

Minnesota READ Act Literacy Plan

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

For

Eden Prairie Public School District (0272-01)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Eden Prairie Public School District (0272-01). 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

Eden Prairie Public School District (0272-01)'s literacy goal(s) for the 2025-26 school year:

READ Act Goal: Every child can read at or above grade level every year

By spring, 82% of 3rd grade students will either:

score at benchmark or above in two of the three aligned reading assessments; or

If they did not score at benchmark on two of the three aligned reading assessments, they will demonstrate aggressive growth from fall to spring on a FastBridge reading assessment.

40% of K-12 students scoring below benchmark in reading in the fall will make aggressive growth (i.e., more than one year's growth in one year's time) from fall to spring on a FastBridge reading assessment.

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

This year, we continued to strengthen and refine our literacy systems through aligned professional learning, updated instructional resources, implementation monitoring, and targeted leadership support.

To improve coherence and alignment across schools, we updated Collaborative Literacy resources in grades K-5 and implemented Arriba in grades 3-4 at Eagle Heights to better align with grades K-2. These updates were supported through ongoing implementation monitoring to identify strengths, areas for growth, and future professional learning needs.

Administrators and site Instructional Excellence Coordinators participated in continued professional learning focused on evidence-based literacy practices and implementation support. Several coordinators also engaged in an MTSS for Reading Improvement book study to further advance literacy leadership, data use, instructional decision-making, and implementation of the READ Act.

To build capacity across all staff groups, paraprofessionals participated in READ Act-aligned professional learning to strengthen understanding of literacy development and instructional supports for students. Teachers also engaged in district-led professional development focused on deepening understanding of the Minnesota ELA standards and making meaningful connections between the standards, instructional resources, and previous OL&LA learning. This work supported stronger alignment between curriculum, instruction, assessment, and evidence-based practices across the district.

The following describes how Eden Prairie Public School District (0272-01)'s current student performance differs from the literacy goal detailed in the READ Act:

In Spring 2026, 83% of 3rd graders scored above the benchmark, indicating they are on track for reading at or above their grade level by the end of this school year based on FastBridge reading screeners (aReading and CBMReading) or, if not at grade level, showed aggressive growth in the spring compared to their fall 2025 FastBridge reading screening results. This portion of our goal was met.

26% of K-12 students scored below the benchmark for their grade-level in reading based on fall 2025 FastBridge reading screeners. Among these students, 57% demonstrated aggressive growth from fall to spring during the 2025-26 school year. Meaning, 57% of students who were at risk in the fall for not reading on grade-level showed 75% or more growth than their peers nationally. We exceeded this goal for the 2025-26 school year.

Eden Prairie Public School District (0272-01)'s literacy goal(s) for the 2026-27 school year:

READ Act Goal: Every child can read at or above grade level every year

By spring, 82% of 3rd grade students will either:

score at benchmark or above in two of the three aligned reading assessments; or

If they did not score at benchmark on two of the three aligned reading assessments, they will demonstrate aggressive growth from fall to spring on a FastBridge reading assessment.

40% of K-12 students scoring below benchmark in reading in the fall will make aggressive growth (i.e., more than one year's growth in one year's time) from fall to spring on a FastBridge reading assessment.

The Local Literacy Lead, Danielle Stage, for Eden Prairie Public School District (0272-01) 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 (DLL) partners with district administrators, principals, instructional leaders, and teacher teams to support evidence-based literacy practices, implementation of the MN K-12 ELA Standards, instructional decision-making, and progress toward district literacy goals.

The DLL facilitates ongoing collaboration through leadership meetings, professional learning, implementation planning, and classroom support. Designated time is spent at each site to support instruction, participate in MTSS and PLC processes, review data, monitor student progress, and support instructional decision-making. The DLL supports reading paraprofessionals across sites through training, collaboration, and ongoing guidance. Classroom observations, student observations, and coaching were used to identify strengths and areas for growth and inform future professional learning priorities.

