

Minnesota READ Act Literacy Plan

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

For

Burnsville-Eagan-Savage School District (0191-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Burnsville-Eagan-Savage School District (0191-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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1. Read Act Goals

District or Charter School Literacy Goals

Burnsville-Eagan-Savage School District (0191-01)'s literacy goal(s) for the 2024-25 school year:

ISD 191 strives to operate as a high-function Tier 1 instructional system and demonstrate the indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students meeting grade level benchmarks by an average of 6% each year for the next four years.

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

Implementation of Foundational Literacy Curriculum K-5 Monthly literacy coaching sessions Foundational Literacy Look-Fors Walkthroughs by Administrators and Instructional Coaches CARIEALL Training

The following describes how Burnsville-Eagan-Savage School District (0191-01)'s current student performance differs from the literacy goal detailed in the READ Act:

In numerous grade-level cohorts, universal screening literacy data indicate an increase in the percentage of students reading at a proficient level. The district has implemented and continues to develop a robust literacy intervention system to provide immediate and effective literacy intervention to students not reading at proficiency.

Burnsville-Eagan-Savage School District (0191-01)'s literacy goal(s) for the 2025-26 school year:

ISD 191 strives to operate as a high-function Tier 1 instructional system and demonstrate the indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students meeting grade level benchmarks by an average of 6% each year for the next four years.

Burnsville-Eagan-Savage School District (0191-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd191.org/discover/departments/teaching-learning/worlds-best-workforce>

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 Burnsville-Eagan-Savage School District (0191-01) 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)	Vendor composites using district set benchmark	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	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 Burnsville-Eagan-Savage School District (0191-01) 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	460	191	485	202	504	227
Grade 1	521	230	539	256	549	281
Grade 2	485	202	505	232	513	252
Grade 3	500	280	521	272	532	287

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 Burnsville-Eagan-Savage School District (0191-01) 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.

Burnsville-Eagan-Savage School District (0191-01) 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	504	277
Grade 1	549	268
Grade 2	513	261
Grade 3	532	245

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 Burnsville-Eagan-Savage School District (0191-01) 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			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

The following method will be used by Burnsville-Eagan-Savage School District (0191-01) 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:

Vendor set proficiency targets for Fastbridge

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

The following table displays the number of students in Burnsville-Eagan-Savage School District (0191-01) 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 Burnsville-Eagan-Savage School District (0191-01) 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	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
- Letter sent home with student
- Other - describe (Required)
 - Synergy Parent Portal

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

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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.

Burnsville-Eagan-Savage School District (0191-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Site principals and instructional coaches review data with grade level and site collaborative teams. MTSS Coordinator and literacy coaches meets regularly with interventionists to review screening, diagnostic, interventions and progress monitoring data.

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

Instructional walkthroughs with site principals and literacy coaches

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

Targeted evidence-based reading instruction is prioritize to the students who are: Below the 40th percentile on FastBridge Early Reading below the 33rd percentile on FastBridge a-Reading test High risk or some risk on FastBridge assessment(s) Not proficient in MCA (in grades 3-5)

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 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:

Students receiving target evidence-based reading instruction are: progress monitored bi-weekly (2 times per month) using FastBridge progress monitoring probes. Other data (classroom data, SIPPS data, intervention assessments, etc) is used when making decisions on evidence-based reading instruction decisions.

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

For a student to exit a Targeted Evidence-based Reading intervention: There should be 3 consecutive data points above the student's grade level goal. Additional data may be used, but it needs to measure grade level proficiency.

Does Burnsville-Eagan-Savage School District (0191-01) 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.

Burnsville-Eagan-Savage School District (0191-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Burnsville-Eagan-Savage School District (0191-01) has participated in MDE MnMTSS professional learning:

Yes

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

Burnsville-Eagan-Savage School District (0191-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Priority areas have been updated based on analysis of the SEMI-DLT results and District MTSS team recommendations. We will continue to work on 3.1 Tier 1 Instruction and 5.2 Educational Decision Making.

