Minnesota READ Act Literacy Plan

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

For

Sleepy Eye Public School District (0084-01)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Sleepy Eye Public School District (0084-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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1. Read Act Goals

District or Charter School Literacy Goals

Sleepy Eye Public School District (0084-01)'s literacy goal(s) for the 2024-25 school year:
75% of kindergarteners will be at or above the 40th percentile on FastBridge oral language, phonemic awareness and phonics assessments by May 17th of 2024. 75% of 1st graders will be at or above the 40th percentile on FastBridge phonemic awareness, phonics and fluency assessments by May 17th of 2024. 75% of 2nd and 3rd graders will be at or above the 40th percentile on the FastBridge fluency assessment by May 17th of 2024.

The following was implemented or changed to make progress towards the goal(s):
The Functional Phonics and Morphology curriculum resource was implemented with support from the Southwest West Central Service Cooperative (SWWC), including monthly fidelity checks conducted by an educational consultant. Staff participated in multiple professional development workshops to ensure consistent and effective instructional delivery. Interventions were aligned with the Functional Phonics framework based on diagnostic assessments, and student progress was monitored regularly to inform instructional adjustments and support placement decisions.

The following describes how Sleepy Eye Public School District (0084-01)'s current student performance differs from the literacy goal detailed in the READ Act:
29% of kindergarteners are at or above the 40th percentile nationally on FastBridge oral language, phonemic awareness and phonics assessments on May 17th of 2025. 40% of 1st graders are at or above the 40th percentile nationally on FastBridge phonemic awareness, phonics and fluency assessments on May 17th of 2025. 60% of 2nd and 3rd graders are at or above the 40th percentile nationally on the FastBridge fluency assessment on May 17th of 2024.

Sleepy Eye Public School District (0084-01)'s literacy goal(s) for the 2025-26 school year:
By spring 2026, 65% of students in kindergarten through third grade will achieve typical or aggressive growth as measured by FastBridge assessments, demonstrating progress from their fall 2025 benchmark scores. By May 2026, 100% of K–3 classroom teachers will implement the literacy curricula with fidelity. Fidelity will be measured through scheduled classroom observations, pacing as outlined in the district's scope and sequence, ensuring alignment with the Minnesota ELA Standards and evidence-based instructional practices. By May 2026, a minimum of five data meetings will be scheduled and conducted with K–6 instructional staff to review student literacy data, monitor progress toward READ Act-aligned goals, and adjust instruction or interventions as needed. Each meeting will include documented action steps and follow-up plans to support implementation of the literacy curricula with fidelity.

Sleepy Eye Public School District (0084-01)'s Local Literacy Plan is posted on the district website at: https://www.sleepyeyeschools.com/state-reports/

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 Sleepy Eye Public School District (0084-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Sleepy Eye Public School District (0084-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	42	8	43	12	44	12
Grade 1	34	11	36	13	34	13
Grade 2	49	21	50	18	47	29
Grade 3	40	25	39	25	39	24

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 Sleepy Eye Public School District (0084-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Sleepy Eye Public School District (0084-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

> Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are 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	44	21
Grade 1	34	13
Grade 2	47	11
Grade 3	39	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

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 Sleepy Eye Public School District (0084-01) 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	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 5	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 6	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 7	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 8	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 9	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 10	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
Grade 11	FastBridge aReading and AUTOreading	FastBridge - Renaissance	Vendor Benchmarks
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 Sleepy Eye Public School District (0084-01) 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:

All students in grades 4â€"12 who do not meet benchmark expectations on FastBridge aReading or
AUTOreading assessments in the fall of 2025 will receive additional diagnostic screening using 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 Sleepy Eye Public School District (0084-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Sleepy Eye Public School District (0084-01) 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	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

· Parent teacher conferences

· Mailed Letter

· Letter sent home with student

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:

- · Family engagement nights
- · 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.