Local Literacy Plan for Eden Prairie Public School District (0272-01)

The DLL supports the design and facilitation of professional learning focused on structured literacy, implementation of instructional resources, data-informed decision-making, and connections between curriculum, assessment, and evidence-based literacy instruction. The DLL also collaborates with educators to develop and refine curriculum maps, grading guidance, proficiency scales, and classroom assessments to support coherent implementation of the ELA Standards. The DLL collaborates with district administrators and the READ Act Advisory Committee to support systemwide planning, review implementation progress, and build coherence across schools and departments. Participation in the Regional Literacy Network also helps strengthen district practices and maintain connections with statewide literacy initiatives and neighboring districts.

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

Eden Prairie Public School District (0272-01) Local Literacy Plan is posted on the district website at

<https://my.edenpr.org/curriculum>

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.

Eden Prairie Public School District (0272-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Eden Prairie Public School District (0272-01) 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	FastBridge aReading
	Grade 1	Vendor Composites using vendor benchmarks	FastBridge aReading
	Grade 2	Vendor Composites using vendor benchmarks	FastBridge aReading
	Grade 3	Vendor Composites using vendor benchmarks	FastBridge aReading

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

Eden Prairie Public School District (0272-01) will be utilizing the following screening tool(s) in 2026-27:

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

Eden Prairie Public School District (0272-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

In the 2026-27 school year, we will begin Oral Language Screening per the READ Act and MDE's guidelines. All K-2 students will be screened with the Oral Repetition subtest on FastBridge in the fall.

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 Eden Prairie Public School District (0272-01) 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	N/A CaptiReadBasix used as Step 2
	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
FastBridge AutoReading	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	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	Other	Vendor Benchmark
	Grade 8	Other	Vendor Benchmark
	Grade 5	Other	Vendor Benchmark
	Grade 9	Other	Vendor Benchmark

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge CBMReading	Grade 10	Other	Vendor Benchmark
	Grade 6	Other	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	Vendor Benchmark
	Grade 7	Other	Vendor Benchmark
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	Other	Vendor Benchmark
	Grade 10	Other	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	Other	Vendor Benchmark
	Grade 12	Other	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

Eden Prairie Public School District (0272-01) 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

Eden Prairie Public School District (0272-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

In the 2026-27 school year, we will administer all required subtests on Capti ReadBasix as Step 2 of our 4-12 screening.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Eden Prairie Public School District (0272-01) 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	557	374	550	411	556	459
1st	560	399	558	448	564	481
2nd	635	449	636	464	637	478
3rd	657	467	652	450	653	465

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 Eden Prairie Public School District (0272-01) 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.

Eden Prairie Public School District (0272-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Demonstrated persistent foundational reading difficulties across multiple screening windows and participated in ongoing instructional problem-solving (MTSS or individualized support plans), with difficulties persisting despite targeted instruction.

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	556	8
1st	564	13
2nd	637	20
3rd	653	13

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

Eden Prairie Public School District (0272-01) 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 Eden Prairie Public School District (0272-01) 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	709	692	49	0	16	0
5th	695	672	49	0	18	0
6th	737	712	37	0	9	0
7th	725	700	20	0	3	0
8th	732	700	18	0	1	0
9th	794	152	37	0	2	0
10th	872	195	15	0	1	0
11th	846	14	8	CTSTR	CTSTR	0
12th	860	60	8	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.

Eden Prairie Public School District (0272-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Our district uses a comprehensive, data-driven process to ensure that evidence-based instruction and interventions are closely matched to each student's literacy needs. Universal screening is conducted three times per year using FastBridge in grades K-8 to identify students at risk for not meeting end-of-year benchmarks and flag potential Tier 1 concerns to be addressed at the classroom level. At each of these grade levels, teachers engage in a structured Data to Action process to analyze screening results and first determine if they have a classwide instructional need.

Teachers follow our Data to Action process to use a targeted, evidence-based strategy from PRESS to address any classwide needs at the Tier 1 level. Additionally, Small Group Set instruction is already a core part of Tier 1 literacy instruction through Collaborative Literacy for all students in grades K-2, allowing for ongoing differentiated literacy support for students. In grades 3-5, Tier 1 Being a Reader instruction is differentiated through Small Group Reading and Book Clubs.

