Minnesota READ Act Literacy Plan

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

For

West St. Paul-Mendota Heights-Eagan (0197-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by West St. Paul-Mendota Heights-Eagan (0197-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). 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 (2025).

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

West St. Paul-Mendota Heights-Eagan (0197-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of all students enrolled in grades 3-8, 10 in School District 197 who are proficient on the MCA Reading assessment will increase from 53% in 2025 to 55% in 2026.
The gap between students of color and white students in grades 1-8 will decrease 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:
White students will increase 2% from XX% in fall 2025 to XX% in spring 2026
Students of color will increase 4% from XX% in fall 2025 to XX in spring 2026

The following was implemented or changed to make progress towards the goal(s):
During the 2025-26 school year, District 197 implemented Magnetic Reading Foundations as the foundational skills curriculum in kindergarten through grade 2. This implementation was intended to strengthen explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. District leaders and school teams also began using implementation feedback, classroom observations, and student data to identify areas where teachers need additional support with structured literacy instruction.
The district continued to use FastBridge screening data to identify students who may be at risk for reading below grade level and to guide intervention decisions. In grades 4-12, the district began using Capti ReadBasix with students reading intervention courses that have been identified as not reading at grade level to better understand reading skill needs and screen for characteristics of dyslexia.

The following describes how West St. Paul-Mendota Heights-Eagan (0197-01)'s current student performance differs from the literacy goal detailed in the READ Act:
ISD 197 is unable to determine whether the MCA Reading goal was met because official 2026 Reading MCA results have not yet been released. The district's 2025 MCA Reading proficiency rate for students in grades 3-8 and grade 10 was 53%, with a 2026 goal of 55%. Once results are available, the district will review the data to determine progress.

While MCA results are pending, local FastBridge aReading data show progress toward several literacy goals. District 197 met its grades 1-4 gap reduction goal. The gap between students of color and white students decreased from 30% in fall 2025 to 28% in spring 2026. White students increased from 76% to 79%, and students of color increased from 46% to 53%.

District 197 also met its third-grade cohort goal. The percentage of third-grade students meeting the low-risk or lowest-risk benchmark increased from 57% in spring 2025 to 64% in spring 2026, exceeding the goal of 59%.

District 197 did not meet its grades 5-8 gap reduction goal. White students increased from 77% to 79%, while students of color increased from 47% to 48%. As a result, the gap increased by 1 percentage point.

These data show elementary literacy progress and a continued need to focus on literacy growth and gap reduction in grades 5-8.

West St. Paul-Mendota Heights-Eagan (0197-01)'s literacy goal(s) for the 2026-27 school year:
The percentage of all students enrolled in grades 3-8 and grade 10 in School District 197 who are proficient on the MCA Reading assessment will increase by 2 percentage points from the official 2026 baseline to the 2027 MCA Reading assessment. Because official 2026 Reading MCA results have not yet been released, the baseline will be added once results are available.
The gap between students of color and white students in grades 1-4 who meet the low-risk or lowest-risk target on FastBridge aReading will decrease by 2 percentage points from spring 2026 to spring 2027. White students will increase from 79% in spring 2026 to 81% in spring 2027. Students of color will increase from 53% in spring 2026 to 57% in spring 2027.
The gap between students of color and white students in grades 5-8 who meet the low-risk or lowest-risk target on FastBridge aReading will decrease by 2 percentage points from spring 2026 to spring 2027. White students will increase from 79% in spring 2026 to 81% in spring 2027. Students of color will increase from 48% in spring 2026 to 52% in spring 2027.
The percentage of students in the third-grade cohort who meet the low-risk or lowest-risk target on FastBridge aReading will increase by 2 percentage points, from 64% in spring 2026 to 66% in spring 2027.