Sleepy Eye Public School District (0084-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Our district follows a systematic, data-driven process to ensure evidence-based instruction and intervention are matched to individual student needs. This begins with universal screening, administered to all students in grades Kâ€"11, three times per year. The screening tools used at each grade level are aligned with developmental benchmarks, as recommended in the Read Act guidelines, to ensure accurate identification of students who are at risk of not meeting grade-level literacy expectations. Following each screening window, students who do not meet benchmark targets are identified for additional assessment. During the 2024â€"2025 school year, we used the CORE Phonics Diagnostic Assessment with all students in grades Kâ€"6 who were not meeting grade level benchmarks to determine specific skill deficits in foundational reading skills. For students in grades 4â€"6 who did not meet benchmarks, we also administered FastBridge Curriculum-Based Measurement (CBM) assessments to gather more detailed data related to fluency and decoding. Based on diagnostic results, students were matched with targeted, evidence-based interventions. Those with phonics-related skill gaps received support through the Functional Phonics intervention, which provides explicit, systematic instruction in phonics. Students demonstrating fluency concerns were provided with a fluency intervention designed to increase reading rate, accuracy, and expression. To monitor progress and ensure interventions remain aligned with student needs, FastBridge progress monitoring is conducted weekly for students receiving intervention support. These data points are used to inform instructional adjustments, evaluate responsiveness, and determine when students may exit intervention or require intensification. In addition, Tier I instruction is evaluated using weekly Functional Phonics and Morphology assessments, allowing teachers to address skill gaps within the core curriculum and differentiate instruction effectively. This multi-tiered processâ€"beginning with universal screening, followed by diagnostic assessment, targeted intervention, and ongoing progress monitoringâ€"ensures that instruction is responsive and personalized.

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

Our district is committed to ensuring that Tier 1 literacy instruction is delivered with fidelity and differentiated to meet the needs of all learners. To support this, classroom walk-through observations are conducted regularly by both district administrators and staff contracted through local cooperatives. These observations focus on the implementation of evidence-based instructional practices, using fidelity checklists aligned with the district's core literacy programs, including the Functional Phonics and Morphology and Wit and Wisdom curricula. Observers look for consistent instructional routines, appropriate pacing, student engagement, and alignment with grade-level standards. Feedback is provided to teachers following observations to reinforce strengths and offer guidance for improvement. The collaboration between district leadership and contracted staff

strengthens the fidelity monitoring process by offering an external, objective lens and ensuring consistency across grade levels and classrooms. Professional development and collaboration are also key components of maintaining high-quality Tier 1 instruction. Teachers participate in ongoing training and work together in professional learning communities (PLCs) to analyze student data, reflect on instructional practices, and plan lessons that meet the diverse needs of their students. These PLCs play an essential role in supporting differentiation and ensuring instructional decisions are driven by data. Differentiation within Tier 1 is guided by weekly Functional Phonics and Morphology assessments, which provide timely insights into students' mastery of foundational literacy skills. Teachers use this data to identify areas where students may need reteaching, additional practice, or enrichment. Flexible grouping, scaffolded instruction, and targeted mini-lessons are used within the core literacy block to address these needs. Benchmark and progress monitoring data are also reviewed to make informed instructional adjustments and determine if students may need additional support beyond Tier 1. Through ongoing observation, feedback, collaboration, and data-driven planning, our district ensures Tier 1 instruction remains responsive, equitable, and aligned with the expectations of the Minnesota Read Act. This approach supports early identification of literacy challenges and reinforces our commitment to providing all students with high-quality, evidence-based instruction.

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

Entrance into Tier 2 and Tier 3 targeted reading interventions is determined primarily through FASTbridge assessment data, with distinctions between elementary and secondary levels. At the elementary level, any student who does not meet grade-level benchmarks based on FASTbridge percentilesâ€"using the appropriate assessment for their gradeâ€"is automatically placed into a Tier 2 intervention. This level of support offers supplemental reading instruction in addition to the core curriculum to address skill deficits. Students requiring more intensive support are placed in Tier 3 interventions. This includes students already receiving special education services, as well as those who are not receiving special education or English Learner (EL) services but perform in the high-risk category according to FASTbridge data. These Tier 3 interventions are highly individualized and targeted for students with the most significant reading needs. At the secondary level, all students were assessed this school year using the recommended literacy measures appropriate for their grade level. While the data from these assessments was reviewed, no formal interventionsâ€"either Tier 2 or Tier 3â€"were implemented at this level during the current academic year. This indicates that, while assessment practices have been initiated, the intervention system for secondary students is still in development. The elementary intervention process is fully in place and driven by assessment data, while secondary implementation is in the planning phase.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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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:

The K–12 progress monitoring protocol established to determine the need for intensification or modification of supplemental (Tier 2) and intensive (Tier 3) targeted reading instruction is a structured, data-driven process grounded in ongoing assessment and professional judgment. Intervention teams collect frequent progress monitoring data to evaluate a student's response to instruction, aiming for approximately 6–8 data points before making significant changes to the intervention plan. However, decisions are not solely based on quantity. Educators are expected to use professional judgment by considering factors such as how often data is collected, the direction and consistency of student performance, the level of current skills, and the nature of what is being measured. Data should be reviewed at least monthly, even if the recommended number of data points has not yet been reached. During these reviews, teams assess whether students are making adequate progress and consider various contextual factors—such as attendance, fidelity of implementation, and staffing—that may impact the effectiveness of the intervention. If a student is not progressing adequately, teams are encouraged to problem-solve across several possible areas before deciding to change the intervention. These include verifying that the intervention is being implemented as intended, ensuring that the measurement tool appropriately captures growth, assessing whether the instruction is explicit and matched to student needs, and confirming that the student is able to generalize learned skills. When a change in intervention is warranted, the team may increase fidelity, adjust the delivery or format of instruction, modify behavior supports, or re-align the intervention with the student's specific needs. Adjustments could include changes in duration, frequency, group size, use of assistive technology, reinforcement strategies, or instructional methods. If multiple students receiving the same intervention are not making progress, a group-level change may be necessary. Once an adjustment is made, the cycle of data collection, review, and decision-making continues. This process ensures that instructional supports remain responsive and evidence-based, aligned to both the student's current performance and overall learning needs.

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

Criteria for exiting students from supplemental (Tier 2) and intensive (Tier 3) targeted reading interventions are based on student progress toward grade-level expectations, with established protocols at the elementary level and a developing system at the secondary level. At the elementary level, students are not exited from intervention until they have demonstrated sustained performance above benchmark. Specifically, a student must achieve three consecutive progress monitoring data points above the end-of-year benchmark to be considered for exit. This ensures that the student has not only met grade-level expectations but is maintaining that progress consistently over time. The focus is on ensuring skill acquisition and retention before removing additional instructional support. At the secondary level, while students were assessed using the recommended measures appropriate for their grade level, no targeted interventions were administered during the current school year. As a result, students were not progress monitored, and no formal exit criteria are currently in place. This indicates that the intervention and monitoring processes at the secondary level are still under

development and not yet implemented. Overall, elementary exit procedures rely on clear, data-driven benchmarks, while secondary procedures are pending implementation alongside the future rollout of intervention supports.

Does Sleepy Eye Public School District (0084-01) 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.

Sleepy Eye Public School District (0084-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Sleepy Eye Public School District (0084-01) has participated in MDE MnMTSS professional learning:

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 Sleepy Eye Public School District (0084-01), 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	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	20
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	60

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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 Sleepy Eye Public School District (0084-01) 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	Functional Phonics, FastBridge Letter Sounds/Recognition	Functional Phonics, Sonday
Grade 1	Functional Phonics, FastBridge Letter Sounds/Recognition	Functional Phonics, Sonday
Grade 2	Functional Phonics, FastBridge Letter Sounds/Recognition	Functional Phonics, Sonday
Grade 3	Functional Phonics, FastBridge Fluency	Functional Phonics, Sonday
Grade 4	Functional Phonics, FastBridge Fluency	Functional Phonics, Sonday
Grade 5	Functional Phonics, FastBridge Fluency	Functional Phonics, Sonday
Grade 6	Functional Phonics, FastBridge Fluency	Functional Phonics, Sonday
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

Sleepy Eye Public School District (0084-01) will make the following changes to reading interventions for the 2025-26 school yea

Reading interventions across Kâ€"12 are undergoing updates to better align with assessment data and student needs. For grades

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.

Sleepy Eye Public School District (0084-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Traine

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

Yes

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

All licensed staff assigned to Tier 1 have completed or will complete their training with a proficiency score of 80% or higher. LETRS II participants are on track to complete their training by June 1, 2026, having successfully completed LETRS I with a score of 80% or higher in the spring of 2025.

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:

Classroom observations are conducted using a standardized walkthrough tool aligned with the science of reading. These focus on instructional delivery, pacing, student engagement, and adherence to the core curriculum. Teachers participate in ongoing coaching sessions with external literacy professionals. These coaches monitor lesson pacing, delivery clarity, and fidelity to instructional routines. Feedback is provided in real time or shortly after sessions to support instructional refinement and consistency. Lesson plans are periodically reviewed to ensure they reflect systematic and explicit instruction aligned with standards and include all five reading components. Student progress is monitored using curriculum-based measures and benchmark assessments to determine if instructional practices are producing expected outcomes. When gaps are identified, coaching and instructional supports are adjusted accordingly. Documentation of professional development participation and follow-up observations ensures that new learning is effectively implemented in classrooms. Together, these fidelity measures support high-quality instruction and continuous improvement.

