Eden Valley-Watkins School District, ISD#463

Local Literacy Plan for School Year 2026-27

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 (2024).

EVW Literacy Goal

1. Restate the district or charter school's literacy goal(s) for the 2025-26 school year.
    - The percentage of all students enrolled in grades 2-8 at EVW who are proficient on the FastBridge aReading screening assessment will increase from 60% in 2025 to 65% in 2026.
    - The percentage of all students enrolled in kindergarten and first grade at EVW who are proficient on the FastBridge earlyReading screening assessment will increase from 55% in 2025 to 60% in 2026.

2. Describe what was implemented or changed to make progress towards the goal(s).
    - We trained 25 Phase I teachers in OL&LA. In the spring of 2026 100% of all K-6 general education teachers, interventionists, K-12 Special Education teachers, EL Teachers, Early Childhood teachers and our Curriculum Director trained in an approved MDE training program (LETRS or OL&LA).
    - By spring of 2026, 100% of the paraprofessionals completed the Paraprofessional Structured Literacy Training.
    - Through PLC work all grade levels set a SMART literacy goal to strengthen Tier 1 reading instruction based on what was learned during the structured literacy training.
    - W.I.N. (What I Need) time was implemented in grades 1-4 to provide students with interventions, reteaching, and extensions to support all students in their reading growth.
    - Administered the Capti ReadBasix assessment and used the data to determine areas of support for students in grades 4-12. Based on that data, interventions were provided to all students in grades 4-8. The intervention system at the secondary level was strengthened and continues to be evaluated and adapted to best support students at that level.

3. Describe how current student performance differs from the literacy goal detailed in the READ Act.
    - The percentage of all students enrolled in grades 2-8 at EVW who are proficient on the FastBridge aReading screening assessment was 58% in spring of 2026, which did not meet our goal of 65%.
    - The percentage of all students enrolled in kindergarten and first grade at EVW who are proficient on the FastBridge earlyReading screening assessment was 68% in spring of 2026, which exceeded the goal of 60%.

4. State the district or charter school's literacy goal(s) for the 2025-26 school year.
    - The percentage of all students enrolled in kindergarten and first grade at EVW who are proficient on the FastBridge earlyReading screening assessment will increase from 68% in spring of 2026 to 72% in spring of 2027.
    - The percentage of all students enrolled in grades 2-8 at EVW who are proficient on the FastBridge CBMreading-English screening assessment will increase from 54% in spring of 2026 to 60% in spring of 2027.
    - The percentage of students identified as reading below grade level and needing to be screened with the Capti ReadBasix in grades 9-12 will decrease from 43% in SY2025-26 to 30% in SY2026-2027.

5. Name of District Literacy Lead
    - Melissa Notch, District Literacy Lead and Director of Curriculum and Assessment, mnotch@evw.k12.mn.us

6. The District Literacy Lead, Melissa Notch, has an FTE of (between 0.00 and 1.00):
    - 0.5

7. Describe how the District Literacy Lead is engaging with the District and School Leadership Teams.
    - The District Literacy Lead is also the district's Director of Curriculum and Assessment. Bi-monthly meetings are attended with the District and School Leadership teams through Cabinet and Admin meetings. Other meetings are set up as necessary throughout the year. The District Literacy Lead also attends Staff Development committee meetings to help align staff development with the district's literacy needs.

MDE requires District Literacy Leads to hold at least one active license from a list of licenses documented on the Literacy Lead License List found on the MDE website: MDE Read Act Literacy Lead License List

8. Does the District Literacy Lead hold at least one of the required active licenses?
    - Yes

MDE Approved Professional Development Programs include:

CAREIALL (Advancing Language and Literacy – Center for Applied Research and Educational Improvement)

OL&LA (Online Language and Literacy Academy)

LETRS (Language Essentials for Teachers of Reading and Spelling)

CAREIALL Secondary

Neuhaus Structured Literacy Modules

OL&LA Secondary

STRIVE Science of Reading Grades 4–12

9. Has the District Literacy Lead completed an MDE approved READ Act Professional Development program?
    - Yes

10. Submit the URL for the location of the Local Literacy Plan to be posted on the District Website:
    - https://www.evw.k12.mn.us/our-school/district

Screening Tools K-3

Identify which screener system is being utilized, the criteria used to determine benchmark and any additional screeners implemented in each grade K-3.

