

Minnesota READ Act Literacy Plan

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

For

White Bear Lake School District (0624-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by White Bear Lake School District (0624-01). 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 \(2024\).](#)

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

White Bear Lake School District (0624-01)'s literacy goal(s) for the 2025-26 school year:

By June 2026, 80% of K-12 students will score low-risk on the FastBridge screening assessment.

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

Implemented new tier 2/3 intervention model in grades K-5 Implemented new tier I ELA curriculum in grades 6-8 Provided intervention at the high school and ALC

The following describes how White Bear Lake School District (0624-01)'s current student performance differs from the literacy goal detailed in the READ Act:

During the spring of 2026, 67% of K-12 students scored low-risk on the FastBridge screening assessment.

White Bear Lake School District (0624-01)'s literacy goal(s) for the 2026-27 school year:

By June 2027, 80% of K-12 students will score low-risk on the FastBridge screening assessment.

The Local Literacy Lead, Cynthia Mueller, for White Bear Lake School District (0624-01) has an FTE of 1.00

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

The District Literacy Lead collaborates closely with the district's Instructional Leadership Team and District MTSS Leadership Team to implement the district's literacy vision and strengthen literacy outcomes for all students. The Instructional Leadership Team includes principals, instructional coaches, and professional learning leaders who serve on school leadership teams and help guide instructional practices across the district. This work includes supporting the implementation of the Local Literacy Plan, facilitating professional learning, analyzing literacy and assessment data, and aligning evidence-based literacy practices across schools. Through collaboration with district leadership structures, the Literacy Lead supports continuous improvement efforts focused on core instruction, intervention systems, and equitable access to high-quality literacy instruction.

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](#)

Local Literacy Plan for White Bear Lake School District (0624-01)

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

White Bear Lake School District (0624-01) Local Literacy Plan is posted on the district website at

<https://www.isd624.org/academics/elementary>

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.

White Bear Lake School District (0624-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by White Bear Lake School District (0624-01) 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	none
	Grade 1	Vendor Composites using vendor benchmarks	none
	Grade 2	Vendor Composites using vendor benchmarks	none
	Grade 3	Vendor Composites using vendor benchmarks	none

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

White Bear Lake School District (0624-01) will be utilizing the following screening tool(s) in 2026-27:

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

White Bear Lake School District (0624-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The district will implement the FastBridge oral repetition oral language screener during the 2026-2027 school year.

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 White Bear Lake School District (0624-01) 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 aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor 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

White Bear Lake School District (0624-01) 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 White Bear Lake School District (0624-01) 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	540	338	480	366	544	402
1st	543	288	544	302	549	337
2nd	577	341	583	381	586	391
3rd	609	397	613	386	610	371

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 White Bear Lake School District (0624-01) 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.

White Bear Lake School District (0624-01) uses the following criteria to identify students 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	544	142
1st	549	212
2nd	198	111
3rd	199	98

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

White Bear Lake School District (0624-01) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in White Bear Lake School District (0624-01) 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 then 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	657	637	155	0	146	0
5th	631	623	102	0	87	0
6th	646	621	75	0	68	0
7th	637	618	82	0	73	0
8th	610	587	97	0	55	0
9th	624	684	39	0	29	0
10th	650	597	50	0	50	0
11th	664	529	52	0	52	0
12th	738	520	45	0	44	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.

White Bear Lake School District (0624-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

WBLAS uses the MnMTSS Framework to match evidence-based literacy instruction and intervention to student needs. Multiple data sources are reviewed, including universal screening, diagnostic assessments, formative assessments, progress-monitoring data, classroom performance, student work, and state assessment data when available.

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

WBLAS monitors fidelity of Tier 1 instruction through classroom observations, Learning Walks, Collaborative Inquiry Teams, instructional coaching cycles, and student achievement data. Observations are aligned to the 5 Dimensions of Teaching and Learning Framework and the 5D+ Rubric.

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

Students are identified for Tier 2 or Tier 3 reading intervention through a data-based decision-making process within the district's MTSS framework. Data reviewed may include universal screening results, diagnostic assessments, progress-monitoring data, classroom performance, teacher recommendations, and state or local assessment data. If a student has at least 2 or more data points that are below benchmarks, diagnostic data is collected to identify a targeted reading intervention.

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 Tier 2 and Tier 3 literacy interventions are progress monitored regularly using assessments aligned to targeted literacy skill areas and intervention goals. Tier 3 interventions are typically monitored more frequently due to the increased level of support. Progress-monitoring data is reviewed during Collaborative Inquiry Team meetings and/or data team meetings to evaluate student growth and determine whether interventions should be maintained, intensified, modified, or discontinued. Adjustments may include changes to instructional time, group size, intervention strategy, or level of support.