Additionally, these universal screening assessments are used to determine instructional matches aligned to student needs. These decisions are supported by grade-specific instructional match guidance in our Data to Action process, ensuring consistency and clarity across sites. In most instances, our Data to Action process guides our teachers to administer a diagnostic assessment to any student at risk to pinpoint specific skill gaps and inform targeted instruction.

At all sites, classwide instructional needs are reviewed to adjust Tier 1 instruction, and site-wide data is examined to ensure that students with the most intensive needs are matched with the most comprehensive reading support available.

Progress monitoring, also through FastBridge, is conducted regularly to assess the effectiveness of classwide and individual instructional matches and adjust instruction as needed. Teachers collaborate in PLC teams and meet with their site instructional coordinator to interpret data, refine strategies, and ensure strong implementation.

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

In our comprehensive literacy approach, teachers make thoughtful, responsive decisions to support each child's literacy development. Core Tier 1 instruction is grounded in state standards and reflects our EPS Language Arts Instructional Vision, which emphasizes the knowledge, skills, and habits of mind of a literate individual. Teachers use ongoing formative data to intensify, scaffold, or modify instruction within Tier 1 to meet the needs of all learners. Across all levels, multilingual and special education teachers collaborate with classroom teachers to ensure inclusive access and appropriate support.

Fidelity of Tier 1 instruction is monitored through classroom visits, observations, teacher reflections, and collaborative work in PLCs, supported by site-based instructional coordinators and site leadership. These processes provide feedback loops that strengthen implementation and help ensure alignment with evidence-based practices.

Differentiation within Tier 1 is intentionally designed across the system. In elementary classrooms, Core Tier 1 instruction through Collaborative Literacy's Being a Reader includes differentiated Small Group Set work, Small Group Reading, or Book Clubs for each student, individual conferring during Individualized Daily Reading (IDR), and writing conferences, allowing teachers to tailor support based on student needs while maintaining access to grade-level content. Instructional routines also emphasize academic discussion, collaborative learning structures, and strategies that reduce barriers to learning grade-level content. At our secondary levels, co-teaching models provide built-in differentiation and support for a diverse range of learners. Additionally, providing students with choice for their English classes provides additional opportunities for Tier 1 differentiation.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Our teaching staff are trained and receive coaching in the use of our problem-solving framework. If a student begins experiencing an instructional gap as indicated through the district system of assessments, a decision-making flowchart supports teachers in identifying the category of need and the appropriate instructional match. This process is central to our Data to Action process and reflects our commitment to timely and effective intervention with the overarching goal of ensuring every student attains grade-level proficiency.

As part of this process, teams first examine whether a literacy need is individual or systemic. When approximately 20% or more of students within a classroom demonstrate a common literacy need, the initial response is to strengthen Tier 1 instruction through classwide supports and instructional adjustments rather than immediately placing students into intervention. This practice is well established at the elementary level and is a key component of our Data to Action process. During the 2026-27 school year, the district will continue strengthening and expanding this approach at the secondary level to ensure instructional decisions are driven by both student and classroom-level data.

In grades K-8, entrance into supplemental (Tier 2) and intensive (Tier 3) support is based on performance below the 50th percentile on key reading assessments. These include Curriculum-Based Measurement (CBM) Reading, Letter Sounds (LS), and Decodable Words (DW) from FastBridge. At each school, student scores are analyzed and prioritized so that those with the greatest instructional need, typically those performing furthest below benchmark, are

matched with the most comprehensive and supportive intervention resources first, progressing upward through the range of students below the 50th percentile. Data collected from Capti ReadBasix is triangulated with screening and diagnostic assessments to confirm or adjust the instructional match to meet students' needs.

