

# Minnesota READ Act Literacy Plan for 2024-25

For

**Eastern Carver County Public Schools (0112-01)**

Date Submitted to the State 06/04/2025

*This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Eastern Carver County Public Schools (0112-01). 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

#### **Eastern Carver County Public Schools (0112-01)'s literacy goal(s) for the 2024-25 school year:**

This literacy plan provides an overview of the comprehensive approach Eastern Carver County Schools use to meet the literacy needs of all students. The plan identifies screening assessment measures, reading instructional framework, reading resources, and intervention support provided to students in Kindergarten through Grade 12. Additionally, it identifies students who are on track to become proficient readers or helps in the identification of students who may need more targeted instruction in specific areas. Our district goal is to provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as oral language, vocabulary, and reading comprehension skills to ensure a high level of reading proficiency for all students.

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

Eastern Carver County Schools (ECCS) made some significant strides in strengthening its structured literacy framework. Here is a summary of our changes: Curriculum Adoptions: Completed the adoption, K-5, of "Being a Reader" and "Being a Writer" as key resources. "Being a Reader" has been recommended by the Reading League for its strong alignment with the Science of Reading principles. Foundational Resource Updates: Updated training for Sonday Essentials, a CORE foundational resource. This ensures educators are well-equipped with the multisensory strategies and they teach the foundations of reading in Kindergarten through Grade 5. Evidence-Based Intervention: Adopted and added UFLI to our tier 2 and 3 menu of evidence-based intervention resources. Professional Development: Successfully trained 98 percent of the identified Phase One educators through CORE's Online Language and Literacy Academy. The training for Phase 1 educators includes preschool educators, elementary educators, multilingual educators, literacy interventionists, special education educators, curriculum leaders, and literacy and instructional coaches. ECCS has dates on the calendar for training paraprofessionals in the 2025-26 school year in structured literacy as per the READ Act. Literacy specialists are signed up for Compass training in order to facilitate the paraprofessional training.

**The following describes how Eastern Carver County Public Schools (0112-01)'s current student performance differs from the literacy goal detailed in the READ Act:**

The READ Act Goals are as follows: The goal of the Minnesota READ Act is "to have every 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). In the Spring of 2025, in Grades K-1, 70.1 % of students are at low risk or reading at or above grade level based on the Early Reading English Composite in FastBridge. In the Spring of 2025, 57.8 % of our students of color in Grades K-1 are at low risk or reading at or above grade level based on the Early Reading English Composite in FastBridge. In the Spring of 2025, 70.5% of students in Grades 2-5 are at low risk or reading at or above grade level based on the CBM Reading in FastBridge. In the Spring of 2025, 58.6% of students of color in Grades 2-5 are at low risk of reading at or above grade level based on the CBM Reading in FastBridge. ECCS continues to strive to meet READ Act Goals of all students reading at grade level. ECCS building are placing a greater emphasis on supporting ML students and all students of color.

**Eastern Carver County Public Schools (0112-01)'s literacy goal(s) for the 2025-26 school year:**

The goal of ECCS is aligned with the MN READ Act goal. ECCS will have every child reading at or above grade level, beginning in kindergarten, and will support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade-level proficiency.

**Eastern Carver County Public Schools (0112-01)'s Local Literacy Plan is posted on the district website at:**

<https://www.district112.org/academics/literacy>

## 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 Eastern Carver County Public Schools (0112-01) 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
<b>Kindergarten</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	In addition to FastBridge earlyReading (Grades K-1) and CBMReading (Grades 1-3), ECCS has included letter names in kindergarten all year long and is using a multigated approach to nonsense words in Grades 2 and 3. Following OL&LA training, ECCS has incorporated the CORE Phonics Survey to enhance diagnostic accuracy in identifying supplementary support or intervention requirements for many students who are not reading at grade level.
<b>Grade 1</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	In addition to FastBridge earlyReading (Grades K-1) and CBMReading (Grades 1-3), ECCS has included I
<b>Grade 2</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	In addition to FastBridge earlyReading (Grades K-1) and CBMReading (Grades 1-3), ECCS has included I
<b>Grade 3</b>	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	In addition to FastBridge earlyReading (Grades K-1) and CBMReading (Grades 1-3), ECCS has included I

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

Universal screening for foundational reading skills for Eastern Carver County Public Schools (0112-01) 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	670	502	677	491	656	469
Grade 1	602	348	605	385	607	416
Grade 2	663	418	659	433	660	464
Grade 3	645	439	648	463	652	482

**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 Eastern Carver County Public Schools (0112-01) 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.

