<b>Grades 4-12 Classroom Educators responsible for reading instruction</b>	2	0	0	2
<b>Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68</b>	0	0	0	0
<b>Grades 6-12 Instructional support staff who provide reading support</b>	0	0	0	0
<b>Grades 6-12 Curriculum Directors</b>	1	0	0	1
<b>Employees who select literacy instructional materials for Grades 6-12</b>	2	0	0	2

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Saint Paul Conservatory for Performing Artists (4112-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$8,746.86

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Not applicable

### READ Act Literacy Aid

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

Saint Paul Conservatory for Performing Artists (4112-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$13,161.90

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$8747

If funds remain, the plan to spend down the remaining funds are as follows:

The district plans to use these funds for the purchase of the MDE approved literacy screener, Capti ReadBasix. Professional development in the administration and interpretation of data from Capti ReadBasix will be provided for teachers. The district will provide training to teachers in using MDE approved interventions in reading.