1. Does the district or charter school serve students in any grades, K-3?
    - Yes

2. Does the district or charter school administer an MDE approved K-3 READ Act screening tool in any grades K-3?
    - Yes

3. Screening Tools Used in Grades K-3:
    - FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
    - Benchmark Criteria: Vendor Composites using vendor benchmarks
    - Additional Screeners: None

4. Did the district or charter school conduct oral language screening in the 2025-26 school year?
    - No

5. Will the district or charter school make changes to K-3 screening in the 2026-27 school year?
    - Yes

6. Which tool will be utilized in the 2026-27 school year?
    - FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

7. Describe the changes to K-3 screening that will be implemented in the 2026-27 school year:
    - Oral language screening will be added for all students in grades K-2 in the fall, and any students scoring below benchmark will continue to be screened in the winter and spring.

Screening Tools 4-12

Describe how students in grades 4-12 who are not reading at grade level are identified, and how the MDE approved 4-12 screening tool Capti ReadBasix is implemented.

1. Does the district or charter school serve students in any grade, 4-12?
    - Yes

2. Did the district or charter school administer the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year?
    - Yes

3. What process was used to identify students in grades 4-12 not reading at grade level?
    - Two-step screening process: Step 1: A district determined tool was used to identify students not reading at grade level. Step 2: Capti ReadBasix was administered to identified students.

4. Screening Tools
    a. Grades 4-6:
        - FastBridge CBMReading
        - Timing of Administration: 3 times per year
        - Criteria Used to Determine Students Administered Capti ReadBasix: Vendor Benchmarks
    b. Grades 7-12:
        - Historical assessment scores were reviewed (Reading MCA, FastBridge aReading and CBMs) as well as English/Reading grades.
        - Timing of Administration: 1 time per year
        - Criteria Used to Determine Students Administered Capti ReadBasix: Students who were below benchmark in CBMs in previous grades, as well as students who were below benchmark in MCA or aReading at least two times in recent years.

5. Indicate which subtests of Capti ReadBasix were administered in the 2025-26 school year:
    a. For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:
        - Word Recognition and Decoding
        - Vocabulary
        - Morphology
        - Reading Efficiency
    b. The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:
        - Sentence Processing
        - Reading Comprehension
    - Both Required and Recommended Subtests were administered this year.

6. Was Capti ReadBasix used for progress monitoring?
    - Yes

7. Describe how Capti ReadBasix was used for progress monitoring:
    - Progress monitoring was used for a handful of students receiving interventions every 6-8 weeks. FastBridge CBMs were also used for progress monitoring for ALL students receiving an intervention.

8. Will the district or charter school make changes to 4-12 screening in the 2026-27 school year?
    - No

Student Screening Data Submission

1. How is the district or charter school submitting READ Act required K-3 student screening data to MDE?
    - Vendor Submission

2. How is the district or charter school submitting READ Act required Capti ReadBasix student screening data to MDE?
    - Vendor Submission

Screening Summary Student Counts K-3

For grades kindergarten through three, indicate the number of students: universally screened, and the number at or above benchmark in the fall, winter and spring.

Grade	Number of Students Universally Screened in Fall	Number of Students At or Above Benchmark Fall	Number of Students Universally Screened in Winter	Number of Students At or Above Benchmark Winter	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring
KG	42	31	44	27	44	39
1st	55	19	53	24	53	27
2nd	66	38	66	38	67	35
3rd	49	25	46	28	50	32

Dyslexia Screening Summary Student Counts K-3

For grades kindergarten through three, indicate the criteria used to identify students demonstrating characteristics of dyslexia, the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia. Indicate the process used to administer nonsense words to measure decoding skills in grades 2 and 3.

1. What criteria was used to identify students demonstrating characteristics of dyslexia?
    - MDE Composites

Grade	Number of Students Screened for Characteristics of Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
KG	44	11
1st	55	34
2nd	67	33
3rd	50	25

2. What process was used to administer the Nonsense Words subtest to measure decoding skills for students 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.

3. Will the district or charter school make changes to K-3 dyslexia screening in the 2026-27 school year?
    - No

Dyslexia Screening Summary Student Counts 4-12

For grades 4-12; indicate the number of students in each grade level; if applicable, the number administered the district selected step 1 tool (if no step 1 tool was used enter zeros (0) in this column); the number administered Capti ReadBasix; the number demonstrating reading difficulties (optional in 2026 but required in subsequent years); the number demonstrating characteristics of dyslexia and the number of students identified as not reading at grade level who were opted out of screening.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	68	68	28	28	26	2
5th	55	54	27	27	26	2
6th	66	66	27	27	23	0
7th	58	58	28	27	24	0
8th	60	60	27	25	23	2
9th	57	57	25	16	13	0
10th	68	68	30	15	9	1
11th	71	71	27	9	6	1
12th	93	93	1	1	1	2

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 Tier 1 (core) instruction, Tier 2 (supplemental) or Tier 3 (intensive) instruction.