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

Three consecutive progress monitoring data points in the low-risk benchmark.

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 White Bear Lake School District (0624-01) 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	3 times per year	Digital messaging
Grade 1	3 times per year	Digital messaging
Grade 2	3 times per year	Digital messaging
Grade 3	3 times per year	Digital messaging
Grade 4	3 times per year	Digital messaging
Grade 5	3 times per year	Digital messaging
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging
Grade 9	3 times per year	Digital messaging
Grade 10	3 times per year	Digital messaging
Grade 11	3 times per year	Digital messaging
Grade 12	3 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 White Bear Lake School District (0624-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

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

The district used a comprehensive two-year curriculum review process to select an evidence-based Tier 1 (Core) ELA curricular resource. A representative review team analyzed student data, family and staff feedback, current literacy research aligned to the Science of Reading, state standards, and culturally responsive curriculum evaluation tools. The team developed local priority criteria, piloted two evidence-based curriculum options with educators across schools and roles, gathered structured feedback, applied an equity review process, and ultimately selected the curriculum that best aligned with the district's literacy vision and instructional priorities.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Core curriculum selection was completed during the 2022-2023 school year. The first year of implementation was 2023-2024. To support implementation, we provided ongoing and job-embedded training. Teaching and Learning, Principals, Instructional Coaches, and Professional Learning Leaders (teacher leader stipend position) continue to design and provide professional training in the implementation of the curriculum, state standards, and our science of reading learning (LETRS). Teaching and Learning, along with teacher leaders, have analyzed the curriculum to ensure alignment to the MN ELA Standards.

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 White Bear Lake School District (0624-01) 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
Orton Gillingham	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
Other Resources - REWARDS	Tier 3	Grade 9	20
	Tier 3	Grade 10	20
	Tier 3	Grade 11	20
	Tier 3	Grade 12	20
Other Resources - We have designed a tier II/III lesson structure that utilizes the Amplify CKLA curriculum materials.	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

Continuous Improvement for Literacy Intervention Resources

White Bear Lake School District (0624-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We will continue to examine intervention materials for 6-12.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

White Bear Lake School District (0624-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$506,814

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

\$506,814

READ Act Literacy Aid

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

White Bear Lake School District (0624-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$341,447

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
Contracting or employing a District Literacy Lead	Both
Employing a reading intervention specialist	Both
Approved literacy screeners (this can include materials, training and coaching)	Both

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.

White Bear Lake School District (0624-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2028

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

White Bear Lake School District (0624-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

07/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

WBLAS has not had a teacher who did not complete the approved training at the vendor proficiency level of 80%.

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:

WBLAS collects multiple forms of fidelity data to monitor implementation of evidence-based literacy practices across grades K-12. Fidelity data collection is aligned to the district's literacy framework, Minnesota ELA Standards, and the district's implementation priorities around systematic, sequential, explicit, and diagnostic literacy instruction. Key fidelity measures include: Classroom Observation Data: Principals and instructional leaders conduct regular classroom observations using the 5 Dimensions of Teaching and Learning (5D) Framework and the 5D+ Rubric. Collaborative Inquiry Team Artifacts: Teacher teams analyze student work, formative assessment results, intervention plans, and common assessment data during collaborative team meetings. Student Assessment Data: Universal screening, progress monitoring, formative classroom assessments, and state assessment data are reviewed regularly to monitor student growth and determine instructional effectiveness. Intervention and MTSS Data: Schools monitor intervention fidelity through progress-monitoring data, intervention schedules, student support documentation, and collaborative problem-solving meetings.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that

Local Literacy Plan for White Bear Lake School District (0624-01)

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:

WBLAS has implemented a layered coaching and feedback system designed to support continuous improvement in literacy instruction across grades K-12. Fidelity data collected through classroom observations, learning walks, Collaborative Inquiry Teams, and student performance measures directly informs coaching priorities and professional learning supports. Instructional coaching is grounded in a student-centered coaching model in which instructional coaches partner with teachers to identify student learning goals, analyze evidence of student learning, and strengthen instructional practices. The district's Literacy Specialist and instructional leadership team provide support to principals in facilitating coaching conversations aligned to the 5D+ Rubric and literacy instructional expectations. School leaders use observation evidence to provide targeted feedback. Collaborative Inquiry Teams also serve as a support structure. Teachers collaborate regularly to analyze student data, review instructional practices, and identify responsive instructional adjustments.

