

Minnesota READ Act Literacy Plan

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

For

St Paul Conservatory Performing Art (4112-07)

Date Submitted to the State 06/16/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by St Paul Conservatory Performing Art (4112-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

St Paul Conservatory Performing Art (4112-07)'s literacy goal(s) for the 2025-26 school year:

The goal for the 2025-26 school year was 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.

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

During the past year, one Phase 1 educator completed literacy training and one administrator is in the process of completing training. Although we had planned for one ELA teacher to complete training, this teacher resigned before training began. All students in grades 9-12 were screened for reading deficits through a review of PSAT, MCA Reading, record reviews and grade reports. A small number of students were identified with possible deficits. These students completed additional screening through CaptiReadBasix.

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

Special education students with identified reading disabilities are achieving their individualized reading goals. The IEP goals have been scaffolded to align with grade level standards. The district is awaiting the results of the MCA Reading assessment to review current reading performance. Previous MCA and PSAT results indicate that all but eighteen students may have reading deficits. Of the students who completed the CaptiReadBasix, only three had weak performance in reading efficiency.

St Paul Conservatory Performing Art (4112-07)'s literacy goal(s) for the 2026-27 school year:

The goal for the 2026-27 school year is to screen all students through the NWEA MAP test in the fall. Those identified as below grade level will take CaptiReadBasix to determine areas of need. The District Literacy Lead, along with the Principal/Academic Director and ELA teachers will undertake a comprehensive review of the MDE identified intervention list. Evidence-based interventions will be chosen and purchased to address student needs. Staff will be trained in implementing these interventions with fidelity. Data on student progress will be collected throughout the school year.

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The Local Literacy Lead, Monica Lonergan, for St Paul Conservatory Performing Art (4112-07) has an FTE of .05

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

The District Literacy Lead is a member of the administrative team and serves as the Director of Special Education. This team meets weekly throughout the school year. The DLL and the Principal work closely to identify and plan professional development in literacy.

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):

The Special Education Director was recently assigned the role of DLL. She is in the process of completing required training through Neuhaus Structured Literacy Modules. This training will be completed by July 31, 2026.

St Paul Conservatory Performing Art (4112-07) 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.

St Paul Conservatory Performing Art (4112-07) - Does not serve students in grades K-3 at this organization.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by St Paul Conservatory Performing Art (4112-07) 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
MCA Reading	Grade 9	1 time per year	District set benchmarks - Below grade level on PSAT,MCA,NWEA,English grades
		1 time per year	District set benchmarks - Students who do not meet state standards per the MCA and have failing grades in ELA.
	Grade 10	1 time per year	District set benchmarks - Below grade level on PSAT,MCA,NWEA,English grades
		1 time per year	District set benchmarks - Students who do not meet state standards per the MCA and have failing grades in ELA.
	Grade 11	1 time per year	District set benchmarks - Below grade level on PSAT,MCA,NWEA,English grades
		1 time per year	District set benchmarks - Students who do not meet state standards per the MCA and have failing grades in ELA.
	Grade 12	1 time per year	District set benchmarks - Below grade level on PSAT,MCA,NWEA,English grades
		1 time per year	District set benchmarks - Students who do not meet state standards per the MCA and have failing grades in ELA.

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
MCA Reading	Grade 12	1 time per year	District set benchmarks - Students who do not meet state standards per the MCA and have failing grades in ELA.
Other - No data entered	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 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

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

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

St Paul Conservatory Performing Art (4112-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

St Paul Conservatory Performing Art (4112-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The NWEA MAP test will be administered to all students in grades 9-12 in fall 2026 as a step 1 universal screener. Any student in grades 9-12 not on grade level will take the CaptiReadBasix as a step 2 screener.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for St Paul Conservatory Performing Art (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
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how St Paul Conservatory Performing Art (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.

St Paul Conservatory Performing Art (4112-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - NA District does not serve students K-3

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	0	CTSTR
3rd	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

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

Grade levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in St Paul Conservatory Performing Art (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.

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	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	0	0	0	CTSTR	CTSTR	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	66	66	2	CTSTR	CTSTR	0
10th	74	74	3	CTSTR	CTSTR	0
11th	66	66	4	CTSTR	CTSTR	0
12th	87	87	0	CTSTR	CTSTR	3

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

7. Data-Based Decision Making for Action

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

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

NWEA MAP Growth results will be used as one of several measures to better understand each student's academic strengths and areas for growth. Following each testing window, teachers will review student performance data to identify specific skill areas where students may need additional support, enrichment, or targeted instruction. Staff will use this information to adjust instructional strategies, set meaningful learning goals with students, monitor progress over time, and ensure that interventions are aligned to individual student needs. By regularly analyzing MAP Growth data and the results of CaptiReadBasix, we can make informed decisions that support continuous academic growth for all students.

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

NWEA MAP scores provide reading achievement information that is aligned with ELA standards. The diagnostic profiles of students will be used to target specific skill deficits. If a student is performing below grade expectations on a given benchmark, instruction will be differentiated to address that particular skill. Teachers will scaffold prerequisite skills in order to bring the student up to grade level. Administrators conduct walk-through and formal observations of teachers to ensure the differentiation is being delivered with fidelity. Another fidelity check occurs through Professional Learning Communities. PLCs will review Tier 1 curriculum to ensure ELA standards are addressed.

