



Local Literacy Plan Template: 2025-26 School Year

To support 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: West St Paul, Mendota Heights and Eagan Area Schools, 0197

Date of Last Revision: June 12, 2025

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 [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

The percentage of all students enrolled in grades 3-8, 10 in School District 197 who are proficient on the MCA Reading assessment will increase from 53% in 2025 to 55% in 2026.

The gap between students of color and white students in grades 1-8 will decrease 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:

White students will increase 2% from XX% in fall 2025 to XX% in spring 2026

Students of color will increase 4% from XX% in fall 2025 to XX in spring 2026

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
 DIBELS Data System (DDS) with DIBELS 8th Edition
 FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: aReading	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: autoReading	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness X Phonics X Fluency X Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: CBM Reading	X Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics X Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Parent Notification and Involvement

Elementary

All families in grades K-4 will receive a FAST family report from their child's classroom teacher at conferences in Quarter 1 and Quarter 3. In addition to the FAST family report, students identified as High-risk for reading below grade level will receive a letter from the building principal informing them of their child's reading performance and providing resources for at home reading support. At-home literacy resources include book selection tips, examples of fluent readers, phonemic awareness and phonics activities, and suggestions for increasing comprehension.

Secondary

All families in grades 5-9 will receive a [message/letter](#) from their building principal notifying them of the screening schedule. After screening, building principals send a message/letter to families with information on locating a student's screening score in Campus, an interpretation guide of the score, and resources for at home literacy skills

Student Summary Level and Dyslexia Screening Data 2024-25 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	312	189	320	162	322	157
1	380	180	389	201	399	208
2	383	204	389	234	396	222
3	388	242	397	240	402	259

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	360	174	0	0
5 th	348	142	0	0
6 th	379	156	0	0
7 th	338	165	0	0
8 th	319	190	0	0

9 th	0	0	0	0
10 th	309	165	0	0
11 th	0	0	0	0
12 th	0	0	0	0

MCA for grades 4 - 8, 10 for number of students not reading at grade level.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Collaborative Literacy 2nd edition	Comprehensive	2019 Literacy Block 50-60 minutes whole 90-100 minutes differentiated
1 st	Collaborative Literacy 2nd edition	Comprehensive	2019 Literacy Block 50-60 minutes whole 90-100 minutes differentiated
2 nd	Collaborative Literacy 2nd edition	Comprehensive	2019 Literacy Block 50-60 minutes whole 90-100 minutes differentiated
3 rd	Making Meaning Being a Writer	Comprehensive	2019 Literacy Block 60 minutes whole 60 minutes differentiated
4 th	Making Meaning	Comprehensive	2019 Literacy Block 60 minutes whole 60 minutes differentiated

	Being a Writer		
5 th	Into Reading Being a Writer Novel Studies	Comprehensive	2019 Literacy Block (adjusted for 50 min period) 25-30 minutes whole 20-25 minutes differentiated instruction

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Into Reading Being a Writer Novel Studies	Comprehensive	2019 Literacy Block (adjusted for 50 min period) 25-30 minutes whole 20-25 minutes differentiated instruction
7 th	<p>Regular and ongoing explicit vocabulary instruction provided for all students.</p> <ol style="list-style-type: none"> Delivered during whole and small group instruction Emphasizing both foundational word work skills (grammar development) as well as vocabulary found within the context of what students are reading <p>Regular and ongoing opportunities for all students to read independently.</p> <ol style="list-style-type: none"> Text appropriate students' skill level. Provides students with opportunities to read based on choice and interest. Provides context for staff to conference w/students individually on what students are reading as well as setting individual goals and plans to develop essential literacy skills. <p>Daily Core Literacy Workshop:</p>	Locally Developed Comprehensive Curr.	2019 Literacy Block (adjusted for 50 min period) 25-30 minutes whole 20-25 minutes differentiated instruction

	<p>Reading and Writing Skills Development</p> <ul style="list-style-type: none"> 6. Whole group instruction 7. Shared reading/writing experiences 8. Opportunities for rich dialogue 9. Addressing complex themes and integrating critical thinking and reading experiences through literature circles 		
8 th	<p>Regular and ongoing explicit vocabulary instruction provided for all students.</p> <ul style="list-style-type: none"> 10. Delivered during whole and small group instruction 11. Emphasizing both foundational word work skills (grammar development) as well as vocabulary found within the context of what students are reading <p>Regular and ongoing opportunities for all students to read independently.</p> <ul style="list-style-type: none"> 12. Text appropriate students' skill level. 13. Provides students with opportunities to read based on choice and interest. 14. Provides context for staff to conference w/students individually on what students are reading as well as setting individual goals and plans to develop essential literacy skills. <p>Daily Core Literacy Workshop: Reading and Writing Skills Development</p> <ul style="list-style-type: none"> 15. Whole group instruction 16. Shared reading/writing experiences 17. Opportunities for rich dialogue 18. Addressing complex themes and integrating critical thinking and reading experiences through literature circles 	Locally Developed Comprehensive Curr.	<p>2019 Literacy Block (adjusted for 50 min period) 25-30 minutes whole 20-25 minutes differentiated instruction</p>
9 th	<p>GENRE SURVEY HSI English Readiness Close Reading Analytical Pattern Track Intro HS Write/Research</p>	Locally Developed Comprehensive Curr.	<p>Everyday, 46 min period (adjusted for 50 min period) <u>Classes</u> Language Arts 9 OR Advanced Language Arts 9</p>