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 Burnsville-Eagan-Savage School District (0191-01), 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	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	60
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	30
	· Being a Writer	Other	30
Grade 1	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	60
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	30
	· Being a Writer	Other	30
Grade 2	· Collaborative Literacy, K-2, 2021; 3-5, 2023 (Mini	Comprehensive	60
	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	30
	· Being a Writer	Other	30
Grade 3	· Making Meaning - CCC	Comprehensive	60
	· Heggerty Bridge to Reading - 3rd grade	Foundational	30
	· Being a Writer	Other	30
Grade 4	· Making Meaning - CCC	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Being a Writer	Other	30
Grade 5	· Making Meaning - CCC	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Being a Writer	Other	30

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 Burnsville-Eagan-Savage School District (0191-01) 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	SIPPS, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 1	SIPPS, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 2	Heggerty Bridge the Gap, SIPPs, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 3	Heggerty Bridge the Gap, SIPPs, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 4	Heggerty Bridge the Gap, SIPPs, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 5	Heggerty Bridge the Gap, SIPPs, Fastbridge Interventions, UFLI	S.P.I.R.E, UFLI, SIPPS
Grade 6	SIPPS Challenge, Fastbridge Interventions, PRESS, Exact Path	Language Live, S.P.I.R.E, UFLI, SIPPS
Grade 7	SIPPS Challenge, Fastbridge Interventions, PRESS, Exact Path	Language Live, S.P.I.R.E, UFLI, SIPPS
Grade 8	SIPPS Challenge, Fastbridge Interventions, PRESS, Exact Path	Language Live, S.P.I.R.E, UFLI, SIPPS
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.

Burnsville-Eagan-Savage School District (0191-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/20/2025

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:

Staff will be provided with small group and individual coaching to review content from training modules and complete local reassessment until proficiency level is met.

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:

Instructional walkthroughs with site principals and literacy coaches

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:

Instructional walkthroughs with site principals and literacy coaches Monthly collaborative team meetings with literacy coaches Professional development on small group instruction in literacy based on formative assessments

The following changes in instructional practices have impacted students :

Universal screening data indicates an increase in the number of students reading at or above grade-level proficiency levels. In addition to the increased number of students reading at proficient levels, the data identified a significant number of students, across all grade levels, with typical to aggressive growth scores.

Burnsville-Eagan-Savage School District (0191-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Culturally relevant text selection New Teacher training- lesson look fors Alignment to the 2020 ELA standards

Burnsville-Eagan-Savage School District (0191-01) engaged with the Regional Literacy Network through the following:

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- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

Phase 1 READ Act Training Small group instruction Implementation of foundational literacy curriculum ELA steering committee (ELA 2020 Standards implementation)

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	50	48	1	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	49	8	20	21
K-3 Classroom Educators	110	40	64	6
Grades 4-5 (or 6) Classroom Educators (as determined by district)	53	28	22	3
K-12 Reading Interventionists	30	14	11	5
K-12 Special Education Educators responsible for reading instruction	105	15	77	13
PreK through grade 5 Curriculum Directors	4	4	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	145	0	0	145

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	44	0	0	44
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	0	0	3
Grades 6-12 Instructional support staff who provide reading support	18	0	0	18
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	4	0	0	4

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Burnsville-Eagan-Savage School District (0191-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$342,652.76

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

\$183,731.97

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- 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.

Burnsville-Eagan-Savage School District (0191-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$303,304.00

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Curriculum reviewed by MDE that was rated as highly aligned
- Reading intervention (curriculum, materials, training)

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

\$303304

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

The remaining funds will be allocated to support: Professional development on using evidence-based literacy screening and progress monitoring tools. To provide license extensions (CARIEALL) for individuals requiring additional time to complete the MDE required training. To implement a robust curriculum review of the MDE selected highly aligned literacy curriculum. To continue developing our reading intervention programming (curriculum, materials, and training).