1. Describe the process and the data used to assure that evidence-based instruction and intervention is matched to student needs.
    - If students are identified as having reading difficulties, diagnostic assessments are administered to determine the areas of need. Diagnostic assessments used are PAST, LETRS Phonics Word Surveys, and Capti ReadBasix. Students are then placed in an approved intervention that matches the areas of need.

2. Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.
    - The literacy lead and/or principal will observe teachers during their reading block at least one time per quarter, and instructional coaching will occur during monthly PLC meetings to ensure fidelity and differentiation in Tier 1 instruction. Differentiation will also be discussed during data meetings throughout the year.

3. Provide the criteria for entrance into Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels.
    - At the elementary level (grades K-6), students identified as high risk on FastBridge screeners are provided Tier 3 targeted reading interventions. Students identified as some risk on FastBridge screeners are provided Tier 2 targeted reading interventions. At the secondary level (grades 7-12), students who scored in the weak or low average performance level received a Tier 2 or Tier 3 intervention.

4. How often is progress monitoring data collected for students receiving Tier 2 support?
    - Once every two weeks

5. How often is progress monitoring data collected for students receiving Tier 3 support?
    - Once a week

6. Provide the K-12 progress monitoring protocol used to determine any necessary intensifications or modifications of Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention.
    - Monthly data meetings are held with the intervention team to evaluate student progress and make adjustments to the intervention plan as needed.

7. Provide the criteria for exit from Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels.
    - Students are eligible to exit interventions (Tier 2 and Tier 3) when they have 3 or more progress monitoring data points at or above the benchmark score for the next screening period. Students in grades 9-12, are eligible to exit after scoring in the high average or strong performance levels in Word Recognition and Decoding and Reading Efficiency on the Capti ReadBasix assessments which is given for progress monitoring every six to eight weeks.

8. Will the district or charter school make changes to data-based decision-making processes, criteria, or progress monitoring procedures in the 2026-27 school year?
    - No

Parent Notification and Involvement

READ Act legislation requires districts to notify the parents of each student who is not reading at or above grade level.

1. Are parents or guardians notified when children are identified as not reading at grade level?
    - Yes

2.

Grades	Frequency of Notification	Method of Notification
K-6	2 times per year	Parent Teacher Conferences (Fall and Winter)
K-6	1 time per year	Letter Sent Home with Students (Spring)
7-12	1 time per year	Digital Messaging (Email)

READ Act requires the following information be included in parent notifications:

- 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

3. Do parent notifications from the district or charter include all required information?
    - Yes

4. How are families or the community engaged around literacy?
    - Family Engagement Night, Parent-Teacher Conferences

5. Will the district or charter school make changes to parent notification and involvement in the 2026-27 school year?
    - No

Tier 1 (Core) Curricular Resources

READ Act legislation requires districts to use evidence-based curriculum materials that are designed to ensure student mastery of literacy skills at each grade level.

1. Does the district or charter school serve students in any grade, K-5?
    - Yes

2.

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	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
1st	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
2nd	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
3rd	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
4th	Sonday Teacher curated Standard-based lessons	Foundational Skills Knowledge Building	Whole Group: 60 min. Differentiated: 30 min.
5th	Teacher curated Standard-based lessons	Knowledge Building	Whole Group: 60 min.

3. Describe the process the district or charter school used or will use to select an evidence-based Tier 1 (Core) curricular resource.
    - In 2027-2028 the Reading Committee will begin the process of reviewing curricular resources to be implemented in the 2028-2029 school year. The committee will review resources and narrow down the selection to three or four to get vendor presentations from. The resources will be reviewed using a rubric based on the MDE rubric/criteria. The committee is made of the ELA team at the secondary school, one teacher from each grade level Pre-K-6, a SPED teacher, the building principals, and the director of curriculum and assessment. A final resource will be chosen by spring.

4. Describe the selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment).
    - New curricular resources will be chosen by spring 2028. Training will occur in summer of 2028 and during the 2028-2029 school year. The principal and director of curriculum and assessment/literacy lead will do walkthroughs to ensure fidelity of the resource(s) using a checklist developed by the reading committee. During the first year of implementation grade level teams will work on aligning the new resources with the MN standards. The alignment will continue into the second year of implementation, where the curriculum document will be finalized and approved by the school board.

5. Will the district or charter school make changes to Tier 1 (Core) curricular resources in grades K-5 in the 2026-27 school year?
    - No

Literacy Intervention Resources

READ Act legislation requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12.

Tier 2 and 3 Resources	Resources Used For	Grades	Instructional Delivery Minutes
Reading Corps	Tier 2 and 3	K-3	20 min.
Reading Mastery	Tier 3	K-6	60 min.
SRA Reading Lab	Tier 2	3-6	20 min.
UFLI	Tier 2 and 3	K-6	15 min.
Sonday	Tier 2 and 3	1-6	15 min.
REWARDS	Tier 2 and 3	4-12	15 min.
Word Connections	Tier 2	4-8	15 min.

