

Minnesota READ Act Literacy Plan

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

For

Inver Grove Heights Schools (0199-01)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Inver Grove Heights Schools (0199-01). 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

Inver Grove Heights Schools (0199-01)'s literacy goal(s) for the 2025-26 school year:

Inver Grove Heights Community Schools is dedicated to providing all students with the educational foundation necessary to succeed in school and life. To ensure student success and to support Career and College Readiness, the district sets high standards that are reflected in what is taught in each classroom. ISD 199 is committed to supporting all students to read at grade level beginning in kindergarten. Literacy instruction will be a priority and focus for the 26-27 school year. Elementary, Intervention, and Special Education teachers will engage in a series of professional development modules, deepening our understanding and execution of evidence-based practices for all students. Through this shared learning experience, we will revisit the development and alignment of our assessments, curriculum, instruction, MTSS, professional development, and family partnerships to improve student literacy outcomes. **Statement of Literacy Beliefs** Our literacy mission in ISD 199 is to create a community that fosters lifelong readers and writers. Students will be engaged in authentic reading, writing, listening, speaking, relevant literacy tasks, and accountable conversations across all content areas. All students will see themselves as readers and writers and will take ownership and value their continuous growth in those areas to become productive 21st-century literate citizens.

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

During the 2025-2026 school year, Educators and Paraprofessionals engaged and completed a series of professional learning modules around evidence-based, structured literacy practices. Through the learning, teachers began to shift instructional practices to better align with the science and research. All K-5 teachers, Special Education and Multilingual Learner teachers implemented Arts & Letters for Tier 1 materials. All K-2 teachers continued to use UFLI as the foundational skills curriculum. All 3-5 teachers implemented Functional Phonics during the 2025- 2026 school year.

We have implemented FastBridge as our Universal Screening measure for grades K-11 three times during the school year. We implemented the Capti ReadBasix assessment as our secondary screening measure for students identified in grades 4-11. We have built our data literacy with our screening reports, identifying students demonstrating risk, and providing targeted interventions for our K-8 students.

The following describes how Inver Grove Heights Schools (0199-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We have focused our efforts on meeting the literacy goal detailed in the READ Act across our elementary schools. Our current student performance data indicates that many of our elementary students are making typical to aggressive growth toward reading proficiency. We continue to work towards all students reading proficiently by the end of each grade level, beginning in Kindergarten.

Inver Grove Heights Schools (0199-01)'s literacy goal(s) for the 2026-27 school year:

Inver Grove Heights strives to support all students to be reading at grade level by the end of each school year, beginning in Kindergarten. We support our multilingual learners in meeting their language goals as well as our students in reaching their IEP reading goals. Elementary literacy instruction will be a priority for the 2026-2027 school year. Following a year-training in structured literacy, partnered with new evidence-based resources, our K-5 classroom teachers will continue to implement a structured literacy program for all learners. Our goal is to ensure that all students have access to a guaranteed and viable curriculum. To achieve this goal, we will take a whole-school coordinated approach to create conditions that ensure the curriculum can be taught and students have ample time to learn the content. To improve learning for all students, schedules will be strategically designed, clearly allocating sufficient time for Tier 1 instruction, intervention, and enrichment. Teachers will use formative data to measure student learning and differentiate instruction to meet student needs. Our special service providers will work in partnership with classroom teachers, supporting Tier I instruction while also addressing the unique needs of students on an individual basis. Our Special Education and Multilingual Teachers will continue to support students with Tier 1 instruction. Our literacy goals for our secondary programming is to increase the implementation of our Universal Screening measures to include 11th and 12th grade students this year. We will begin the Phase 2 professional learning. Our secondary ELA program review teams will analyze new curricular resources to adopt in the 2027-2028 school year. Teachers will continue their efforts unpacking and aligning the 2020 ELA standards.

