

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Eastern Carver County Public School (0112-01)

Date Submitted to the State 06/08/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Eastern Carver County Public School (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 School (0112-01)'s literacy goal(s) for the 2025-26 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 identify students who may need more targeted instruction in specific areas. Our district goal is to provide evidence-based reading instruction and intervention 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.

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

ECCS has added grade 4-12 multigated screening with the Capti assessment to better target support needs.

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

The READ Act goal is to have every child reading at grade level. Currently for elementary, grades K-1 are at 71% on the eReading, and grades 2-5 are at 71% on the CBMR. % .

Eastern Carver County Public School (0112-01)'s literacy goal(s) for the 2026-27 school year:

This Literacy Plan provides an overview of the comprehensive approach utilized by Eastern Carver County Schools to meet the literacy needs of all students. The plan outlines the district's screening and assessment measures, instructional framework, curricular resources, and intervention supports available to students from Kindergarten through Grade 12. The plan is designed to support the identification of students who are on track to achieve reading proficiency, as well as those who may require targeted instruction and intervention in specific areas of literacy development. Through ongoing assessment and data-informed decision-making, educators are able to monitor student progress and provide timely support to ensure continued growth. The district's goal is to provide high-quality, evidence-based literacy instruction and intervention that promotes student mastery of essential reading skills, including phonemic awareness, phonics, fluency, oral language, vocabulary, and reading comprehension. By fostering strong literacy foundations and responsive instructional

practices, Eastern Carver County Schools is committed to ensuring all students develop the skills necessary to become proficient, confident readers.

The Local Literacy Lead, Brian Beresford, for Eastern Carver County Public School (0112-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

Our district literacy lead collaborates closely with both district and school leadership teams to ensure literacy initiatives are aligned with district priorities, strategic goals, and state standards. Through a commitment to data-informed decision-making, the literacy lead works alongside the Teaching and Learning team to analyze universal screening, achievement, growth, and implementation data to identify trends, monitor progress, and develop recommendations that support improved student outcomes. In partnership with district and building leaders, the literacy lead helps build leadership capacity among principals, instructional coaches, and other instructional leaders by supporting the implementation of evidence-based literacy practices and fostering a shared understanding of effective instructional systems. Additionally, the literacy lead designs, coordinates, and facilitates district-wide professional learning opportunities that are responsive to student and staff needs, ensuring educators have the knowledge and skills necessary to advance literacy achievement across all schools.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website: [MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- 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

Eastern Carver County Public School (0112-01) 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.

Eastern Carver County Public School (0112-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Eastern Carver County Public School (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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	CORE Phonics Survey
	Grade 1	Vendor Composites using vendor benchmarks	CORE Phonics Survey

	Grade 2	Vendor Composites using vendor benchmarks	CORE Phonics Survey
	Grade 3	Vendor Composites using vendor benchmarks	CORE Phonics Survey

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Eastern Carver County Public School (0112-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Eastern Carver County Public School (0112-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

K-2 will add oral repetition to FastBridge screening.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Eastern Carver County Public School (0112-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge CBMReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
FastBridge aReading	Grade 4	3 time per year	Other - Used a Reading as an additional data point talongside the CBMR.
	Grade 5	3 time per year	Other - Used a Reading as an additional data point talongside the CBMR.
Other	Grade 9	2 time per year	District set benchmarks - Replacement ELA or Seminar/ACE
	Grade 10	2 time per year	District set benchmarks - Replacement ELA or Seminar/ACE
Star	Grade 8	2 time per year	District set benchmarks - Intervention or urgent intervention according to district (STAR) benchmark
	Grade 6	2 time per year	District set benchmarks - Intervention or urgent intervention according to district (STAR) benchmark
	Grade 7	2 time per year	District set benchmarks - Intervention or urgent intervention according to district (STAR) benchmark

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

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Eastern Carver County Public School (0112-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Eastern Carver County Public School (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	630	467	621	444	623	448
1st	626	376	627	426	627	440
2nd	617	376	609	386	610	414
3rd	671	466	668	477	674	497