Eastern Carver County Public Schools (0112-01) 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:

Vendor composites using vendor benchmarks

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

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	656	187
Grade 1	607	191
Grade 2	660	196
Grade 3	652	170

**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 Eastern Carver County Public Schools (0112-01) 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 FastTrack assessments along with the FastBridge CBMR.	Renaissance	FastBridge benchmarks to identify students with characteristics of dyslexia.
Grade 5	FastBridge FastTrack assessments along with the FastBridge CBMR.	Renaissance	FastBridge benchmarks to identify students with characteristics of dyslexia.
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 Eastern Carver County Public Schools (0112-01) 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:

Grades 4-5 will begin with FastBridge screening measures with FastBridge assessments and the CBM Reading. Grades 6-8 will draw on scores from the STAR reading assessment given in the fall of that year and the previous spring's screening. For 6th grade, that will be FastBridge scores from spring of 5th grade. Students who score below the 25th percentile will be considered not reading at grade level. We will use scores on the STAR reading assessment from spring of the student's 8th grade year to determine if a student in grades 9-12 is not reading at grade level. Students will be considered to be not at grade level if the results of progress monitoring does not indicate they have achieved grade-level reading skills. Teacher and parent referrals may also indicate a student may not be reading at grade level and trigger a screening for characteristics of dyslexia in grades 6-12.

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

The following table displays the number of students in Eastern Carver County Public Schools (0112-01) 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	0	CTSTR	CTSTR	0
5th	0	CTSTR	CTSTR	0
6th	0	CTSTR	CTSTR	0
7th	0	CTSTR	CTSTR	0
8th	0	CTSTR	CTSTR	0
9th	0	CTSTR	CTSTR	0
10th	0	CTSTR	CTSTR	0
11th	0	CTSTR	CTSTR	0
12th	0	CTSTR	CTSTR	0

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 Eastern Carver County Public Schools (0112-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
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:

- Parent teacher conferences
- Other - describe (Required)
  - a printed document is provided at conference

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

- Parent teacher conferences
- School events
- Other - describe (Required)
  - website resources to support families

#### Continuous Improvement for Parent Notification

Eastern Carver County Public Schools (0112-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Beginning in 2025-2026, parents of K-5 students will be notified at each screening period in written form and/or verbally at conferences. Beginning in 2025-2026, parents of students in grades 6-12 who are determined to be not reading at grade level will be notified via a letter home that includes plans for interventions and other options. This letter will also include the results of the test that made this determination and resources for parents to support their child's literacy development.

## 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.

Eastern Carver County Public Schools (0112-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

K-5 Literacy Interventions in Eastern Carver County Schools (ECCS) Eastern Carver County Schools (ECCS) offers evidence-based, systematic, and multisensory reading intervention options for students in Grades K-5. These interventions are designed to support both primary and intermediate readers who are at the beginning stages of reading and those developing meaning-making skills. ECCS implements a Multi-Tiered System of Support (MTSS) to ensure all students receive appropriate literacy support based on data from universal screening. All K-5 students participate in universal screening using the FastBridge assessment suite. For students who are identified as being at risk or who present with characteristics of dyslexia, additional diagnostic assessments are administered, aligned with guidance from the Minnesota Department of Education (MDE) and the READ Act. Students identified as being at risk based on benchmark performance receive targeted literacy interventions. These interventions provide 20-30 minutes of daily instruction in small group or individual settings, addressing each student's specific needs. All interventions are supplemental to core reading instruction and are aligned with the Science of Reading. FastBridge benchmarks serve as the primary criteria for determining student eligibility for intervention. Students flagged during screening may be further assessed using additional diagnostic tools such as FastBridge Letter Names, FastBridge Nonsense Words, and the CAPTI assessment (beginning next winter, 2026, for Grades 4-5). The CORE Phonics Screener is also utilized to guide instructional decisions and target specific skill deficits. Based on this data, students are assigned Tier 2 or Tier 3 interventions and grouped with peers who demonstrate similar support needs. All interventions are guided by the Simple View of Reading model (Gough & Tunmer, 1986) and the Scarborough Reading Rope (Scarborough, 2001), as shared by

Waterford.org and other research-based resources. Progress monitoring occurs weekly for students receiving targeted interventions. This data informs necessary adjustments to ensure interventions are effective in accelerating student learning. Student progress graphs are reviewed regularly during PLC meetings to determine whether interventions should be continued, modified, or concluded. When a student achieves two of the last three data points at or above the upcoming benchmark (or end-of-year benchmark for kindergarten), the intervention team collaborates to determine if the student is ready to exit the intervention. Once exited, students continue to receive classroom support and are monitored for several additional weeks to ensure sustained progress without intervention. ECCS remains committed to supporting all students in achieving literacy success through data-informed, research-aligned practices.

