SCHOOL DISTRICT 197
West St. Paul-Mendota Heights-Eagan Area

Curriculum Review Update
Foundational Curriculum

May 19, 2025
School Board Meeting

Presented By:

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment

Katie Quinlan, Elementary Curriculum and Gifted and Talented Coordinator

Evidence Based Curriculum



Read Act: Every Student Reads at or above grade level by Grade 3.



Read Act Curricular Review

Comprehensive Programs Status by Domain Using >80% Criteria for "Meets"

Center for Applied Research and Educational Improvement
University of Minnesota
Driven to Discover®

Comprehensive Program	Global	Global Red Flags	Phomemic Awareness PA	PA Red Flags	Phonics/ Morphology PM	PM Red Flags	Fluency	Fluency Red Flags	Comp	Comp Red Flags	Vocab	Vocab Red Flags	Writing	Writing Red Flags	Assessment	Assessment Red Flags
EL Education Open Up	🟡		🟡		🟡		🟡		🟢		🟡		🟢		🟢	
*Wit and Wisdom	🟡		N/A	N/A	N/A	N/A	N/A	N/A	🟢		🟢		🟡		🟢	
CKLA	🟡		🟢		🟢		🔴	✕	🔴	✕	🔴		🟢		🟢—	✕
ARC	🔴	✕	🔴	✕	🔴	✕	🔴	✕	🔴		🔴	✕	🔴	✕	🔴	✕
Benchmark	🟡		🔴		🔴	✕	🔴		🟡—	✕	🟢		🟢		🟢	
Collaborative	🟢—	✕	🔴		🔴	✕	🟢		🟡—	✕	🟢		🟢		🟢	
Imagine EL	🟡		🟡		🟡—	✕	🔴		🟢—	✕	🟡		🟢		🟢	
myView	🔴	✕	🟡—	✕	🔴	✕	🟡		🔴	✕	🟢		🔴	✕	🟡	✕
Open Court	🔴	✕	🔴		🔴	✕	🔴		🟡—	✕	🟢		🟢		🟢	
Superkids	🔴	✕	🟢		🟡—	✕	🔴		🔴	✕	🟡—	✕	🟡—	✕	🟢	
Into Reading	🟡		🔴	✕	🔴	✕	🟡		🔴	✕	🟡		🟢—	✕	🟢—	✕
Wonders	🟡		🔴	✕	🟡—	✕	🟡		🔴	✕	🟢		🟢		🟢	

🟢 Meets 🟡 Partially Meets 🔴 Does not Meet ✕ Red Flags — cancels domain with red flags

80%-100% Meets, 60%-79% Partially Meets, below 60% Does Not Meet

Read Act Curricular Review

Foundational Programs Status by Domain Using >80% Criteria for "Meets"

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Foundational Programs	Global	Global Red Flags	Phonemic Awareness	PA Red Flags	Phonics/ Morphology	PM Red Flags	Fluency	Fluency Red Flags	Assessment	Assessment Red Flags
Functional Phonics	🟡		🟢		🟢		🟢		🟢	
Magnetic Reading	🟢		🟢		🟢		🟢		🟢	
UFLI	🟢		🟢		🟢		🔴		🟡	
Heggerty Bridge to Reading	🟡	✕	🟡		🟢	✕	N/A	N/A	🟡	
Really Great Reading	🟢		🟡		🔴	✕	🔴	✕	🔴	
Ready4Reading	🔴	✕	🟡		🟡		🔴		🟢	
95Core	🔴	✕	🟢		🟢		🟢		🔴	
Groves	🔴	✕	🟡		🟢		🔴		🔴	
MN Bridge to Read	🔴	✕	🔴	✕	🔴	✕	🟡		🔴	
Fundations	🔴	✕	N/A		—	✕	N/A		🟢	

🟢 Meets 🟡 Partially Meets 🔴 Does not Meet ✕ Red Flags — cancels domain with red flags

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Foundational Review Team

Review team was comprised of:

- Kindergarten (10), 1st (9) and 2nd (4) grade teachers
- Instructional coaches
- EL and SPED teacher

Review Team

- Met April 2024- Decided to explore all three approved curriculums
- Met August 2024- Implementation training
- Met in the afternoon on CARIEALL training days to discuss instruction, reflect on curriculum and collaboratively plan.
- Met January 2025- final reflection meeting

Foundational Review Process Summary

The Foundational Review Team;

- Reviewed READ Act curriculum review rubrics and approved curriculum materials.
- Conducted grade level evaluations of current literacy schedules and instruction routines.
- Adjusted Being a Reader curriculum to accommodate for Foundational Skills.
- Participated in ongoing training.
- Completed multiple implementation surveys.
- Reviewed FAST Fall and Winter screening data.
- Observed Foundational curriculum in other classrooms.
- Worked collaboratively to provide implementation feedback.

