

Minnesota READ Act Literacy Plan

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

For

Crookston Public School District (0593-01)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Crookston Public School District (0593-01). 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

Crookston Public School District (0593-01)'s literacy goal(s) for the 2024-25 school year:

-Kindergarten students will be assessed with the FastBridge earlyReading assessment to measure incoming school readiness skills. The goal is for 8-% of our kindergarten students to reach the 30th percentile, or above, based on their winter score. According to FastBridge norms, the 30th-84th percentile represents average or typical performance. -Grades 1-8 students in the "high risk" category will increase their percentile by 3% (spring to spring). -Grades 1-8 students in the "some risk" category will increase their percentile by 2% (spring to spring). -Grades 1-8 students in the "low risk" and "college ready" category will increase their percentile by 1% (spring to spring).

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

Highland has used both Title and ADSIS funding and staffing to deliver MTSS to our students with fidelity. The READ Act has provided the guidance and structure that we are using to universally screen all students for reading foundation deficits and/or characteristics of dyslexia. Each student falling beneath the benchmark proficiency level will have an individual learning plan in place that follows MTSS best practices. Parents will be notified following all screening for a minimum of three times per year. Students falling beneath the grade level benchmark and qualifying for tier 2 or 3 interventions will have targeted interventions in place based upon diagnostic assessments. These students will also have weekly/semi monthly progress monitoring in place in order to assess effectiveness of the intervention and student growth on a timely and fluid basis. We will be looking to implement the Capti ReadBasix for grades 4 and 5 during the 25-26 school year.

The following describes how Crookston Public School District (0593-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Based upon our most current data, we are moving closer to having all children reading at or about grade level beginning in KG. We are using a MTSS approach to meet the needs of each individual learner. LETRS training for our phase one teachers has been instrumental in guiding our approach to tier 1 interventions. Tier 2 and Tier 3 support interventions, through Title and ADSIS, have also benefited from intensive LETRS training.

Crookston Public School District (0593-01)'s literacy goal(s) for the 2025-26 school year:

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- Identify students in grades KG-2 who currently fall in the some/high risk for foundational reading skills, and provide appropriate foundational reading instruction with progress monitoring. FastBridge nonsense words and CBMreading (fluency) will be used as data points. - Identify students in grades 3-5 who currently meet foundational reading skills but fall into the some/high risk for comprehension, and provide appropriate comprehension instruction with progress monitoring. FastBridge aReading (spring to spring) and MCAs will be used as data points. - Identify students in grades 6-12 who are currently not reading at grade level and/or show characteristics of dyslexia, and provide appropriate interventions with progress monitoring. FastBridge aReading (spring to spring), MCAs, and CAPTI will be used as data points.

Crookston Public School District (0593-01)'s Local Literacy Plan is posted on the district website at:

<https://www.crookston.k12.mn.us/district>

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 Crookston Public School District (0593-01) 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)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Crookston Public School District (0593-01) 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	79	29	77	31	79	55
Grade 1	78	31	75	36	76	41
Grade 2	88	24	89	32	87	27
Grade 3	70	26	74	27	71	29

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 Crookston Public School District (0593-01) 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.

Crookston Public School District (0593-01) 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	79	10
Grade 1	76	19
Grade 2	34	32
Grade 3	22	12

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 Crookston Public School District (0593-01) 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: CBMReading	Renaissance	Vendor composites using vendor benchmarks
Grade 5	FastBridge: CBMReading	Renaissance	Vendor composites using vendor benchmarks
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 Crookston Public School District (0593-01) 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:

FastBridge CBMreading, aReading, and 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 Crookston Public School District (0593-01) 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	79	22	0	0
5th	69	27	0	0
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 Crookston Public School District (0593-01) 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	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Other - describe (Required)
 - mailed home if parent does not attend 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
- Other - describe (Required)
 - math progress levels

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Crookston Public School District (0593-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Grades 6-12 will be included in the parent notification process as well.

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.

Crookston Public School District (0593-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All KG-5 students are assessed three times a year using the MDE approved FastBridge assessments. Following each screening period, students that are at "high risk" are placed in either a Tier 2 or Tier 3 intervention. Those students in "some risk" are identified as needing a Tier 1 intervention provided by the core classroom teacher. All phase 1 teachers (with the exception of new hires) have completed LETRS training. All KG-5 teachers are also using Functional Phonics and Morphology. Monthly PLC's are conducted to support teachers in targeting tier 1 interventions, setting up progress monitoring, and reviewing student progress.