At the high school level, entrance into supplemental reading support, including placement into English 9 or 10 "In 4" courses, is determined using multiple data points, including performance on FastBridge assessments, MCA/MTAS results, and a review of the student's historical academic data from the prior year. These courses provide students with a full school year rather than one semester to complete course requirements, allowing for additional support in meeting grade-level standards. This more comprehensive review supports tailored instructional planning for older students who may have complex or persistent reading needs.

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:

Once placed in Tier 2 or Tier 3, students receive targeted, evidence-based instruction matched to their skill gaps.

Weekly progress monitoring is used to assess the effectiveness of the intervention. Adjustments are made as needed, and students are exited from intervention when they demonstrate consistent grade-level performance, signaling that they no longer require additional support.

Progress monitoring is conducted weekly for students below grade-level benchmarks using a grade-level-specific tool. Beginning in winter of 1st grade, CBMreading from FastBridge is used. Students in Kindergarten and the beginning of 1st grade have their progress monitored using the FastBridge earlyReading assessments for Letter Sounds or Decodable Words. Guidance is given through our Data to Action process to support teachers in determining the appropriate progress monitoring tool.

As part of our Data to Action process, educators are trained to analyze progress monitoring data in relation to both the next benchmarking period and the end-of-year goal to determine any necessary intensifications or modifications to their targeted reading instruction. If a student's progress monitoring trend line is showing the student is not on track to meet the goal within the expected timeframe, this indicates a need to intensify instruction, modify the instructional match, or revisit the level of support provided.

In addition to this analysis of rate of growth, accuracy data within progress monitoring is also closely monitored, particularly for students receiving a phonics instructional match. When students demonstrate high accuracy with grade-level text on the CBMreading progress monitoring assessments, this signals readiness to shift away from a phonics instructional match into fluency work, allowing the student to become increasingly automatic and grow

further towards grade-level benchmarks.

This structured progress monitoring protocol within our Data to Action process is supported through regular collaboration in PLC and site MTSS teams, as well as through coaching and consultation with the district literacy lead and instructional coordinators, ensuring that data-driven decisions are made consistently and effectively across all grade levels.

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

In grades K-8, students are exited from Tier 2 or Tier 3 intervention when they demonstrate consistent, grade-level reading proficiency as measured by progress monitoring assessments aligned to their grade-level benchmarks on FastBridge. Specifically, we look for students to show three consecutive data points at or above benchmark, with high accuracy, indicating the skill has been solidly acquired. These decisions are made collaboratively by intervention staff, classroom teachers, and site leadership to ensure students receive the support they need to maintain success in core instruction. Following exit, students continue to receive progress monitoring monthly to ensure they remain on track and that gains are sustained over time.

At our high school level, exit decisions incorporate a body of evidence, including progress monitoring, classroom performance, FastBridge, and MCA assessments.

Continuous Improvement for Data-Based Decision Making for Action

Eden Prairie Public School District (0272-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We will continue refining our Data to Action process to ensure assessment information is used effectively to inform instruction and support student learning. Building on the professional learning provided through Phase 2 training, educators will receive additional support in interpreting and applying Capti ReadBasix data alongside other district assessment measures. This will strengthen educators' ability to identify student needs, analyze patterns across multiple data sources, and make informed instructional decisions.

We will begin incorporating oral language screening measures in grades K-2 as described in the READ Act. This addition will provide teachers with valuable information about students' language development and help identify classroom-wide trends and needs. Screening results will be used to inform Tier 1 instruction and classwide supports, ensuring that oral language development is intentionally addressed as a foundational component of literacy instruction. Together, these improvements will strengthen our comprehensive assessment system and support earlier, more targeted instructional responses for students.