The Local Literacy Lead, Kelly Goodnature, for Inver Grove Heights Schools (0199-01) 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 provides visionary and instructional leadership to support the development, implementation, and evaluation of high-quality, evidence-based literacy practices aligned with the Science of Reading. The DLL partners with the Department of learning in developing, coordinating, and implementing comprehensive, evidence-based reading instructional practices based on the Science of Reading that deliver equitably and is aligned with the MN Academic Standards in English Language Arts and the district strategic plan. The DLL collaborates with the Regional Literacy Network and Regional Literacy Leads to ensure support provided across all content areas and consistent access, coherence and alignment on literacy initiatives across schools. The DLL remains well-informed of current and developing research and brings new information forward to District and School Leadership Teams. The DLL supports synchronous and asynchronous training of all district paraprofessionals, teachers, school leaders and assists with the development of personal learning plans for students unable to demonstrate grade-level proficiency. The District Literacy Lead supports efforts to administer required universal and dyslexia screening tools and data submission to MDE. The District Literacy Lead attends Site Leadership Meetings, Professional Learning Communities and department or team meetings upon request. The DLL supports staff with the integration of digital tools into classroom practice and serves as a consultant and instructional coach to teachers, Professional Learning Communities, and departments regarding evidence-based literacy practices.

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

Inver Grove Heights Schools (0199-01) Local Literacy Plan is posted on the district website at

<https://www.isd199.org/departments/learning/local-literacy-plan>

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.

Inver Grove Heights Schools (0199-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Inver Grove Heights Schools (0199-01) 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	Grades K-2 will include Oral Language Fluency Assessments
	Grade 1	Vendor Composites using vendor benchmarks	Grades K-2 will include Oral Language Fluency Assessments
	Grade 2	Vendor Composites using vendor benchmarks	Grades K-2 will include Oral Language Fluency Assessments
	Grade 3	Vendor Composites using vendor benchmarks	Grades K-2 will include Oral Language Fluency Assessments

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

Inver Grove Heights Schools (0199-01) will be utilizing the following screening tool(s) in 2026-27:

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

Inver Grove Heights Schools (0199-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Our district will implement the FastBridge Oral Language Screening K-2.

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 Inver Grove Heights Schools (0199-01) 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 AutoReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2
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	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2
MCA Reading	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
MCA Reading	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2

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

Inver Grove Heights Schools (0199-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Inver Grove Heights Schools (0199-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

All 6 subtests will be administered in the 2026-2027 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Inver Grove Heights Schools (0199-01) 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	192	86	192	42	197	46
1st	194	76	192	67	193	64
2nd	232	112	233	112	239	112
3rd	225	109	220	104	224	96

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 Inver Grove Heights Schools (0199-01) 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.

Inver Grove Heights Schools (0199-01) 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	197	119
1st	193	81
2nd	175	45
3rd	162	29

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

Inver Grove Heights Schools (0199-01) 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

Inver Grove Heights Schools (0199-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

We will administer the NWF Benchmark to all 2nd and 3rd grade students.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Inver Grove Heights Schools (0199-01) 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	232	223	28	0	0	0
5th	233	214	36	0	0	0
6th	236	216	39	0	0	0
7th	276	237	45	0	1	0
8th	258	215	43	0	1	0
9th	263	237	30	0	3	0
10th	245	221	29	0	1	0
11th	279	229	31	0	2	0
12th	242	173	0	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.

Inver Grove Heights Schools (0199-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Each school site has a problem-solving team that meets regularly to analyze data and identify students with high academic and/or behavioral risks. The intervention identification process begins with the problem-solving team analyzing the outcomes of the universal screening measures. Students demonstrating some or high risk in reading are identified. Additional diagnostic testing is administered in addition to connecting with classroom teachers to know more about the students. Once the diagnostic screener is completed, recommendations for support services are provided. Classroom teachers may implement interventions based on the recommendations, with some students receiving support in a Title I pull-out model or an intervention course in the secondary. These services are also provided to students before and after school through Targeted Services. Students who receive interventions from their classroom teachers, Title I, and Intervention staff are monitored regularly. Students demonstrating high risk are monitored on a skill level and grade level outcome. Progress monitoring data is reviewed in a 6-week cycle to adjust, monitor intensity, and determine if the need for additional services remains. We continue to review and monitor our exit criteria.

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

Implementation of new programs and practices with integrity and fidelity is an important factor in student success. As a district, we work to create conditions where implementation is a shared responsibility, each educator owning their learning and fidelity to new resources and practices. We have a shared commitment to providing all students with a guaranteed and viable Tier 1 curriculum. A guiding team, consisting of classroom teachers, support staff, and building and district leaders, is established in the early stages of the program review process. Implementation plans are designed with options for building leaders and teachers to utilize for monitoring fidelity of Tier 1. The menu of options to support implementation includes, but is not limited to: self-evaluations, fidelity checklists, classroom walkthroughs, partner classroom visits, and formal observations. Principals support Tier 1 instruction by observing classrooms and connecting with teacher teams to ensure that evidence-based teaching practices and materials are being utilized and implemented effectively. They foster a culture of shared responsibility by engaging teachers and support staff in ongoing collaboration and professional learning, emphasizing collective ownership of student success. Our Learning Partners are non-evaluative instructional coaches who have been trained in supporting staff as they implement new evidence-based practices and resources. They work in partnership with teachers, modeling lessons, analyzing student performance, and reflecting on day-to-day instruction.