The Local Literacy Lead, Katherine Quinlan, for West St. Paul-Mendota Heights-Eagan (0197-01) 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 works with district and school leaders to support evidence-based literacy instruction, READ Act requirements, and district literacy goals. This role collaborates with principals, instructional coaches, interventionists, multilingual learner staff, special education leaders, and curriculum teams to strengthen and align literacy systems across schools.
At the district level, the District Literacy Lead supports planning for universal and dyslexia screening, progress monitoring, curriculum implementation, professional learning, intervention systems, and family communication. Responsibilities include reviewing literacy data, identifying implementation needs, supporting READ Act reporting, and helping align literacy decisions with district goals and student outcomes.
At the school level, the District Literacy Lead partners with principals and instructional coaches to support literacy implementation and data-based decision making. This includes providing guidance and resources, facilitating collaborative conversations, reviewing student data, and identifying professional learning and coaching needs. The

District Literacy Lead also supports implementation of Magnetic Reading Foundations in grades K-2 and alignment of small-group reading instruction and intervention in grades K-4.

During the 2026-27 school year, the District Literacy Lead will continue to support leadership teams in strengthening structured literacy practices, improving the use of data to guide instruction and intervention, and promoting equitable literacy outcomes for all students.

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

West St. Paul-Mendota Heights-Eagan (0197-01) Local Literacy Plan is posted on the district website at https://www.isd197.org/district/departments/curriculum-instruction

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.

West St. Paul-Mendota Heights-Eagan (0197-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by West St. Paul-Mendota Heights-Eagan (0197-01) 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?

Yes

Continuous Improvement for Screening Tools Used in Grades K-3

West St. Paul-Mendota Heights-Eagan (0197-01) will be utilizing the following screening tool(s) in 2026-27:

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

West St. Paul-Mendota Heights-Eagan (0197-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The oral language repetition subtest will be given as part of the FAST early reading test in Kindergarten and 1st grade.

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 West St. Paul-Mendota Heights-Eagan (0197-01) 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
Capti ReadBasix	Grade 4	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 8	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 5	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 9	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 10	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 6	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
	Grade 11	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 7	1 time per year	Other - Students receiving reading intervention support were administered the Capti ReadBasix
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 6	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

West St. Paul-Mendota Heights-Eagan (0197-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

West St. Paul-Mendota Heights-Eagan (0197-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Students in 9-12 will use Capti ReadBasix for screening steps 1 & 2. 4-8 students will continue using the two-step gated approach.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for West St. Paul-Mendota Heights-Eagan (0197-01) 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	331	218	338	145	351	154
1st	311	171	317	183	323	178
2nd	394	212	384	226	398	242
3rd	384	223	375	217	388	205

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 West St. Paul-Mendota Heights-Eagan (0197-01) 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.

West St. Paul-Mendota Heights-Eagan (0197-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - K-3 students identified as high risk on FAST were placed in reading intervention. Progress monitoring data was reviewed, and students who did not make adequate progress were identified as exhibiting 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	351	6
1st	323	12
2nd	398	15
3rd	388	7

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

West St. Paul-Mendota Heights-Eagan (0197-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in West St. Paul-Mendota Heights-Eagan (0197-01) 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	417	407	20	0	7	0
5th	354	341	38	0	15	0
6th	375	369	40	0	21	0
7th	382	370	15	0	6	0
8th	405	383	16	0	10	0
9th	393	221	43	0	10	0
10th	377	10	5	CTSTR	CTSTR	0
11th	413	1	3	CTSTR	CTSTR	0
12th	378	1	2	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.

West St. Paul-Mendota Heights-Eagan (0197-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

District 197 uses a multi-step data review process to match evidence-based instruction and intervention to student need. Universal screening data, including FastBridge earlyReading, CBMReading, and aReading, are reviewed after each screening window to identify students who are meeting grade-level expectations and students who may need additional support. Teams also use classroom assessment data, curriculum-based assessments, intervention placement information, progress monitoring data, teacher input, and, when applicable, Capti ReadBasix data to better understand student strengths and areas of need.