The following changes in instructional practices have impacted students:

WBLAS's focus on systematic, sequential, explicit, and diagnostic literacy instruction has resulted in increased instructional consistency and early evidence of improved student outcomes across schools. Universal screening data indicates that schools have demonstrated reductions in the number of students identified as at-risk in literacy, although the level of improvement has varied across buildings and grade levels. Classroom observation and walkthrough data also indicate increased implementation of evidence-based instructional practices, including explicit instruction, structured literacy routines, and formative assessment practices. Teachers are increasingly using diagnostic data to differentiate instruction, target interventions, and respond to student learning needs in a timely manner. In addition, schools have strengthened collaborative data-review processes through Collaborative Inquiry Teams and MTSS structures, resulting in more consistent identification of student needs and intervention planning. At this time, the impact on statewide assessment results has yet to be determined. The MCA-IV assessment was administered for the first time this year, and the district is awaiting release of statewide results in the fall. The district will continue to analyze MCA data, universal screening results, progress-monitoring data, and local benchmark assessments to evaluate the long-term impact of instructional changes on student literacy achievement.

White Bear Lake School District (0624-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

WBLAS is committed to implementing culturally responsive literacy practices that ensure all students see themselves reflected in learning experiences and have equitable access to high-quality literacy instruction. This work is embedded within the district's instructional framework, professional learning systems, and teacher evaluation processes. A central component of this work is the district's implementation of the 5 Dimensions of Teaching and Learning Framework and the 5D+ Rubric for Teacher Evaluation. Both frameworks are grounded in culturally responsive instructional practices and emphasize equitable access to learning, student engagement, academic discourse, inclusive classroom environments, and instructional responsiveness to student strengths and needs. Through the 5D+ Framework, teachers and leaders engage in ongoing reflection and feedback related to classroom culture, student engagement, purposeful instruction, and the use of instructional practices that support all learners.

Local Literacy Plan for White Bear Lake School District (0624-01)

White Bear Lake School District (0624-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

In addition to the READ Act required structured literacy professional development, WBLAS will also continue implementation of the 5 Dimensions of Teaching and Learning Framework and the 5D+ Rubric as a central component of professional growth and instructional improvement. Professional development connected to the 5D+ Rubric includes instructional learning walks, collaborative reflection on instructional practice, coaching conversations, and professional goal-setting aligned to literacy instructional priorities. The district's implementation process emphasizes continuous improvement, reflective practice, and alignment between instructional expectations, coaching support, and student literacy outcomes. At the secondary level, WBLAS will continue implementation of AVID professional development to strengthen literacy-focused instructional practices across content areas. AVID's WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) support students in developing critical literacy skills through structured academic conversations, close reading, inquiry-based learning, writing-to-learn opportunities, and collaborative engagement with complex texts. These strategies align closely to the Minnesota ELA Standards and support literacy development across disciplines.

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)	57	48	4	5
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	165	155	0	10
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	20	20	0	0
K-3 Classroom teachers	115	105	5	5
K-12 Teachers holding English as a second language licenses	17	6	8	3
K-12 Reading Intervention Teachers	26	20	3	3
K-12 Special Education educators responsible for foundational reading instruction	100	53	32	15
Pre-K through grade five Curriculum Directors	5	5	0	0

Local Literacy Plan for White Bear Lake School District (0624-01)

Employees who select literacy instructional materials for grades pre-K through grade five	2	1	0	1
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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	33	0	0	33
Teachers who provide reading instruction to students in dual language immersion programs	8	0	0	8
Teachers who provide reading instruction to students in a state-approved alternative program	2	0	0	2
Employees who select literacy instructional materials for grades 6-12	1	0	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	93	85	0	8

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).

155

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.

White Bear Lake School District (0624-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

White Bear Lake School District (0624-01) has participated in MDE MnMTSS professional learning:

Yes

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.

White Bear Lake School District (0624-01) does include a DLI Program

The following table displays White Bear Lake School District (0624-01)'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	Matoska International	Kindergarten	40
	Otter Lake Elementary	Kindergarten	44

The following table displays the literacy screening tools used in White Bear Lake School District (0624-01)'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

The following table displays the number of students in White Bear Lake School District (0624-01)'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	73	73	36
1st	0	0	0
2nd	0	0	0
3rd	0	0	0

The following table displays the number of students in White Bear Lake School District (0624-01)'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

Local Literacy Plan for White Bear Lake School District (0624-01)

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	0	0	0	0
5th	0	0	0	0
6th	0	0	0	0
7th	0	0	0	0
8th	0	0	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0