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

Each school site has a problem-solving team that meets regularly to analyze data and identify students with high academic and/or behavioral risks. The intervention identification process begins with the problem-solving team analyzing the outcomes of the universal screening measures. Students demonstrating some or high risk in reading are identified. At the elementary and middle school levels, additional diagnostic testing is administered in addition to connecting with classroom teachers to know more about the students. Once the diagnostic screener is completed, recommendations for support services are provided. Elementary classroom teachers may implement interventions based on the recommendations, with some students receiving support in a Title I pull-out model or an intervention course in the secondary. Services are also provided to students before and after school through Targeted Services.

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:

Students who receive interventions from their classroom teachers, Title I, and Intervention staff are monitored regularly. Classroom teachers monitor student progress with Tier 2 interventions twice a week. Students identified as high risk and receiving additional support in the form of pull-out or push-in are monitored weekly. Students demonstrating high risk are monitored on a skill level and grade level outcome. Progress monitoring data is reviewed in a 6-week cycle to adjust, monitor intensity, and determine if the need for additional services remains.

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

We continue to review and monitor our exit process at the elementary and secondary levels. Our progress monitoring data alongside the winter and spring benchmark data inform the intervention team. We have developed guidelines and are in the process of developing clear criteria for both elementary and secondary levels to support the problem-solving and intervention teams effectively through this process.

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 Inver Grove Heights Schools (0199-01) 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

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 Inver Grove Heights Schools (0199-01), 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
Other Curriculum - Great Minds/Arts & Letters	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

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

During the 24-25 school year we established a K-5 ELA guiding team to begin a program review. The team revised our district literacy mission, completed a needs assessment, and developed an understanding of the MDE rubric for Tier I materials. The team recommended Great Minds: Arts & Letters implement in our K-5 classrooms for the 25-26 school year. Professional development has been on going for all K-5 teachers this school year. Our secondary team will follow the same model during the 2026-2027 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The Knowledge Building Curriculum, Arts & Letters was selected in the Spring of 2025. Grades K-5 were trained for implementation in the Fall of 2025. Ongoing K-5 training was required throughout the 2025-2026 school year. Our Learning Partners and Local Literacy Lead provided support in fidelity checks with all teachers. The ELA guiding team met in the Spring of 2026 to dive deep into standards alignment with our new curricular resource. Our secondary team will follow the same model during the 2026-2027 school year.

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 Inver Grove Heights Schools (0199-01) 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
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
Other Resources - FastBridge Interventions	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
	Tier 2 & 3	Grade 9	20
	Tier 2 & 3	Grade 10	20
	Tier 2 & 3	Grade 11	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - FastBridge Interventions	Tier 2 & 3	Grade 12	20
Other Resources - Functional Morphology	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Inver Grove Heights Schools (0199-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$135,112

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

\$135,112

READ Act Literacy Aid

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

Inver Grove Heights Schools (0199-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$140,189

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

\$65,266

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

If funds remain we anticipate using funds to support ongoing professional learning costs, evidence based curriculum materials and screening tools.

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
Professional development on evidence-based literacy screening and progress monitoring tools	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid

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.

Inver Grove Heights Schools (0199-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/04/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Inver Grove Heights Schools (0199-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/04/2027

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:

Our district will provide additional coaching and support to teachers who completed the required training but did not reach the recommended 80% proficiency. This individualized support will be delivered in collaboration with our Local Literacy Lead, focusing specifically on each participant's areas of need.