At the elementary level, collaborative teams, interventionists, classroom teachers, multilingual learner teachers, special education teachers, principals, and district leaders use screening and progress monitoring data to determine whether students need differentiated Tier 1 instruction, supplemental Tier 2 intervention, or intensive Tier 3 intervention. Instruction and intervention are matched to the student’s area of need, including phonemic awareness, phonics, decoding, fluency, vocabulary, or comprehension.

At the secondary level, FastBridge aReading data are used to identify students who are not reading at grade level. Students identified as needing additional support may receive further screening or diagnostic information, including Capti ReadBasix, to determine areas of need and guide intervention planning.

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

District 197 monitors Tier 1 instruction through collaborative team data review, classroom observations, instructional walkthroughs, curriculum implementation feedback, teacher feedback, and student outcome data.

At the elementary level, teachers differentiate Tier 1 instruction through small-group instruction, flexible grouping, targeted practice, scaffolding, reteaching, and adjustment of instructional routines based on student data. In kindergarten through grade 2, implementation of Magnetic Reading Foundations is monitored through teacher feedback, classroom visits, instructional coaching conversations, and student data connected to foundational skills instruction. These data help leaders and teachers identify needs related to pacing, corrective feedback, instructional routines, student engagement, and differentiation.

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

At the elementary level, students are considered for targeted reading intervention based on FastBridge screening results and team review. Students in the high-risk range, 0-19th percentile, and some-risk range, 20-29th percentile, are reviewed for reading intervention. Reading intervention teachers administer the SIPPS placement assessment to determine the appropriate instructional starting point. Students are then placed in an intervention matched to their instructional need.

Tier 2 support is provided for students who are below grade-level expectations and need supplemental targeted instruction in addition to core instruction. Tier 3 support is provided for students with more significant or persistent

reading needs who require more intensive targeted instruction. The level of support is determined by the student's screening data, placement assessment, intervention history, progress monitoring data, classroom performance, and team review.

At the secondary level, students are identified for additional reading support based on FastBridge aReading data and other available performance information. Student performance review is part of the BARR model that the high school uses to support students. Students who are not reading at grade level may be further screened using Capti ReadBasix to identify specific areas of reading need. Intervention decisions are made based on screening results, course performance, teacher input, and available support structures.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

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:

Instruction may be intensified or modified by adjusting group size, increasing instructional time, changing the instructional focus, increasing opportunities for practice and feedback, adjusting materials, or providing more targeted instruction based on the student's skill need. School-based MTSS teams regularly review progress monitoring data, universal screening results, classroom performance, placement assessment results, intervention fidelity information, and teacher input to determine whether a student is responding adequately to intervention. When data indicate insufficient progress, the MTSS team collaborates to determine whether the intervention should be intensified, modified, continued, or whether additional problem-solving and assessment are needed. Decisions are documented and monitored through ongoing data review to ensure that instruction remains matched to student need.

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

At the elementary level, students may exit supplemental or intensive reading intervention when multiple data sources indicate that the student is making sufficient progress and no longer requires the same level of targeted support. Exit decisions may include evidence from FastBridge screening data, progress monitoring trends, curriculum-based mastery assessments, SIPPS mastery data, teacher input, classroom performance, and intervention team review. For students receiving SIPPS intervention, mastery data and successful completion of the appropriate instructional level are used to inform decisions.

At the secondary level, exit decisions are based on evidence that the student is making progress toward grade-level reading expectations and no longer requires the same level of reading support. Data may include FastBridge aReading results, Capti ReadBasix information when available, course performance, teacher input, and progress in reading support programming.

Continuous Improvement for Data-Based Decision Making for Action

West St. Paul-Mendota Heights-Eagan (0197-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The district will also continue to expand and refine the use of Capti ReadBasix for students in grades 4-12 who are identified as not reading at grade level, including implementation in grades 9-12. Additional work will focus on strengthening secondary parent communication, clarifying progress-monitoring expectations, and increasing consistency in how teams determine intervention entry, intensification, modification, and exit.