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 Eden Prairie Public School District (0272-01) 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
	3 times per year	Digital messaging
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 6	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 7	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 8	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 9	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 10	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences

Local Literacy Plan for Eden Prairie Public School District (0272-01)

Grade	Frequency of Notification	Method of Notification
Grade 11	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 12	1 time per year	Digital messaging
	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 Eden Prairie Public School District (0272-01), 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	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: We selected our Tier 1 ELA curricular resource through a comprehensive review process aligned to our district's vision for high-quality language arts instruction. In 2018, an ELA leadership team conducted a curriculum review and identified Collaborative Literacy as the resource that best supported the district's instructional goals and student needs. Following implementation of the READ Act and the release of CAREI resource reviews, the district's READ Act Advisory Committee conducted an internal review of Collaborative Literacy using the state rubric. The committee carefully examined areas identified as minimally aligned and documented evidence within the resource that addressed many of the identified criteria. The committee also considered local implementation data, educator feedback, and student outcomes.

Based on this review, the committee determined that continuing with Collaborative Literacy was the best course of action. To further strengthen alignment with evidence-based literacy practices and state expectations, we upgraded to the newest editions of the resource, including Being a Reader (grades 3-5) and Being a Writer (K-5, 3rd Edition). This decision reflects our commitment to using evidence-based instructional materials while balancing research,

implementation evidence, educator expertise, and student outcomes.

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

We selected Collaborative Literacy as our core ELA resource in 2018 following a comprehensive curriculum review.

Initial implementation included extensive professional learning to support educator understanding of the resource and evidence-based literacy practices.

Since adoption, we have maintained an ongoing implementation cycle focused on continuous improvement. Rather than relying solely on initial training, professional learning is embedded throughout the year to address staff needs, strengthen instructional practices, and proactively prevent curriculum drift. Training is informed by classroom observations, student data, educator feedback, and emerging research.

Implementation is monitored through regular classroom visits and collaboration with school leadership teams. These structures support consistent use of the resource, provide opportunities for coaching and feedback, and help ensure alignment between intended and enacted instruction.

Following the READ Act curriculum review process, the district conducted an internal review and determined that Collaborative Literacy remained the best fit for its instructional vision and student needs. As a result, the district upgraded to the newest editions of Being a Reader (grades 3-5) and Being a Writer (K-5, 3rd Edition) at the start of the 2025-26 school year.

During the 2025-26 school year, the district also implemented the 2020 Minnesota ELA Standards and aligned curriculum resources, instruction, and professional learning to support standards-based teaching and learning. This ongoing process reflects the district's commitment to high-quality implementation, continuous improvement, and strong alignment among instructional materials, standards, and classroom practice.

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 Eden Prairie Public School District (0272-01) 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
Kindergarten PALS	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
PALS	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
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Path to Reading Excellence in School Sites (PRESS)	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
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30

Local Literacy Plan for Eden Prairie Public School District (0272-01)

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
READ 180	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
Reading Corps	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
Other Resources - SIPPS	Tier 2 & 3	Kindergarten	26
	Tier 2 & 3	Grade 1	26
	Tier 2 & 3	Grade 2	26
	Tier 2 & 3	Grade 3	26
	Tier 2 & 3	Grade 4	26
	Tier 2 & 3	Grade 5	26
	Tier 2 & 3	Grade 6	26
	Tier 2 & 3	Grade 7	26
	Tier 2 & 3	Grade 8	26
	Tier 2 & 3	Grade 9	26
	Tier 2 & 3	Grade 10	26
	Tier 2 & 3	Grade 11	26
	Tier 2 & 3	Grade 12	26

Continuous Improvement for Literacy Intervention Resources

Eden Prairie Public School District (0272-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

During the 2026-27 school year, we will implement Reading Plus as a literacy intervention resource for students in grades 3-12, beginning with the district's online school and Area Learning Center (ALC). Reading Plus will be used to provide supplemental Tier 2 and Tier 3 literacy support for students who require additional instruction and practice to strengthen reading proficiency.

The implementation will allow the district to evaluate the effectiveness of Reading Plus in accelerating student growth in key literacy areas, including reading comprehension, vocabulary, fluency, and overall reading achievement. Student performance data and implementation outcomes will be monitored to determine the impact of the resource and inform future decisions regarding expansion.