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:

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The district provides targeted coaching and feedback based on fidelity data to ensure all elementary teachers implement explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. External literacy coaches conduct regular classroom observations using a standardized tool focused on lesson pacing, instructional delivery, student engagement, and adherence to the core curriculum. Following observations, coaches meet individually with teachers to provide timely, actionable feedback aligned with the five key reading components. These coaching sessions are collaborative and tailored to teacher needs, offering support such as modeling, co-planning, or refining instructional routines. Fidelity and student progress data are used together to determine the level of coaching support each teacher receives. Those demonstrating high fidelity may receive periodic check-ins, while others receive more intensive coaching to build confidence and consistency in delivering instruction. Coaching data is also reviewed at the building and district levels to identify trends and guide professional development. This structured approach ensures that all teachers have the support they need to deliver high-quality reading instruction, leading to improved literacy outcomes for students.

The following changes in instructional practices have impacted students :

The shift to explicit, systematic, evidence-based reading instruction has led to measurable gains in student achievement. With consistent instructional routines targeting phonemic awareness, phonics, fluency, vocabulary, and comprehension, students are showing stronger foundational reading skills and greater confidence. Benchmark assessments and progress monitoring data provide clear evidence of impact. More students are meeting or exceeding grade-level expectations, particularly in early literacy areas such as phonemic awareness and decoding. Students receiving targeted interventions are making accelerated growth, closing skill gaps more efficiently than in previous years. Coaching feedback and classroom observations also show increased student engagement during reading instruction. Teachers report that students are applying decoding and vocabulary strategies independently, both in reading and writing tasks. This transfer of skills suggests deeper understanding and improved reading stamina. Overall, the data confirms that these instructional changes are positively influencing student learning and helping more students stay on track toward reading proficiency.

Sleepy Eye Public School District (0084-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has implemented a focused professional development plan to support culturally responsive practices, with an emphasis on literacy instruction. All staff have received foundational training on cultural identity, implicit bias, and the importance of creating inclusive, affirming classroom environments. In literacy, professional development helps teachers integrate culturally responsive practices within evidence-based instruction. This includes selecting diverse, high-quality texts that reflect students' backgrounds and experiences, and creating opportunities for students to connect personally with what they read. Teachers are also trained to foster discussion, value multiple perspectives, and affirm students' voices in the classroom. To support implementation, the district provides ongoing coaching, PLC collaboration, and classroom modeling. Literacy coaches work with teachers to embed culturally responsive strategies into daily lessons while

maintaining fidelity to structured literacy routines. Feedback focuses on text choices, inclusive language, and student engagement. The district also reviews core literacy materials to ensure they reflect a range of cultures and experiences. Culturally responsive practices are treated as an essential part of high-quality instruction, not an add-on, and are reinforced through continued training, observation, and data reflection. This approach ensures all students are supported academically and culturally within a rigorous, evidence-based literacy framework.

Sleepy Eye Public School District (0084-01) engaged with the Regional Literacy Network through the following:

- · Attended District Literacy Lead Community of Practice
- · Requested district support with implementation
    - · Attended District Literacy Lead Community of Practice
    - · Requested district support with implementation

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):

This year, our district provided targeted literacy-focused professional development by contracting services from a neighboring school district that has successfully implemented the Wit and Wisdom curriculum. The contracted literacy lead worked closely with our staff throughout the year to support the rollout of Wit and Wisdom, offering guidance on implementation, assisting with planning, and conducting fidelity checks to ensure instructional consistency and quality. She also developed a pacing calendar for staff, with the goal of completing three of the four Wit and Wisdom modules by the end of the 2024â€"25 school year. Following this year of collaboration, we re-evaluated our professional development needs and determined that continued support from this literacy specialist would be beneficial. Moving forward, she will help align our ELA instruction with the new Minnesota ELA standards, with particular attention to the strands of reading, writing, and exchanging ideas. A special emphasis will be placed on strengthening writing instruction, ensuring students have consistent strategies and opportunities to develop their written communication skills in alignment with grade-level expectations. We will also work on aligning grading practices with the Wit and Wisdom curriculum.

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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	8	6	2	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	4	0	0
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	2	1	1	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	6	6	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

Grades 4-12 Classroom Educators responsible for reading instruction	15	15	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	3	3	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Sleepy Eye Public School District (0084-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$19,437.99

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

$21,597.77

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

- · Contracting or employing a District Literacy Lead
- · Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Sleepy Eye Public School District (0084-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$23,804.24

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

- · Contracting or employing a District Literacy Lead
- · Employing a reading intervention specialist

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

$0

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

There will be no remaining funds.