Survey Data

Foundational curriculum implementation survey



Section 1 of 7

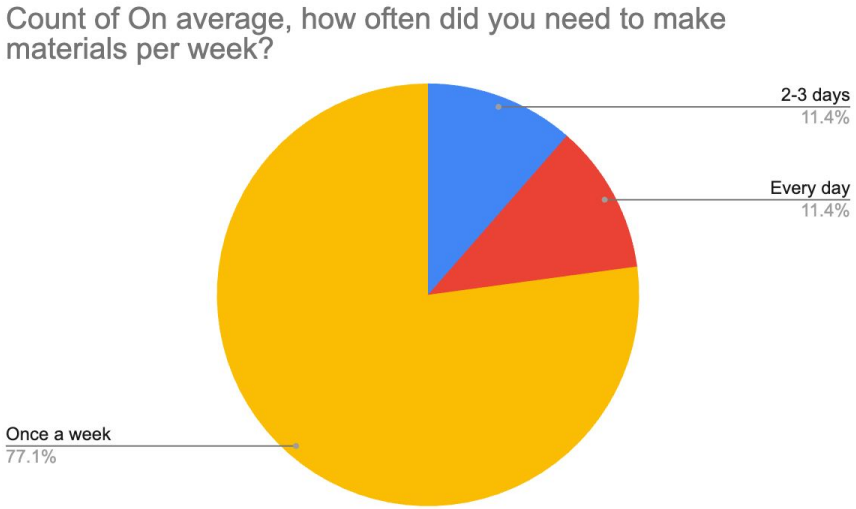
Implementation Rubric

Use this rubric to provide feedback on the foundational curriculum you piloted this year. We will use this information to select a curriculum to implement during the 25-25 school year.

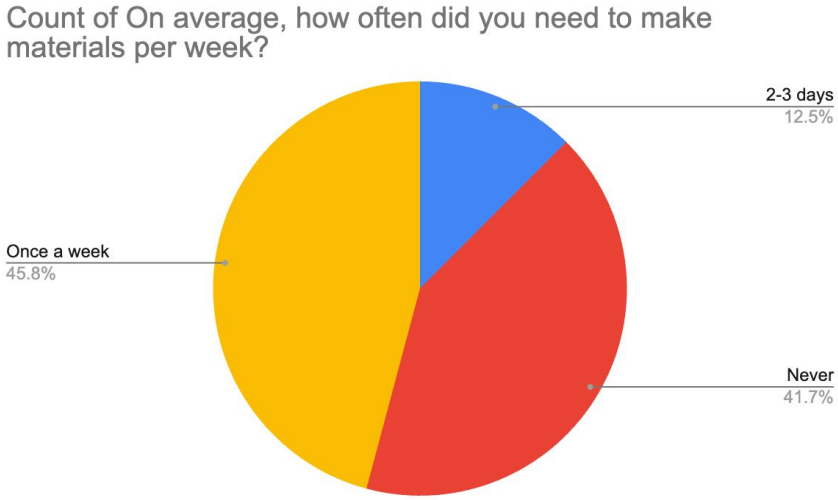
Survey Data

On average, how often did you need to make materials per week?