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 West St. Paul-Mendota Heights-Eagan (0197-01) 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	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 1	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 2	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 3	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 4	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter

Grade	Frequency of Notification	Method of Notification
Grade 5	1 time per year	Digital messaging
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 6	1 time per year	Digital messaging
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 7	1 time per year	Digital messaging
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter
Grade 8	1 time per year	Digital messaging
	Other - Parents are notified quarterly on the student report card and receive screening results three times	Mailed letter

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?

No

K-4 families receive FAST testing, reading performance, family reports, conference follow-up, and at-home literacy resources. Grades 5-8 families receive screening schedules, Campus access directions, result guidance, and home resources.

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

- More than one of the above

Continuous Improvement for Parent Notification

West St. Paul-Mendota Heights-Eagan (0197-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

District 197 will continue to strengthen parent notification and involvement by improving the consistency and clarity of communication regarding reading screening results, reading risk, and available supports.

Grades 9-12: District 197 plans to administer Capti ReadBasix in grades 9-12 during the 2026-27 school year. The district will develop a parent communication plan to notify families about the purpose of Capti ReadBasix, when screening will occur, how results will be shared, and how families can support literacy development at home.

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by West St. Paul-Mendota Heights-Eagan (0197-01), 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	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Grade 5	50
Magnetic Reading Foundations, K-2, 2023 (Highly Aligned)	Foundational	Kindergarten	60
	Foundational	Grade 1	60
	Foundational	Grade 2	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
District 197 uses a collaborative review process to select evidence-based Tier 1 core curricular resources. The process includes review of Minnesota ELA standards alignment, READ Act requirements, MDE/CAREI curriculum review information, evidence of structured literacy alignment, student data, teacher feedback, implementation needs, and district literacy goals.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
During the 2024-25 school year, District 197 reviewed K-5 literacy resources in response to READ Act requirements, MDE/CAREI curriculum review information, student data, and district implementation needs. The review identified a need to strengthen evidence-based foundational skills instruction in grades K-2, particularly in phonemic awareness,

phonics, and morphology. District leaders and teacher teams reviewed approved foundational skills resources, considered alignment to structured literacy practices, gathered teacher feedback, and used student screening data to inform selection.

Magnetic Reading Foundations was selected for grades K-2 and implemented during the 2025-26 school year as a foundational skills resource alongside Collaborative Literacy. Initial implementation included professional learning, planning support, curriculum resources, and opportunities for teacher feedback.

During implementation, district leaders and instructional peer coaches supported teachers through guidance documents, coaching tools, classroom visits, collaborative conversations, and review of student data. Fidelity checks and implementation support focused on pacing, instructional routines, corrective feedback, student engagement, differentiation, and alignment to the Minnesota ELA standards.

During 2026-27, District 197 will continue monitoring implementation through teacher feedback, classroom observations, screening data, progress monitoring data, and collaborative team conversations. The district will also continue reviewing grades 3-5 literacy resources to determine where supplemental support, standards alignment, or future curriculum review may be needed.

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 West St. Paul-Mendota Heights-Eagan (0197-01) 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
Other Resources - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	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

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

West St. Paul-Mendota Heights-Eagan (0197-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$265,159

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

$265,159

READ Act Literacy Aid

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

West St. Paul-Mendota Heights-Eagan (0197-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$211,402

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

$22,590

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

Continued support of our Tier 1 resource

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	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
MDE approved READ Act professional development	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

West St. Paul-Mendota Heights-Eagan (0197-01) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/01/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

West St. Paul-Mendota Heights-Eagan (0197-01) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

06/01/2027

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:

Teachers who do not meet the vendor proficiency level of 80% will receive follow-up communication and support from district leaders, building administrators, instructional peer coaches, and/or literacy leaders. Support may include time to revisit course content, complete required activities, review key concepts, and connect learning to classroom implementation. District leaders will monitor progress toward completion and provide additional guidance as needed to support teachers in applying evidence-based literacy practices in instruction.