If the initial implementation demonstrates positive results, the district will explore opportunities to expand the use of Reading Plus to additional secondary settings, including our in-person high school. This phased approach will support thoughtful implementation, ongoing evaluation, and alignment of intervention resources to student needs across grades 3-12.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Eden Prairie Public School District (0272-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$467,233

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

\$467,233

READ Act Literacy Aid

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

Eden Prairie Public School District (0272-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$357,982

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
Cost of substitute teachers to allow teachers to complete literacy professional development	Both
Stipends for teachers completing literacy professional development	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.

Eden Prairie Public School District (0272-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Eden Prairie Public School District (0272-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

04/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

Teachers who are not on track to meet the 80% proficiency level in OL&LA receive individual coaching and support from instructional coordinators or the district literacy lead. In addition, they are provided with email reminders, progress check-ins, and opportunities to revisit key content to strengthen their understanding and application of the material. Individual coaching will be part of an ongoing support plan if we have any educators not complete OL&LA with 80% proficiency.

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:

We collect multiple sources of fidelity data to monitor the implementation of systematic, sequential, explicit, and diagnostic evidence-based literacy instruction across grades K-12. Fidelity data is gathered through classroom visits, instructional walkthroughs, observation cycles, implementation surveys, and professional learning feedback. These data sources provide information about instructional practices, use of curriculum resources, alignment to district expectations, and responsiveness to student learning needs.

Instructional coordinators, site leadership teams, administrators, and QComp observers regularly conduct classroom visits to observe literacy instruction and provide feedback to teachers. Observation data is used to identify strengths,

determine areas for growth, and guide coaching and professional learning efforts. Fidelity monitoring focuses on evidence-based instructional practices, implementation of district curriculum resources, and the use of assessment data to inform instruction.

We also review student outcome data, including universal screening, diagnostic assessments, progress monitoring, classroom assessments, and state assessment results. These data are analyzed alongside fidelity measures to evaluate the effectiveness of instruction and identify areas where additional support may be needed.

Fidelity and student achievement data are reviewed collaboratively through professional learning communities, leadership teams, and district data review processes. Findings are used to inform professional learning priorities, resource alignment, and continuous improvement efforts. By triangulating implementation and student outcome data, the district ensures that literacy instruction remains aligned, effective, and responsive to the needs of all learners. 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:

We support implementation of evidence-based literacy instruction through an ongoing cycle of professional learning, coaching, observation, and data-based continuous improvement. Professional learning is designed to strengthen teachers' ability to provide systematic, sequential, explicit, and diagnostic literacy instruction aligned to student needs, district curriculum resources, and Minnesota academic standards.

Teaching staff are supported through embedded instructional coaching, ongoing collaboration in professional learning communities, and district-led professional learning. Coaches, PLC and Data Leads, and site leadership teams work alongside teachers to analyze student data, reflect on instructional practices, and identify opportunities to strengthen literacy instruction. Professional learning is informed by fidelity data, educator feedback, student outcomes, and implementation needs identified across schools.

Each site has a dedicated instructional coordinator who provides coaching, modeling, co-planning, and feedback to support high-quality literacy instruction. Site administrators and QComp observers also support implementation through regular walkthroughs and observation cycles. At the secondary level, literacy implementation is supported through instructional leadership teams, coaching structures, and collaborative inquiry focused on disciplinary literacy and evidence-based instructional practices.

We utilize multiple sources of fidelity data, including classroom visits, observation tools, implementation surveys, and professional learning feedback. Fidelity data is triangulated with student achievement and screening data to identify strengths, determine areas for improvement, and provide targeted support. Findings from these data sources are used to inform coaching cycles, professional learning priorities, and resource alignment.

This continuous improvement process helps ensure that all K-12 teachers are equipped to deliver evidence-based literacy instruction that is responsive to student needs and aligned with district expectations. By integrating coaching, fidelity monitoring, collaborative problem-solving, and data-informed decision-making, the district promotes consistent implementation of high-quality literacy practices across all schools.