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

The CaptiReadBasix is administered to those students identified with below grade level literacy skills on the NWEA MAP test. Tier 2 or Tier 3 interventions will be matched to specific student needs identified through the NWEA MAP and the CaptiReadBasix. Progress monitoring will occur once per quarter.

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:

Literacy goals will be individualized for each student in Tier 2 or Tier 3. Progress monitoring will be aligned with these goals and with the specific interventions. Data will be gathered through post-tests administered each quarter to determine progress. Results will be tracked and charted. In Tier 2, students remaining below grade level through two progress monitoring periods will be provided with intensified or modified interventions. This same process will be applied to Tier 3 interventions. However, if a student in Tier 3 does not make progress with intensified or modified interventions, a special education referral will be considered.

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

Progress monitoring data will be reviewed. Students who met their goals in Tier 2 will be exited to Tier 1. Those students in Tier 3 will be moved to supplemental support.

Continuous Improvement for Data-Based Decision Making for Action

St Paul Conservatory Performing Art (4112-07) 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 District will be using the NWEA MAP as a Step 1 screener for all students in grades 9-12.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does St Paul Conservatory Performing Art (4112-07) 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
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

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:

- Parent teacher conferences

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](#).

St Paul Conservatory Performing Art (4112-07) does not serve grades K-5.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by St Paul Conservatory Performing Art (4112-07) 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
Strategic Adolescent Reading Intervention	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30

Continuous Improvement for Literacy Intervention Resources

St Paul Conservatory Performing Art (4112-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

The District is considering two intervention programs for 2026-27. Lexia Power Up and Strategic Adolescent Reading Interventions will be reviewed to determine which program would best serve our students.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

St Paul Conservatory Performing Art (4112-07) 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:

\$500

READ Act Literacy Aid

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

St Paul Conservatory Performing Art (4112-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$27,740

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

\$27,240

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

Funds will be used for MDE approved literacy screener licenses (CaptiReadBasix), stipends for teachers in approved literacy training programs, MDE approved literacy intervention programs

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
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds

12: Professional Development Plan

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

St Paul Conservatory Performing Art (4112-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

St Paul Conservatory Performing Art (4112-07) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

10/01/2026

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 who have completed training met the proficiency level. Staff in the process of completing training are on track to meet proficiency.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity data collection will focus on ensuring teachers are adhering to the curriculum guidelines and completing all required steps; determining whether students are receiving the intended amount of instructional time; how well the instruction is being delivered; and whether students are actively engaged. Direct observation by administrators, observations by peers through Q Comp, teacher self-report checklists, and reviews of student work will be used to collect this data.

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:

Staff will receive training in implementing evidence-based instruction and interventions. NWEA MAP results provide extensive information regarding reading skills and staff will receive professional development on interpreting these results. Given this information, staff can align instruction with student needs. In addition, educators who have

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completed literacy training will play an integral role in assuring fidelity in instruction and providing support to staff through PLCs. Fidelity data will be shared with each teacher to provide additional support.

The following changes in instructional practices have impacted students:

Results of the 2024 Reading MCA found that 11 students did not meet benchmarks. In 2025, this number was reduced to 5. The district is awaiting the 2026 results.

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

Minnesota's updated teacher standards emphasize teaching practices that are equitable, culturally responsive, and student-centered. These standards reflect a shift from 'one-size-fits-all' instruction toward meeting each learner where they are, recognizing that students bring valuable experiences, languages, and identities that shape how they learn. Each teacher has completed professional development in culturally responsive teaching. Teachers completed a self-assessment using SPCPA's cultural inclusivity rubric and submitted examples of these practices to district administrators.

St Paul Conservatory Performing Art (4112-07) engaged with the Regional Literacy Network through the following:

- District did not engage with the Regional Literacy Network

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):

Professional development surrounding the implementation and interpretation of the NWEA MAP tests will be provided for all staff. The MAP scores provide an analysis of areas of growth and are aligned with ELA standards. When MAP results are analyzed along with the results of CaptiReadBasix, teachers can develop meaningful literacy interventions.

Continuous Improvement for Professional Development Plan

St Paul Conservatory Performing Art (4112-07) will make the following changes to the professional development plan for the 2026-27 school year:

The District is implementing professional development sessions on the interpretation of NWEA MAP and CaptiReadBasix results, as well as aligning interventions with student needs. A team of educators will review MDE approved interventions to choose those that are appropriate for our student population. Staff will be provided additional literacy support through PLCs.

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	0	0	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	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	2	1	0	1
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	2	0	0	2
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	0	1	1
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.

St Paul Conservatory Performing Art (4112-07) is implementing a multi-tiered system of support framework:

No

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

St Paul Conservatory Performing Art (4112-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

The district will focus on implementing tiered levels of support to those students not meeting grade level standards in reading. Interventions recommended by MDE will be reviewed by a district team which includes the DLL, Principal, ELA teachers, and one special education teacher. An intervention program will be chosen and purchased. All staff will receive professional development on implementing interventions with fidelity.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

St Paul Conservatory Performing Art (4112-07) does not include a DLI Program