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Eastern Carver County Public School (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 School (0112-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	623	175
1st	627	187
2nd	610	196
3rd	674	177

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

Eastern Carver County Public School (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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Eastern Carver County Public School (0112-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Adding oral repetition to K-2.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Eastern Carver County Public School (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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	675	663	235	0	173	7
5th	659	635	228	0	173	5
6th	717	709	155	0	116	1
7th	657	657	119	0	79	0
8th	698	698	132	0	77	2
9th	739	0	61	0	10	1
10th	727	0	62	0	2	0

11th	676	0	4	CTSTR	CTSTR	0
12th	753	0	5	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. 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 School (0112-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In Grades K-5, formal data meeting with admin, intervention, and classroom educators are held, analyzing FastBridge and Capti data to determine tier and targeted interventions in the fall, winter, and spring. Progress monitoring data is regularly looked at to determine intervention decisions in between screening periods. Engaged in PD sessions with Ryan Hershey from Capti. Used MTSS Guide reports in Capti and the Capti Flowchart to determine each student's area of need. Researched Capti's list of recommended curricula to use for each area of need and cross-referenced with MDE's list of approved curriculum for interventions. Attended a CAREIALl webinar to learn more about the process they used to determine if a curriculum made the MDE list.

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

In Grades K-5, literacy learning walks using targeted checklists aligned with Science of Reading are used to collect tier 1 literacy instructional data. We attend to both whole-class and small group instruction at different times throughout the year. The screening data is also used to determine tier 1 interventions most often taking place in small groups or during WIN blocks. We don't have one at the secondary level.

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

Vendor benchmarks from both FastBridge and Capti with differing risk categories are used to determine Tier 2 or 3 intervention. Tier 3 is most often determined through the SPED process. Used the Capti Flowchart and Capti MTSS Guide to determine who needed what at the Tier 2 level for second semester (secondary).

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Instructors administering the literacy intervention will progress monitor weekly (Tier 2) in the elementary, every two weeks in the secondary or monthly (Tier 3) to determine if the intervention is working or needs to be adjusted. Monthly PLC meetings are used to analyze the PM data and make intervention decisions.

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

Tier 2 interventions use the following criteria for exiting an intervention: Kindergarten: 3-5 consecutive scores at or above the aim line and 2 scores at or above the Spring target. Grades 1-5: 3-5 consecutive scores at or above the aim line and 2 scores at or above the upcoming seasonal target. (accuracy must be in place for exit) After exiting from an intervention, continue to progress monitor for 3-4 weeks to ensure the student is successful without intervention support. Fall and winter benchmarking in FastBridge and Capti also guides the exit process. Tier 2 intervention classes at the middle/high school: When the student scores at grade level on the STAR Assessment for two consecutive testing cycles, they will be exited from the intervention class. --and-- If all six subtests on the Capti are green or blue, they will be exited from the intervention class. Tier 2 intervention WIN at the middle school: When the student shows growth on progress monitoring and/or reached proficiency on the Capti (green or blue)

8. 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 School (0112-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
Grade 7	2 times per year	Digital messaging
Grade 8	2 times per year	Digital messaging
Grade 9	2 times per year	Digital messaging

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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Eastern Carver County Public School (0112-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Collaborative Literacy, K-2, 2021; 3-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	110
	Comprehensive	Grade 1	110
	Comprehensive	Grade 2	110
	Comprehensive	Grade 3	110
	Comprehensive	Grade 4	110
	Comprehensive	Grade 5	110
Other Curriculum - Sondag Essentials	Foundational	Kindergarten	20
	Foundational	Grade 1	20
	Foundational	Grade 2	20
	Foundational	Grade 3	20
	Foundational	Grade 4	20
	Foundational	Grade 5	20

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

We were in the process of adoption when the READ Act came out. We used the Reading League's rubric when we adopted Being a Reader and Being a Writer. We also piloted before full adoption.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