The following changes in instructional practices have impacted students:

We have strengthened literacy instruction through the implementation of systematic, sequential, explicit, and

diagnostic evidence-based practices across grades K-5. These instructional shifts have been supported through professional learning, coaching, collaborative data analysis, and the use of high-quality curricular resources aligned to the science of reading and the Minnesota ELA Standards. These practices will strengthen in grades 6-12 with Phase 2 professional learning next school year.

Student outcome data demonstrates a positive impact from these efforts. FastBridge data shows that 57% of students who began the year below grade-level expectations achieved aggressive growth, indicating that targeted instruction and intervention are accelerating learning for many students most at risk of reading difficulties. Ongoing progress monitoring and diagnostic assessment data also show that students are making gains in foundational literacy skills and reading achievement.

The district's Data-to-Action process has been a key component of this success. Teachers and collaborative teams regularly analyze screening, diagnostic, and progress-monitoring data to identify student needs, adjust instruction, and provide targeted support at the elementary level. This process helps ensure that instruction is responsive and aligned to student learning needs while maintaining a strong focus on grade-level expectations.

In addition to student achievement data, classroom observations and implementation reviews indicate increased use of explicit instructional routines, systematic skill progression, and data-informed decision-making. As a result, students are receiving more targeted instruction, earlier identification of needs, and more timely intervention.

We will continue to monitor implementation and student outcomes to refine practices and ensure that all students have access to high-quality literacy instruction that supports long-term academic success.

Eden Prairie Public School District (0272-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We have embedded culturally responsive practices as a core component of our broader instructional system, aligned to the district mission and core values. This work is not limited to professional development but is integrated across curriculum selection, instructional coaching, leadership practices, and ongoing continuous improvement processes. A central component of this work is the districtwide use of the Tools of Cultural Proficiency, which support staff in reflecting on beliefs, biases, and instructional practices. These tools are used across professional learning, coaching conversations, and leadership development to ensure a consistent lens for examining equity in teaching and learning. Educators engage with the Continuum of Cultural Proficiency to reflect on practices that support or hinder access, engagement, and success for all students.

Culturally responsive literacy practices are embedded into all district professional learning and coaching structures rather than delivered as isolated training. Teachers engage in applied learning connected to their curriculum, student data, and daily instructional decisions. Coaching and professional learning communities support educators in translating culturally responsive principles into instructional moves that strengthen belonging, engagement, and access to grade-level literacy learning.

Local Literacy Plan for Eden Prairie Public School District (0272-01)

At the elementary level, the district has intentionally selected Collaborative Literacy as a core resource in part due to its alignment with culturally responsive instructional practices, including opportunities for student discourse, structured collaboration, identity-safe classroom routines, and representation in texts. Materials are designed to support students in seeing themselves and others reflected in the curriculum while engaging in rigorous literacy instruction.

At the secondary level, culturally responsive practices are reinforced through continued work on equitable grading practices, instructional expectations, and disciplinary literacy approaches that support access for all learners.

Across K-12, ongoing coaching, leadership walkthroughs, and collaborative data conversations strive to ensure that culturally responsive practices are consistently implemented, monitored, and refined as part of the district's overall instructional framework rather than treated as a standalone initiative.

Eden Prairie Public School District (0272-01) 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):

We will continue to provide literacy-focused professional learning to strengthen instructional practices and support implementation of evidence-based literacy instruction. Secondary educators will participate in Phase 2 professional development through OL&LA, deepening their understanding of structured literacy principles and instructional practices that support reading development, language comprehension, and literacy achievement across content areas.

In addition, secondary ELA Professional Learning Communities (PLCs) will engage in ongoing collaborative work to refine implementation of the 2020 Minnesota ELA Standards. This work will connect directly to learning from OL&LA and support educators in strengthening instruction aligned to the Reading, Writing, and Exchanging Ideas strands of the standards.

We will also provide training on administering the FastBridge Oral Repetition subtest. This training will support educators in interpreting assessment results and using data to inform instructional planning and targeted supports. Together, these professional learning opportunities will strengthen educators' capacity to provide high-quality literacy instruction and improve outcomes for all learners.