1. Will the district or charter school make changes to literacy intervention resources in grades K-12 in the 2026-27 school year?
    - No

Literacy Aid Funds

1. What amount of literacy aid funds were received in 2025-26 school year?
    - $41,049

2. What amount of literacy aid funds were spent in 2025-26 school year?
    - $41,049

READ Act Literacy Aid

3. What amount of READ Act Literacy Aid was received in 2024-25 school year?
    - $35,786

4. As of the completion of this Local Literacy Plan how much READ Act Literacy Aid remains in the required reserved account?
    - $0

5. If funds remain, describe the plan for spending remaining funds.
    - No funds remain.

Literacy Aid Funds

6. Eligible uses for which literacy aid funding was applied in the 2025-26 school year:
    a. MDE approved READ ACT professional development
    b. Contracting or employing a district literacy lead
    c. Approved literacy screeners

Professional Development Plan

1. Name of the approved Phase 1 professional development program:
    a. Core OL&LA
    b. LETRS

2. Date of expected completion for Phase 1:
    - 05/1/2026

3. How were Phase 1 synchronous sessions facilitated?
    - Local Certified Facilitator

4. Name of the approved Phase 2 professional development program:
    a. STRIVE Science of Reading

5. Date of expected completion for Phase 2:
    - 05/28/2027

6. How were Phase 2 synchronous sessions facilitated?
    - Local Certified Facilitator

7. Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor proficiency level of 80%.
    - If a teacher does not complete the training at 80% proficiency they will receive support through our Local Certified Facilitators and Instructional Coaches. We will provide additional training, observations and instructional coaching to ensure mastery of structured literacy.

8. Describe the fidelity data that is being collected to ensure that teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

    - Data will be collected through administrator observations, peer observations, Learning Walks, and the analysis of screening data. That data will guide the creation of district, school, and teacher goals.

9. Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data to ensure that all teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

    - Instructional coaching is provided through PLCs and based on data from administrator observations, peer observations, Learning Walks, and screening data.

10. Describe how the changes in instructional practices (systematic, sequential, explicit, diagnostic) have impacted K-12 student outcomes. Provide evidence of this impact.

    - Scores in earlyReading in Kindergarten have increased over the past three years. We have seen a decrease in the number of students needing Tier 3 interventions over the past year. As students get older, less students are in need of Tier 2 and 3 intervention

services as indicated in the Capti ReadBasix screener/diagnostic. The amount of student failures in grades 9-12 has also decreased.

11. How has the district implemented work around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.

    - To support the implementation of culturally responsive literacy practices the district has aligned professional development with the science of reading and equity-based instructional frameworks. Teachers are being trained to select texts that reflect a variety of cultures and perspectives, to facilitate meaningful discussions, and to apply strategies that ensure all students feel seen, valued, and supported as readers.

12. How did the district engage with the Regional Literacy Network?
    - Attended District Literacy Lead Community of Practice
    - Attended Local Certified Facilitator Community of Practice

13. Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas).
    - Due to a new math adoption next year, our professional development will be focused around math standards and training on new curricular resources. We will continue discussing reading goals and implementation of reading training in PLCs.

14. Will the district or charter school make changes to the professional development plan in the 2026-27 school year?
    - No

Professional Development Educator Count

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	Required Educators who Need Training
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	5	5	0	0
K-3 Classroom teachers	10	10	0	0
K-12 Teachers holding English as a second language licenses	2	2	0	0
K-12 Reading Intervention Teachers	3	3	0	0
K-12 Special Education educators responsible for foundational reading instruction	11	11	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for grades pre-K through grade five	10	10	0	0
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	9	9	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	18	17	1	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have Completed Training	Educators with Training in Progress	Required Educators who Need Training
Teachers who provide foundational reading instruction to students in grades 4-12	6	0	6	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	9	5	4	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	8	8	0	0

1. Of the total number of required instructional support staff, contractors, and volunteers from the above charts, enter the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hour training). Enter zero (0) if there are none in this category.
    - 25

2. The PSLT was provided by:
    - Regional Literacy Network

Multi-tiered System of Support (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Support 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 (2025), MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

1. Is the district or charter school implementing a multi-tiered system of support framework?
    - Yes
2. Is the district or charter school using the MnMTSS framework?
    - Yes
3. Has the district or charter school participated in the COMPASS MnMTSS professional learning?
    - Yes
4. Will the district or charter school make changes to MTSS in the 2026-27 school year?
    a. No

Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

1. Does the district or charter school include a DLI program?
    a. No