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:

At the elementary level, fidelity data are used to monitor core literacy instruction, small-group instruction, and intervention. In grades K-2, implementation data connected to Magnetic Reading Foundations focus on explicit modeling, systematic instructional routines, student practice, corrective feedback, pacing, engagement, differentiation, and alignment to foundational literacy skills. In grades K-4, intervention fidelity is monitored through SIPPS placement data, SIPPS mastery assessments, progress monitoring, and team review of student response to intervention.

Across grades K-12, FastBridge, Capti ReadBasix, classroom data, and progress monitoring data are used to identify student needs, monitor growth, and guide instructional adjustments. District leaders, principals, instructional peer

coaches, interventionists, multilingual learner staff, special education staff, and collaborative teams review these data to identify strengths, implementation needs, and areas for additional coaching or professional learning.
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 grades K-12, coaching and feedback are used to help teachers apply systematic, sequential, explicit, and diagnostic literacy practices in core instruction and intervention. Support may include reviewing student data, identifying skill needs, planning instructional adjustments, strengthening small-group instruction, aligning intervention supports, and connecting professional learning to classroom practice.
The following changes in instructional practices have impacted students:
In grades K-2, implementation of Magnetic Reading Foundations has provided more consistent foundational skills instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Across grades K-12, READ Act professional learning, screening, progress monitoring, and collaborative team data review have supported stronger use of student data to guide instruction and intervention.
Local data show positive elementary literacy outcomes. In grades 1-4, the FastBridge aReading gap between students of color and white students decreased by 2 percentage points from fall 2025 to spring 2026, with students of color increasing from 46% to 53% and white students from 76% to 79%. District 197 also met its third-grade cohort goal, increasing from 57% to 64%.

Grades 5-8 remain an area for improvement. While white students increased from 77% to 79%, students of color increased from 47% to 48%, below the target of 51%, resulting in a 1-point increase in the achievement gap.
West St. Paul-Mendota Heights-Eagan (0197-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
District 197 supports culturally responsive literacy practices through professional learning, curriculum review, text selection, family engagement, and equity-focused instructional practices. This work supports multilingual learners, students receiving special education services, students of color, and students from historically underrepresented communities.

Teachers are supported in using texts that reflect diverse identities, languages, cultures, and experiences. Literacy instruction also emphasizes background knowledge, vocabulary development, student discussion, representation, belonging, access to grade-level standards, and high expectations for all learners.

District 197 uses student data to monitor literacy outcomes across student groups and identify where additional instruction or intervention is needed. The district also supports family communication through translation and interpreter services.
West St. Paul-Mendota Heights-Eagan (0197-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):
During 2026-27, additional professional development will focus on implementation support for Magnetic Reading Foundations in grades K-2, small-group reading instruction, intervention alignment, vocabulary and morphology instruction, use of screening and progress monitoring data, and collaborative team data-based decision making.

District 197 will also provide content literacy training to secondary teachers who are not participating in READ Act training. This training will support teachers across content areas in helping students access complex texts, build academic vocabulary, use discipline-specific reading and writing strategies, and engage in meaningful discussion.

Professional learning will support alignment to the 2020 Minnesota ELA Standards

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	20	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	8	8	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	29	29	0	0
K-3 Classroom teachers	76	73	0	3
K-12 Teachers holding English as a second language licenses	21	8	13	0
K-12 Reading Intervention Teachers	18	18	0	0
K-12 Special Education educators responsible for foundational reading instruction	80	67	0	13
Pre-K through grade five Curriculum Directors	5	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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	65	3	41	21
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	5	0	5	0
Grades 6-12 Curriculum Directors	1	0	1	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.

West St. Paul-Mendota Heights-Eagan (0197-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

West St. Paul-Mendota Heights-Eagan (0197-01) 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.

West St. Paul-Mendota Heights-Eagan (0197-01) does not include a DLI Program