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

In grades KG-5, monthly PLC's are conducted to support teachers in targeting tier 1 interventions, setting up progress monitoring, and reviewing student progress. Title I staff periodically reviews all progress monitoring for all students to ensure fidelity within the assessment process. All KG-5 core classroom teachers and interventionists are involved with data retreats after the fall, winter and spring screening periods. These meetings allow us to monitor and adjust interventions as needed based on student data.

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

Tier 2 interventions are provided through Title staff for grades KG-5. Students enter Tier 2 when screening and diagnostic assessments indicate that the student is at "high risk" for foundational reading skills based upon FastBridge assessments as required by the READ Act legislation. Students in grades KG and 1 that demonstrate "high risk" scores in the areas of letter sounds, letter names, word segmenting and nonsense words will be provided Tier 2 supports from certified and highly trained Title 1 staff. Students in grades 2 and 3 that demonstrate "high risk" scores using FastBridge CBMreading (fluency) wpm on grade level passages and also fall below 95% word accuracy at grade level will be provided Tier 2 supports in the area of foundational reading by Title 1 staff. Students in grades 4 and 5 that demonstrate "high risk" scores using FastBridge CBMreading (fluency) wpm on grade level passages and also fall below 95% word accuracy at grade level will be provided Tier 2 supports in the area of foundational reading by certified and highly qualified Title 1 staff. For grades 4 and 5 consideration will also be given to the FastBridge aReading and MN MCAs. Tier 2 students will be monitored in the area of reading foundations on a weekly/bimonthly basis to ensure that students are making progress towards reaching their targeted goals. If students demonstrate that they are not progressing toward their intervention goals on 2 or 3 progress checks, fidelity of the intervention will be reviewed. Students may then be placed into a Tier 3 intervention, which may change the intensity, duration, group size or programming. Tier 3 interventions will be provided by certified and highly qualified ADSIS staff. Tier 3 students will be progress

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monitored weekly/bi monthly. All Title and ADSIS staff have completed LETRS training. Tier 3 student progress will be reviewed weekly by the ADSIS staff. The Student Assistant Team will meet monthly to discuss and review Tier 3 students' progress. The SAT team consists of the classroom teacher, interventionist, SPED director, and SPED assessment coordinator.

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:

Grades KG-5 Tier 2 and Tier 3 students are provided daily interventions in groups of 1 to 4. The Title I and ADSIS staff, who are certified, highly qualified and LETRS trained, provide all Tier 2 and Tier 3 interventions. This team meets informally daily for 25 minutes to review interventions and student progress through the use of FastBridge progress monitoring tools. Monthly meetings are conducted for all Tier 2 and Tier 3 students. These meetings include their core classroom teachers to review and assess progress. Students that are not progressing are brought to the Student Assessment Team to review the fidelity of the intervention and discuss modifications that may be necessary to ensure student progress moving toward grade level benchmarks. Data retreats are held after each screening window (3x per year) to look closely at all student's progress.

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

Grades KG - 5 Tier 2 and Tier 3 students receive targeted interventions that build upon developmentally appropriated literacy skills meeting the students where they are at. When a student demonstrates, with consistency, that they have met the benchmark for one targeted skill, they are moved into the next intervention targeting the next literacy skill needed to reach grade level proficiency. If a student is able to demonstrate that they are at "no risk" on the approved screeners, as required by the READ Act legislation, they may be released from their Tier 2 or 3 interventions or, when appropriate, moved from Tier 3 to Tier 2. Students that demonstrate "no risk" on FastBridge screeners during the winter screening window may be dismissed from their Title or ADSIS supports. Parents are consulted when a mid year dismissal is appropriate. All parents are given a minimum of three annual reports for their child's progress in a Tier 2 or Tier 3 intervention.

Does Crookston Public School District (0593-01) use personal learning plans for literacy:

Yes

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

- All students not reading at grade level
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

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

Personal Learning Plans are individualized and will be shared with parent(s) at a minimum of three times per year. The plan includes current screening and progress monitoring data. The personal learning plan indicates assessments used, how often implemented and purpose of the assessment. The student's scores are explained in relation to how they are performing against the vendor normed benchmark and/or grade level standards/benchmarks. Based upon the student's needs an individual plan will be created with input from parents and/or interventionists. The plan will indicate tiered levels of supports along with the frequency and duration of the tiered supports. Qualifying and exit criteria will be explained to parents.

Continuous Improvement for Data-Based Decision Making for Action

Crookston Public School District (0593-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

We plan to include students in grades 6-12 in the upcoming school year.