UFLI



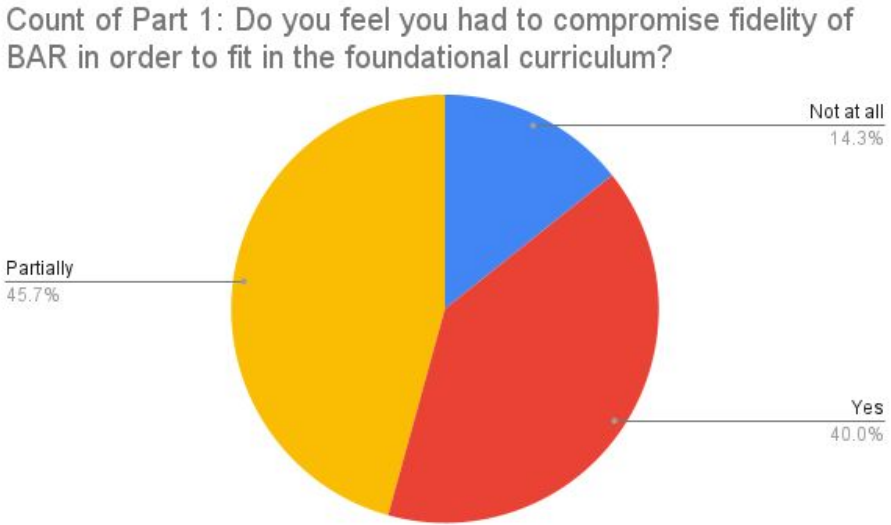
Magnetic



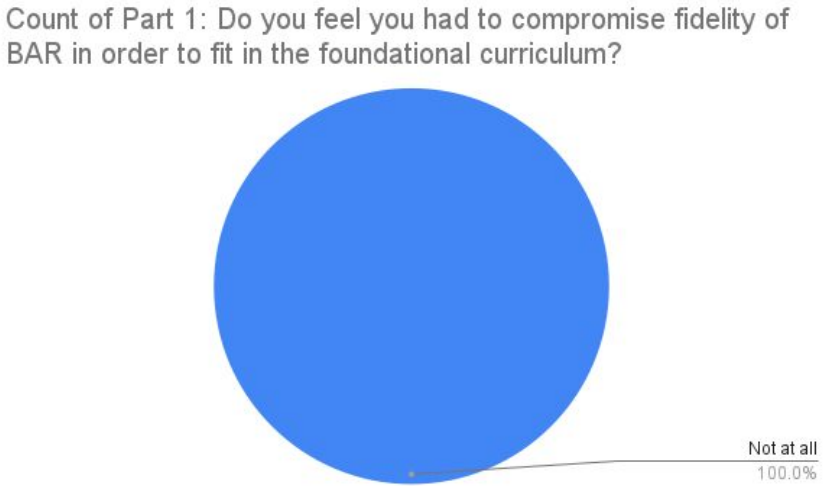
Survey Data

Part 1: Do you feel you had to compromise fidelity of BAR in order to fit in the foundational curriculum?

UFLI



Magnetic



Survey Data

Comments on teaching lessons as prescribed

Magnetic:

This feedback indicates that most teachers are generally teaching the curriculum "as prescribed," meaning they are following the lesson plans and structure provided. However, **several teachers mention needing to break the lessons apart,** typically due to scheduling constraints or the length of the lessons.

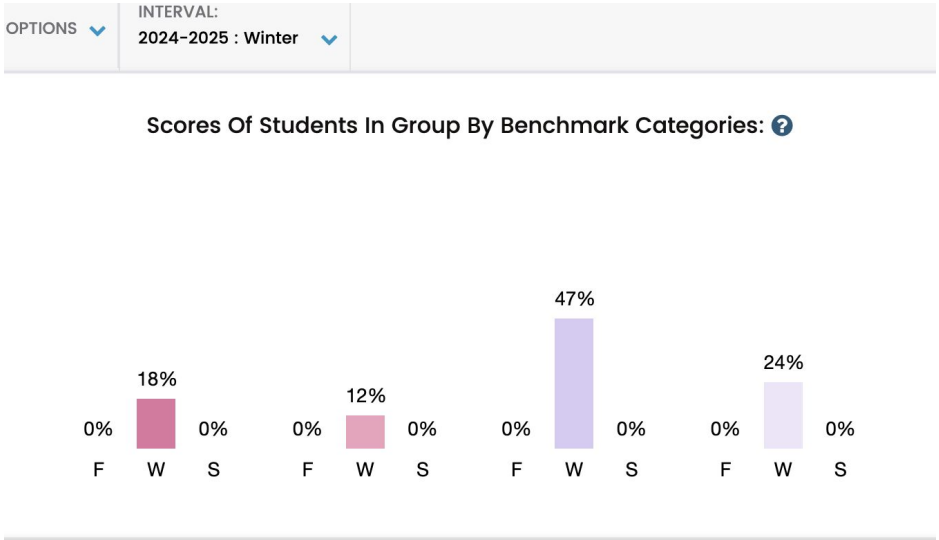
UFLI:

In essence, teachers are adapting their existing reading programs to accommodate UFLI, primarily by streamlining or **reducing less critical components** of their previous instruction, particularly BAR, to make room for the new phonics focus.