Continuous Improvement for Professional Development Plan

Eden Prairie Public School District (0272-01) will make the following changes to the professional development plan for the 2026-27 school year:

We will continue implementation of Phase 2 OL&LA professional development during the 2026-27 school year to deepen educators' understanding and application of evidence-based literacy practices. To strengthen internal capacity and provide ongoing support for implementation, instructional coordinators are participating in training to become local

certified facilitators for OL&LA Secondary. This will enable the district to provide sustained, job-embedded professional learning aligned to district literacy priorities.

We will also provide ongoing literacy-focused professional learning for newly hired staff. During onboarding and throughout the school year, new educators will be introduced to the district's ELA instructional vision, curriculum resources, assessment system, and Data-to-Action processes. These learning opportunities will help build a shared understanding of district expectations and support consistent implementation of high-quality literacy instruction across schools and grade levels.

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)	58	57	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	221	86	10	125
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	30	28	0	2
K-3 Classroom teachers	119	117	2	0
K-12 Teachers holding English as a second language licenses	63	46	1	16
K-12 Reading Intervention Teachers	21	21	0	0
K-12 Special Education educators responsible for foundational reading instruction	90	70	20	0
Pre-K through grade five Curriculum Directors	2	1	1	0

Local Literacy Plan for Eden Prairie Public School District (0272-01)

Employees who select literacy instructional materials for grades pre-K through grade five	20	17	3	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	104	58	46	0
Teachers who provide reading instruction to students in dual language immersion programs	45	44	1	0
Teachers who provide reading instruction to students in a state-approved alternative program	3	1	0	2
Employees who select literacy instructional materials for grades 6-12	10	2	8	0
Grades 6-12 Curriculum Directors	1	0	1	0
Grades 6-12 instructional support staff who provide reading support	65	41	12	12

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).

127

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.

Eden Prairie Public School District (0272-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Eden Prairie Public School District (0272-01) has participated in MDE MnMTSS professional learning:

No

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

Eden Prairie Public School District (0272-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We will continue strengthening our Multi-Tiered System of Supports (MTSS) during the 2026-27 school year through enhanced screening, data use, and instructional decision-making processes. At the secondary level, we will expand literacy screening and data collection practices to improve identification of student needs and support timely instructional responses.

We will also incorporate oral language screening in grades K-2 to provide additional information about students' language development and inform classwide supports. This enhancement will strengthen early identification efforts and support the foundational language skills necessary for literacy success.

To improve coherence across grade spans, we will intentionally expand our elementary data-to-action process to the secondary level. This work will support consistent use of assessment data, collaborative problem-solving, and instructional planning across the K-12 system.

Additionally, we will continue refining elementary literacy curriculum resources and instructional matches, with a particular focus on small-group reading instruction and book clubs in grades 3-5. These refinements will strengthen alignment, improve instructional coherence, and ensure resources effectively support students' literacy development within the MTSS framework.

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.

Eden Prairie Public School District (0272-01) does include a DLI Program

The following table displays Eden Prairie Public School District (0272-01)'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	Eagle Heights Spanish Immersion	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100

The following table displays the literacy screening tools used in Eden Prairie Public School District (0272-01)'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 earlyReading Spanish K-1, CBMr Spanish 1-3
	Grade 1	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge earlyReading Spanish K-1, CBMr Spanish 1-3
	Grade 2	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge earlyReading Spanish K-1, CBMr Spanish 1-3
	Grade 3	FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	FastBridge earlyReading Spanish K-1, CBMr Spanish 1-3

Local Literacy Plan for Eden Prairie Public School District (0272-01)

English	Grade 4	Capti ReadBasix	N/A
	Grade 5	Capti ReadBasix	N/A

The following table displays the number of students in Eden Prairie Public School District (0272-01)'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	135	135	124
1st	146	145	139
2nd	123	123	107
3rd	130	129	91

The following table displays the number of students in Eden Prairie Public School District (0272-01)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	112	112	10	0
5th	110	110	24	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