10 th	GENRE SURVEY Close Reading Analytical Pattern Track Writing/Research	Locally Developed Comprehensive Curr.	Everyday, 46 min period (adjusted for 50 min period) <u>Classes</u> World Literature OR Advanced World Lit
11 th	In depth pattern analysis in literature Specific focus, lens, authorial choice informs analysis	Locally Developed Comprehensive Curr.	Everyday, 46 min period (adjusted for 50 min period) <u>Classes</u> American Literature OR Advanced American Lit
12 th	In depth pattern analysis in literature Specific focus, lens, authorial choice informs analysis	Locally Developed Comprehensive Curr.	Everyday, 46 min period (adjusted for 50 min period) <u>Classes</u> Composition and Literature OR AP Language and Composition

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Tier 1:

Tier One represents the core instruction provided to all students, adhering to the MN ELA Standards and core reading and writing curriculum. Special programs, such as English as a Second Language (ESL), Gifted and Talented, and Special Education, utilize these core resources to help students achieve grade-level standards. All students are exposed to both grade-level texts and texts suited to their instructional reading level, with differentiation tailored to student needs based on common assessments.

Tier 2:

Tier Two offers supplemental targeted intervention for students who are below grade level proficiency. Supported by Basic Skills and Title One programs, these students receive up to an additional 30 minutes of daily supplemental reading instruction. Progress is monitored bi-weekly through grade level measures and curriculum-based mastery tests. The Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) program by Collaborative Classroom is employed to enhance foundational reading skills in small groups of four to six students. This intervention is provided across grades K-4, with specific SIPPS levels assigned based on student needs: Kindergarten students receive letter-naming and phonemic awareness support, Grade 1 students engage with SIPPS Beginning, Grade 2 with SIPPS Extension, Grade 3 with SIPPS Challenge, and Grade 4 with comprehension or fluency interventions. Students continue instruction in SIPPS until they have successfully completed the level based on evidence from the SIPPS Mastery Tests.

Tier 3:

Tier Three targets students significantly below grade level proficiency, as indicated by FastBridge reading scores. Utilizing Alternative Delivery of Specialized Instructional Support (ADSIS) and Basic Skills programming, these interventions occur in smaller groups of four to six students for 30 minutes daily, focusing on developing solid foundational phonemic awareness and phonics skills. SIPPS materials are used daily to strengthen word attack skills, with students monitored every other

week for progress. Intervention levels are tailored: Grade 1 students receive letter-naming and phonemic awareness support, Grade 2 students engage with SIPPS Beginning, Grade 3 with SIPPS Extension, and Grade 4 with SIPPS Challenge or SIPPS Plus. Students continue instruction in SIPPS until they have successfully completed the level based on evidence from the SIPPS Mastery Tests.

For students qualifying for special education, Individual Education Plans (IEPs) outline specific goals and objectives. Special Education teachers employ scientifically-based materials and curriculum aligned with the general education curriculum and MN State Standards, such as the Sonday program, a multisensory approach to teaching reading. Student progress and achievement are tracked through various assessments, ensuring instruction is aligned with individual learning goals.

[ISD 197 K-4 Literacy Model with Intervention](#)

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

District 197 will complete the CAREIALL: Advancing Language Literacy professional development course throughout the 24-25 school year. Staff completing the CAREIALL program will include:

- District Administration
- Elementary Principals
- Elementary Instructional Coaches
- K - 4 classroom teachers
- K - 12 special education teachers
- K-12 Reading Intervention
- K - 4 ESL teachers

Our early childhood education staff will complete LETRS for Early Childhood Educators.

Eight professional development days have been scheduled to allow adequate time for educators to complete the course. The dates for training are as follows:

- 8/29/2024
- 10/4/2024
- 11/5/2024
- 12/20/2024
- 1/21/2025
- 2/14/2025
- 4/1/2025
- 4/25/2025
- 5/7/2025

The implementation of structured literacy will be supported through:

- Adding professional development days to the school calendar to provide teachers with dedicated time during work hours to complete CAREIALL training.
- The participation of district leaders in the CAREIALL training to deepen their understanding of the Science of Reading and structured literacy. This will encourage district administrators to focus performance and school-wide goals around structured literacy.
- Conducting a curriculum review of the approved Foundational literacy programs to increase evidence-based instruction and implementation of structured literacy.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	40	0	0	40
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	90	0	0	90
Grades 4-5 (or 6) Classroom Educators (if applicable)	18	0	0	18
K-12 Reading Interventionists	16	0	0	16
K-12 Special Education Educators responsible for reading instruction	106	0	0	106
Pre-K through grade 5 Curriculum Directors	10	0	0	10
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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	36	0	0	36
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	12	0	0	12
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	2	0	0	2

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Based on the evaluation of District 197's current literacy curriculum, Collaborative Literacy 2nd Edition, implementing a foundational skills curriculum is necessary to provide structured literacy instruction. The Read ACT review identified Phonemic Awareness and Phonics/Morphology as two areas where the curriculum does not meet standards. To ensure the needs of students are met, the district will product explore the approved foundational curriculums on the MDE-approved curriculum list in K-2 classrooms district-wide. The exploration will include dedicated planning time on incorporating elements of Collaborative Literacy to ensure students receive comprehensive literacy instruction. Fall and Winter screening data will be used to assist in choosing a foundational curriculum. The curriculum will be fully implemented during the 25-26 school year in K-2 classrooms.

The district will explore curriculums that support small-group literacy instruction to increase evidence-based literacy instruction in 3rd—and 4th-grade classrooms. Based on exploration data and staff feedback, a curriculum will be chosen for full implementation for the 25-26 school year.