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

Professional Learning and Collaborative Support for Literacy Instruction (K-5) Eastern Carver County Schools (ECCS) supports K-5 teachers through structured Literacy Learning Walks, which focus on Tier 1 instruction, aligned grade-level goals, and the effective use of core literacy resources. These walks are conducted collaboratively by school administrators, instructional coaches, and literacy coaches. Following each walk, specific and actionable feedback is shared with staff, and targeted support is provided as needed. To guide observations and facilitate meaningful dialogue, the Literacy Learning Walk team utilizes the Grade-Level Literacy Elevation Aligned with CORE document. This tool ensures feedback is grounded in elevated, evidence-based literacy strategies and is tailored to the instructional goals of the grade level observed. In addition to building-level support, ECCS offers Networking Meetings designed to foster district wide collaboration and respond to individual building needs. Each school selects a focus area often tied to a specific grade level or instructional priority and prepares a data-informed presentation for the district office team. Networking teams typically include building administrators, teachers, instructional/literacy coaches, and district-level staff. During these sessions, team members share insights, highlight effective practices, and engage in collaborative problem-solving to advance literacy outcomes in each building.

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

In Grades K-5, FastBridge benchmarks along with MDE/READ Act diagnostic assessments and the CORE Phonics Screener determine intervention small groups in Tier 2 or Tier 3. The screening and diagnostic data is placed on a building spreadsheet. Students who do not meet benchmarks are assigned an intervention based on targeted needs. The intervention is then recorded on the building spreadsheet. This spreadsheet is updated at each screening window three times during the school year. Progress monitoring data is evaluated regularly to ensure the assigned intervention is meeting the needs of the student intervention groups. In grades 6-8, results from the STAR test and historical performance on FastBridge are used to identify students for intervention groups. Intervention teachers utilize diagnostic tools built into the Lexia PowerUp tool to identify needed areas and target skills for development.

**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

**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:**

Progress monitoring in Grades K-5 occurs weekly for students receiving targeted interventions. This data informs necessary adjustments to ensure interventions are effective in accelerating student learning. Student progress graphs are reviewed regularly during PLC meetings to determine whether interventions should be continued, modified, or concluded. When a student achieves two of the last three data points at or above the upcoming benchmark (or end-of-year benchmark for kindergarten), the intervention team collaborates to determine if the student is ready to exit the intervention. Once exited, students continue to receive classroom support and are monitored for several additional weeks to ensure sustained progress without intervention.

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

When a student in Grades K-5 achieves two of the last three data points at or above the upcoming benchmark (or end-of-year benchmark for kindergarten), the intervention team collaborates to determine if the student is ready to exit the intervention. Once exited, students continue to receive classroom support and are monitored for several additional weeks to ensure sustained progress without intervention. Middle school students are currently exited from interventions on a case-by-case basis; a key project for the 25-26 school year will be to establish more defined exit criteria.

**Does Eastern Carver County Public Schools (0112-01) 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

**Continuous Improvement for Data-Based Decision Making for Action**

**Eastern Carver County Public Schools (0112-01) 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:**

Elementary schools review their 2024-2025 data. Growth areas will be highlighted and building instructional leadership teams (comprised of educators and administrators) draft a plan to bolster support and results for grade levels or classrooms that need focus, coaching, and ongoing monitoring and feedback. Instructional coaches will target their supports toward literacy needs and the elementary literacy coach will assist in coaching educators and teams. Administrators will provide ongoing feedback. Check lists have been developed around various areas deemed critical since completing Science of reading training (CORE OL/LA) (e.g. tier II vocabulary) and will be used to assist educators in implementing evidence-based practices and strong explicit pedagogy aligned to SOR.

## 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.

Eastern Carver County Public Schools (0112-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Eastern Carver County Public Schools (0112-01) has participated in MDE MnMTSS professional learning:

Yes

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

Eastern Carver County Public Schools (0112-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Grades 4-12 will add in the Capti starting in the winter screening window in a multigated approach.

## 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 Eastern Carver County Public Schools (0112-01), 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
<b>Kindergarten</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.
<b>Grade 1</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.
<b>Grade 2</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.
<b>Grade 3</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.
<b>Grade 4</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.
<b>Grade 5</b>	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	100
	· Other	Supplemental	20
	· Soday Essentials	.	.