Assessment Data - Growth

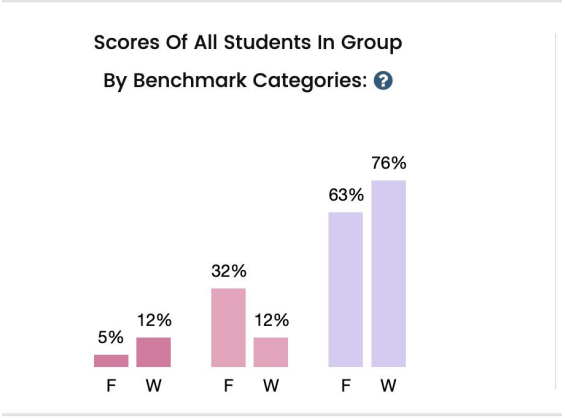
	% of students in some and high risk making typical or aggressive growth aReading fall to winter	
	Classrooms participating in Product Exploration	Classrooms NOT participating in Product Exploration
Grade 1	80%	75%
Grade 2	80%	70%

Fall to Winter Screening Results

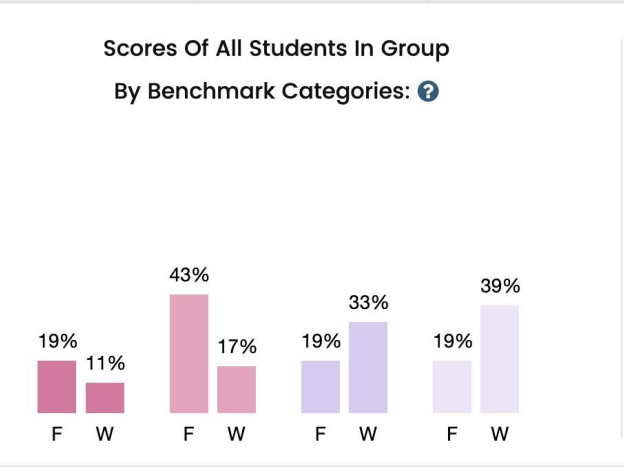


SOM KG aReading data Magnetic

SOM KG Early Reading screening UFLI



Fall to Winter Screening Results



Pilot Knob 1st grade aReading screening. Magnetic

A Focus on Foundational Literacy

Reading is fundamental to success, and at School District 197, we're committed to ensuring all students become strong readers. To support this goal, and in response to the 2023 Minnesota READ Act, we've added three professional development days to this year's academic calendar. These dedicated days allow our teachers to receive training in research-based literacy practices to enhance our already strong foundation and benefit students across all grade levels.

What the READ Act Is

The READ Act aims to ensure all students read at or above grade level, starting in kindergarten. It emphasizes the science of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. School District 197 began implementing some of these research-based strategies in 2020 and will work to implement our new learning from our science of reading training. We remain committed to literacy development at all levels, including dedicated reading and writing periods for grades 5-6 and future training for staff in grades 5-12.

Read, Read, Read

At Pilot Knob STEM Magnet School, they are already seeing the impact. First-grade teacher Jennifer Marcotte shared how the new approach to reading is making a difference:

"Every day, my students receive direct, intentional phonics instruction that is explicit and systematic. Through whole group lessons, small group work, and independent practice, they are building essential reading and writing skills. I use weekly assessments to track progress and provide extra support where needed. I believe that adding this direct phonics instruction to our reading curriculum has increased my student's reading and writing abilities this year. I am so proud of the confident readers and writers they are becoming!"

A Team Effort: Teachers, Families, and Literacy

We are incredibly proud of the hard work and dedication of our teachers in this work. "Their commitment to learning and implementing these new strategies is exceptional," shared Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment. "They are excited to put their training into practice and see the positive impact it will have on their students."

Families also play a key role in literacy development. **Marcotte encourages parents to make reading part of their daily routine:**

"Reading instruction starts at home. I get asked all the time by my classroom parents, 'What can I do to help my child with reading?' My simple answer—read to them! Expose them to as many types of rich literature as possible. Go to the library. Sit down with your child and read together, and ask them questions about what they are reading. Reading to your child is one of the greatest gifts you can give them."

Looking Ahead

We're proud of the progress School District 197 has made in literacy. For the past five years, we have consistently ranked #1 or #2 in reading proficiency on Minnesota Comprehensive Assessments (MCAs) among comparison districts. These new curriculum additions and focused professional development will build upon this strong foundation, creating even more opportunities for our students to thrive. This is a long-term investment in our students' success, and together, we will see a positive impact for years to come.







Why we chose Magnetic Reading



- The prep time required was less with Magnetic.
- We believe that Magnetic can be implemented with less variability from classroom to classroom
- Magnetic offers flexible scheduling options to create a comprehensive curriculum with Being a Reader
- While the cost of UFLI is perceived to be less, it comes with higher costs in printing, laminating, and teacher-determined materials (cookie sheets, letter tiles, etc.)

Next Steps

- Full curriculum implementation 25-26 academic year.
- Provide summer training opportunities to K-2 teachers.
- Revise Being a Reader/ Being a Writer scope & sequence.
- Provide ongoing training opportunities throughout the year to address use of assessment and differentiation options.