ECCS implemented Being a Reader over four years. We piloted with one team of K, Grade 1, and Grade 2 in three different buildings in 2021. In 2022 we added all K-2. In 2023 we added Grade 3. Last year, in the 2024 school year we implemented in Grades 4-5. We do literacy learning walks in all buildings to check for fidelity of implementation and to see if our CORE OL&LA learning is being applied. Our curriculum is aligned with the 2020 ELA standards and we are in the process of editing our standard based c ommon assessment to align with the MDE performance descriptors.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Eastern Carver County Public School (0112-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Lexia PowerUp	Tier 2	Grade 6	150
	Tier 2	Grade 7	150
	Tier 2	Grade 8	150
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
READ 180	Tier 3	Grade 6	225
	Tier 3	Grade 7	225
	Tier 3	Grade 8	225
Sunday	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - Language Live!	Tier 3	Grade 9	200
	Tier 3	Grade 10	200
Other Resources - REWARDS	Tier 2	Grade 6	60
	Tier 2	Grade 7	60
	Tier 2	Grade 8	60
	Tier 2	Grade 9	60
	Tier 2	Grade 10	60
Other Resources - Read Live	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	200
	Tier 3	Grade 7	200
	Tier 3	Grade 8	200
	Tier 3	Grade 9	200
	Tier 3	Grade 10	200
Other Resources - Read Naturally	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30

	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	200
	Tier 3	Grade 7	200
	Tier 3	Grade 8	200
Other Resources - Word Connections	Tier 2	Grade 4	30

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Word Connections	Tier 2	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Eastern Carver County Public School (0112-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

In response to the screening data that comes from CAPTI, we plan to go from a partial to a full implementation of Word Connections for grades 4 and 5.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Eastern Carver County Public School (0112-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$469,015

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$464,000

READ Act Literacy Aid

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

Eastern Carver County Public School (0112-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$369,605

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$93,225

The plan to spend down the remaining funds are as follows:

The district is paying a \$1,105 stipend to educators after they successfully complete their state-approved science of reading course.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Employing a reading intervention specialist	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Employing a reading intervention specialist	Literacy Aid Funds

12: 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 School (0112-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

03/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Eastern Carver County Public School (0112-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

For elementary: Phase 1: 99% participation-no need for additional support. (1% were teachers who were retiring) NA for secondary (they will all be successful!)

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:

Systematic literacy walks in all buildings collect data using checklists aligned to CORE OL&LA training and resource implementation in the elementary. Data collection will be coming after phase 2 training is complete in secondary.

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:

In the elementary, literacy learning walks occur at the building level and with district center teams to collect literacy data aligned with the science of reading. After the literacy learning walk data is collected, the classroom data is analysed both quantitatively and qualitatively. Depending on the building need, the next steps may be building wide or classroom interventions, coaching, or providing supporting resources. TBD for secondary; this will come after phase 2.

The following changes in instructional practices have impacted students:

The Path to Literacy Success has supported the sequential literacy rituals and routines across the school year. One strong focus in the 2026-2027 school year was on building reading stamina and problem-solving, along with increasing rigor and accountability during student-independent time, allowing teachers more time for small groups and individual conferring. A second area of focus was on

science-aligned explicit vocabulary practices with Tier 2 word walls, which increased students' capacity to remember and use explicitly taught Tier 2 words, raised students' word awareness, and increased overall comprehension of texts across all content areas. A third area of focus has been on data-driven instruction using our screening data along with diagnostic assessment data to target specific small group and/or intervention instruction.

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

Kelli Brenny In partnership with Teaching and Learning, the Equity and Inclusion Department created an Equity Reflection Tool. The tool helps center diverse perspectives and cultural relevancy in all elements of ICEL. For the past 4 years the Equity and Inclusion Department has lead a district wide anti-bias and equity focused professional development for all staff (including food service, transportations, leaders, teachers, and support staff). The Equity and Inclusion Department has a "non-urgent" request process in which we often support through coaching. In addition, we offer annual PD throughout the year and summer including topics such as: Welcome New Comers Supporting ML families and students. Restorative Practices Belonging Subtle Acts of Exclusion Book clubs around racism, belonging and cultural competency. As a department we will officially merge with the Teaching and Learning Department. Our Executive Director of Equity and Inclusion has and will continue to coach our Instructional Coaches. We will have more explicit partnerships with curriculum implementation and standards review.