## 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 Eastern Carver County Public Schools (0112-01) 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	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 1	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 2	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 3	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 4	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 5	UFLI, Sonday System 1 & 2, PRESS	UFLI, Sonday System 1 & 2, PRESS
Grade 6	Lexia PowerUp, Bridge the Gap	Lexia PowerUp, Bridge the Gap
Grade 7	Lexia PowerUp, Bridge the Gap	Lexia PowerUp, Bridge the Gap
Grade 8	Lexia PowerUp, Bridge the Gap	Lexia PowerUp, Bridge the Gap
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

## 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.

Eastern Carver County Public Schools (0112-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 01/30/2026

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:

Our participants have completed and passed CORE. We have one more cohort starting in the fall of 2025 for the handful of teachers who were not able to participate and for newly hired educators.

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:

Literacy learning walks with 'look fors' provide the data needed to ensure elementary teachers are able to implement explicit, systematic, evidence-based instruction in all five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**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:**

Literacy visits, both formal and informal, with collected data inform feedback conversations with grade-level elementary teams or individuals. Coaching support, resources, or additional training is individualized based on the support need of each team or teacher.

**The following changes in instructional practices have impacted students :**

ECCS began implementing a science of reading approach in Kindergarten and Grade 1 four years ago, integrating screening, progress monitoring, and tier 1 resources. In spring 2022, our Kindergarten students achieved 62% proficiency on the FastBridge Early Reading Composite assessment. By spring 2025, this proficiency has risen to 71%. Similarly, Grade 1 started at 61% proficiency in 2022 and has improved to 69% proficiency this spring. In the 2023â€"2024 school year, the district began requiring the CBM Reading assessment as part of the screening process for Grades 3â€"5. From spring 2024 to spring 2025, ECCS students in Grades 2â€"5 improved their proficiency on the FastBridge CBM Reading measure from 68% to 71%. Grade 3 demonstrated the most significant growth, increasing from 67% proficiency in the Spring of 2024 to 74% in the spring of 2025.

**Eastern Carver County Public Schools (0112-01) has implemented the following professional development and support for teachers around culturally responsive practices:**

Eastern Carver County Public Schools (ECCS) prioritizes equity as the foundational principle guiding all aspects of our educational framework. Recently, ECCS completed the adoption of Being a Reader, integrating a diverse selection of culturally responsive literature that reflects the identities and backgrounds of our K-5 students. In alignment with the 2020 ELA standards, ECCS has dedicated efforts to develop educational resources and provide training for educators, with a specific emphasis on incorporating Anishinaabe and Dakota cultures into our curriculum. A key initiative at ECCS includes a comprehensive three-day Restorative Practices workshop that centers on culturally responsive strategies. This training is designed to enhance educators' understanding of the diverse experiences of ECCS students within their daily classroom interactions and experiences. To further support instructional decision-making, ECCS has introduced an equity reflection tool to assist teachers in selecting materials that promote inclusive and culturally relevant learning environments. Additionally, each school within the district has established a Building Equity Team, focusing on culturally responsive practices to foster a supportive school culture where equitable behaviors and practices are actively promoted and recognized.

**Eastern Carver County Public Schools (0112-01) 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):**

Ongoing meeting of the District's K-5 Literacy committee provides time to review implementation. This team will also review FastBridge data from Fall 2025 and prioritize needed supports. This helps direct the work of our literacy coach and building-based instructional coaches. This committee is best positioned to review overarching themes highlighted by data and aligned to standards.

#### **Continuous Improvement for Professional Development Plan**

**Eastern Carver County Public Schools (0112-01) will make the following changes to the professional development plan for the 2025-26 school year:**

Now with the majority of Phase I educators having successfully completed the CORE OL/LA, Science of Reading course, professional learning will focus on scaled implementation and fidelity checks will replace learning time. The district has developed a month-by-month set of looks-for and expectations by grade level. These will drive job-embedded professional learning and refinement.

## **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**

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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	28	28	0	3
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	18	9	0	7
K-3 Classroom Educators	120	116	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	62	54	0	4
K-12 Reading Interventionists	17	10	0	7
K-12 Special Education Educators responsible for reading instruction	112	48	0	25
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	30	0	0	20

#### 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	31	1	0	30
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	0	5
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	1	1	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Eastern Carver County Public Schools (0112-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$476,367.00

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

\$0.00

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

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

## **READ Act Literacy Aid**

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

**Eastern Carver County Public Schools (0112-01) received the following amount of READ Act Literacy Aid in the 2025 school year:**

\$369,605.00

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

- Stipends for teachers completing literacy training

**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:**

Any additional funding will go toward stipends.