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.

Crookston Public School District (0593-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Crookston Public School District (0593-01) has participated in MDE MnMTSS professional learning:

No data entered

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

Crookston Public School District (0593-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

An effort will be made to read over MnMulti-Tiered System of Supports and to seek out professional development for interventionist to attend this summer of fall.

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 Crookston Public School District (0593-01), 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	75
	· Benchmark Education	Comprehensive	60
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	75
	· Benchmark Education	Comprehensive	60
Grade 2	· Benchmark Literacy	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
Grade 3	· Benchmark Literacy	Comprehensive	75
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 4	· Benchmark Literacy	Comprehensive	75
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 5	· Benchmark	Comprehensive	75
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

Continuous Improvement for Core Reading Instruction and Curricula

Crookston Public School District (0593-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grades KG-5 will enter their second year of implementation of Functional Phonics and Morphology. Grades 3-6 are in the process of adopting Wit and Wisdom and will be implementing this curriculum in the 25-26 school year.

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 Crookston Public School District (0593-01) 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	Barton Reading and Spelling System	.Barton Reading and Spelling System
Grade 1	Barton Reading and Spelling System	Barton Reading and Spelling System
Grade 2	Barton Reading and Spelling System	Barton Reading and Spelling System
Grade 3	Barton Reading and Spelling System	Barton Reading and Spelling System
Grade 4	Barton Reading and Spelling System	Barton Reading and Spelling System
Grade 5	Barton Reading and Spelling System	Barton Reading and Spelling System
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Crookston Public School District (0593-01) will make the following changes to reading interventions for the 2025-26 school year

Through our ADSIS application we will have two certified and highly trained instructors working with ADSIS students at the Tier 3

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.

Crookston Public School District (0593-01) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 07/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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:

Teachers who have not met the 80% threshold will work with their administrator to come with an individualized plan to work toward mastery. This could include extra professional development, peer mentoring, additional PLC time, etc.

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:

To ensure that elementary teachers are implementing explicit, systematic, evidence-based instruction in the five key areas of reading—"phonemic awareness, phonics, fluency, vocabulary, and comprehension"—we collect several forms of fidelity and outcome data. The Functional Phonics and Morphology programs include built-in digital progress checks, which are reviewed during data retreats, team meetings, and post-observation conferences. Teachers also engage in monthly PLCs, where peer review and collaborative planning support consistent implementation and instructional improvement. In addition, FastBridge assessments are administered for universal screening (fall, winter, spring) and ongoing progress monitoring. For students in grades 4–5, Capti ReadBasix provides further data specifically aligned to vocabulary and comprehension development. All of these measures are aligned with and required by the READ Act legislation and are used to ensure instructional fidelity and inform responsive support.

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:

The District will continue monthly PLCs in KG-5 with a focus on literacy as required under the ADSIS/Title compliance and monitoring guidelines.

The following changes in instructional practices have impacted students :

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Phase 1 teachers who have completed LETRS training and participated in monthly PLCs (KG-5), are demonstrating instructional practices based upon the science of reading. Assessments for screening and progress monitoring are following the READ Act requirements. Data shows that more students in grades KG-3 are mastering the foundations of reading.

Crookston Public School District (0593-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Our district offers teachers 24/7 access to a professional learning platform that includes a variety of courses focused on culturally responsive practices.

Crookston Public School District (0593-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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

Grades KG-5 will continue monthly PLC meetings to review the implementation of structured literacy strategies as learned through LETRS. We will continue to conduct data retreats three times per year following screening windows. Through the MnMTSS framework students at risk of falling below grade level literacy benchmarks will be progress monitored weekly/bi monthly.

Continuous Improvement for Professional Development Plan

Crookston Public School District (0593-01) will make the following changes to the professional development plan for the 2025-26 school year:

New phase 1 teachers will begin CARIEALL training in the fall of 2025. K-12 paraprofessionals and instructional aides will complete the ParaReader training by July 1, 2026.

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	7	7	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
K-3 Classroom Educators	16	13	0	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	8	4	0	4
K-12 Reading Interventionists	6	5	0	1
K-12 Special Education Educators responsible for reading instruction	14	5	0	9
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	50	0	0	50

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

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Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
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	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	0	1
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.

Crookston Public School District (0593-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$40,197.61

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

\$40,197.61

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.

Crookston Public School District (0593-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$46,410.28

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

- Curriculum reviewed by MDE that was rated as highly aligned

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:

The funds were spent and there is nothing remaining.