Eastern Carver County Public School (0112-01) engaged with the Regional Literacy Network through the following:

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

The elementary and secondary literacy coaches went to MCTE's spring conference. In the 2026-27 school year, the elementary schools through the work of the literacy committee will be updating their standard based common assessments and rubrics using the level descriptors shared at the conference. The elementary will also work on bundling reading and writing standards. In the 2026-27 school year, the elementary will be bringing in Jake Daggett to support structured literacy through Sunday Essentials for all K-5 teachers. The Secondary Literacy Committee focused on sharing learning around adolescent literacy and disciplinary literacy (what, why, and how). All middle schools have engaged in professional learning around vocabulary (what, why, and how).

Continuous Improvement for Professional Development Plan

Eastern Carver County Public School (0112-01) will make the following changes to the professional development plan for the 2026-27 school year:

See PD focus in 13.13.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	50	49	0	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	72	53	0	19
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early	19	19	0	0

Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness				
K-3 Classroom teachers	113	113	0	0
K-12 Teachers holding English as a second language licenses	15	14	0	1
K-12 Reading Intervention Teachers	21	20	0	1
K-12 Special Education educators responsible for foundational reading instruction	91	87	0	19
Pre-K through grade five Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0

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
Teachers who provide foundational reading instruction to students in grades 4-12	36	0	36	0
Teachers who provide reading instruction to students in dual language immersion programs	3	0	3	0
Teachers who provide reading instruction to students in a state-approved alternative program	3	1	2	0
Employees who select literacy instructional materials for grades 6-12	4	1	3	0
Grades 6-12 Curriculum Directors	1	0	1	0
Grades 6-12 instructional support staff who provide reading support	3	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

53

The PSLT was provided by:

District PSLT Trainer

14. 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 \(2025\)](#) . 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 School (0112-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

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

Yes

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

Eastern Carver County Public School (0112-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We are adding an Elementary Intervention Cadre to Tier 2 support. The Elementary Para Cadre is a structured network of trained paraprofessionals deployed within elementary schools to provide high-leverage, short-term Tier 2 reading interventions for students in Kindergarten through 3rd grade. They will deliver targeted, skill-specific interventions, administer/log/track progress monitoring and collaborate with grade level teams to deliver intensive reading support to students.

15. 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.

Eastern Carver County Public School (0112-01) does include a DLI Program

The following table displays Eastern Carver County Public School (0112-01)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Spanish	Chanhassen High School	Grade 9	9
		Grade 10	9
		Grade 11	9
		Grade 12	9
	Chaska High School	Grade 9	5
		Grade 10	5
		Grade 11	5
		Grade 12	5
	Chaska Middle School West	Grade 6	21
		Grade 7	21
		Grade 8	21
	La Academia	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
Grade 5		100	

The following table displays the literacy screening tools used in Eastern Carver County Public School (0112-01)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
Both	Kindergarten	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge in K-1 and STAR in 2-3
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge in K-1 and STAR in 2-3
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge in K-1 and STAR in 2-3
	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge in K-1 and STAR in 2-3
Partner Language	Grade 4	Capti ReadBasix	STAR
	Grade 5	Capti ReadBasix	STAR
	Grade 6	Capti ReadBasix	STAR
	Grade 7	Capti ReadBasix	STAR
	Grade 8	Capti ReadBasix	STAR
	Grade 9	Capti ReadBasix	STAR
	Grade 10	Capti ReadBasix	STAR
	Grade 11	Capti ReadBasix	STAR
Grade 12	Capti ReadBasix	STAR	

The following table displays the number of students in Eastern Carver County Public School (0112-01)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	72	72	44
1st	70	70	37
2nd	72	72	38
3rd	73	73	52

The following table displays the number of students in Eastern Carver County Public School (0112-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	62	18	17	0
5th	70	27	25	0
6th	56	21	20	0
7th	62	15	13	0
8th	52	15	12	0
9th	53	0	0	0
10th	59	0	0	0
11th	0	0	0	0
12th	0	0	0	0