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:

Implementation of new programs and practices with integrity and fidelity is an important factor in student success. As a district, we work to create conditions where implementation is a shared responsibility, each educator owning their learning and fidelity to new resources and practices. We have a shared commitment to providing all students with a guaranteed and viable Tier 1 curriculum. A guiding team, consisting of classroom teachers, support staff, and building and district leaders, is established in the early stages of the program review process. Implementation plans are designed with options for building leaders and teachers to utilize for monitoring fidelity of Tier 1. The menu of options to support implementation includes, but is not limited to: self-evaluations, fidelity checklists, classroom walkthroughs, partner classroom visits, and formal observations. Principals support Tier 1 instruction by observing classrooms and connecting with teacher teams to ensure that evidence-based teaching practices and materials are being utilized and implemented effectively. They foster a culture of shared responsibility by engaging teachers and support staff in ongoing collaboration and professional learning, emphasizing collective ownership of student success. Our Learning Partners are non-evaluative instructional coaches who have been trained in supporting staff as they implement new evidence-based

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practices and resources. They work in partnership with teachers, modeling lessons, analyzing student performance, and reflecting on day-to-day instruction.

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:

Implementation of new programs and practices with integrity and fidelity is an important factor in student success. As a district, we work to create conditions where implementation is a shared responsibility, each educator owning their learning and fidelity to new resources and practices. We have a shared commitment to providing all students with a guaranteed and viable Tier 1 curriculum. Our Learning Partners are non-evaluative instructional coaches who have been trained in supporting staff as they implement new evidence-based practices and resources. They work in partnership with teachers, modeling lessons, analyzing student performance, and reflecting on day-to-day instruction. The following changes in instructional practices have impacted students:

The changes in instructional practices have positively impacted our K-12 student outcomes. All K-5 teachers have implemented evidence based curriculum. We have implemented Arts and Letters as our Knowledge Based Curriculum. We have implemented UFLI K-2 and Functional Morphology 3-5. Our model is in alignment to a structured literacy model. We are using a systematic and explicit instruction in our delivery of our instruction. Our resources are in alignment to the models in the Science of Reading. After analyzing our data, we are seeing growth district wide in our early reading and aReading scores. Overall we are seeing an increase in proficiency K-5 with the implementation of our curriculum.

Inver Grove Heights Schools (0199-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our K-5 District Literacy Team chose Arts and Letters as our Knowledge Base Curriculum. They analyzed the curriculum with a culturally responsive lens. The team ensured that all the authentic texts provided within the Arts and Letters Curriculum represented students in our schools. The instructional strategies align with our learning framework providing individualized opportunities to access new learning based on individual needs. The Arts and Letters Curriculum was implemented with a high degree of fidelity. This guaranteed and viable curriculum created equitable access for all learners. Culturally responsive teaching is grounded and strong authentic relationships. In our district we seek to create optimal learning environments where all students are engaged in meaningful, high-level learning. These outcomes are made possible when teachers foster a deep sense of belonging through the relationships they build with students throughout the year.

Inver Grove Heights Schools (0199-01) 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):

As a district we are committed to committed to providing all students with a guaranteed and viable curriculum. The K-5

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teachers have implemented multiple literacy curriculums, which have strong alignment to the Minnesota ELA standards. We will continue to review standards and ensure alignment of instruction and assessment relating to the ELA standards. The secondary teachers have reviewed and unpacked the ELA standards in preparation for their structured literacy training in the 2026-2027 school year.

Continuous Improvement for Professional Development Plan

Inver Grove Heights Schools (0199-01) will make the following changes to the professional development plan for the 2026-27 school year:

The district will provide Phase 1, Phase 2 and Paraprofessional training for the READ Act to educators who need to completed the required training. As we begin to implement Capti ReadBasix, we will provide professional development on the administration of this assessment as well as the analysis of the data offered with this tool. After administration in the Fall of 2026, we will be able to compare growth data for the Capti ReadBasix assessment.

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)	21	19	0	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	0	0
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	15	9	0	6
K-3 Classroom teachers	38	35	0	3
K-12 Teachers holding English as a second language licenses	9	2	0	7
K-12 Reading Intervention Teachers	4	4	0	0
K-12 Special Education educators responsible for foundational reading instruction	38	32	0	6
Pre-K through grade five Curriculum Directors	2	2	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	17	17	0	0
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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	12	0	0	12
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	2	0	0	2
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
Grades 6-12 instructional support staff who provide reading support	0	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).

0

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.

Inver Grove Heights Schools (0199-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Inver Grove Heights Schools (0199-01) has participated in MDE MnMTSS professional learning:

Yes

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

Inver Grove Heights Schools (0199-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We will continue to provide professional development to our school leaders on the implementation of MTSS. We are using data based decision making on where to put our supports.

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.

Inver Grove Heights Schools (0199-01) does not include a DLI Program