

Minnesota READ Act Literacy Plan

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

For

Rosemount-Apple Valley-Eagan (0196-01)

Date Submitted to the State 06/13/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rosemount-Apple Valley-Eagan (0196-01). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Rosemount-Apple Valley-Eagan (0196-01)'s literacy goal(s) for the 2025-26 school year:

District 196 is committed to educating, developing, and inspiring our students for lifelong success. We believe that literacy is the cornerstone of education and a fundamental right for all students. We are dedicated to fostering high-quality literacy-rich environments across all of our schools and programs, Early Childhood through Grade 12+.

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

In the 2025-2026 school year, the district continued to strengthen READ Act-aligned literacy implementation by moving from initial training and curriculum adoption into deeper implementation, coherence, and data-use practices. Building on Phase 1, we supported educators in applying structured literacy practices within core instruction, intervention, and PLC/data-based decision-making. Our Phase 2 educators engaged in STRIVE LITERACY to continue to build educator knowledge and capacity in evidence-based reading instruction, deepen implementation of structured literacy practices, and support consistent, research-aligned instruction across grade levels and content areas.

At the elementary level, we continued implementation of state-approved core literacy curricula while refining guidance for pacing, lesson internalization, standards alignment, and instructional routines. The district also strengthened support for foundational skills instruction, morphology, writing, and curriculum-based assessment practices to ensure more consistent implementation across schools.

At the secondary level we aligned ELA instruction to the 2020 state standards. Simultaneously we embedded evidence-based protocols for teaching multisyllabic vocabulary across all content areas.

The district further developed its universal screening and dyslexia screening processes in alignment with READ Act requirements, MnMTSS practices, and guidance from MDE and COMPASS. This included continued refinement of screening decision rules, data review processes, family notification practices, and guidance for identifying students with persistent foundational reading difficulties and characteristics of dyslexia.

The following describes how Rosemount-Apple Valley-Eagan (0196-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The difference between current performance and the READ Act goal is that the district has not yet met consistent reading proficiency. The district continues to support buildings in evidence-based tier I instruction to help close that gap. Current data suggest a continued need to strengthen Tier 1 instruction, improve consistency of structured literacy implementation, use screening and diagnostic data more effectively, and align intervention supports so that more students make sufficient growth toward grade-level reading outcomes.

Rosemount-Apple Valley-Eagan (0196-01)'s literacy goal(s) for the 2026-27 school year:

The percentage of grade K-10 students who meet the spring benchmark ("on track" or "low risk") on the FastBridge eReading (K-1) and aReading (2-10) will increase from 63.46% in 2025-26 to 66.46% in 2026-27.

The Local Literacy Lead, Kathleen Boland, for Rosemount-Apple Valley-Eagan (0196-01) 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 engages with district and school leadership teams to support coherent, READ Act-aligned literacy implementation across the system.

At the district level, the Literacy Lead collaborates with curriculum and instruction leaders, assessment/data leaders, intervention staff, and district administrators to align literacy priorities, professional learning, curriculum implementation, assessment practices, screening, dyslexia identification processes, progress monitoring, and intervention guidance.

At the school level, the Literacy Lead works with principals, literacy coaches, interventionists, special education representatives, and teacher leaders to support implementation within each building's context. This includes reviewing literacy data, identifying instructional trends, supporting PLC and data meeting structures, clarifying curriculum and assessment expectations, and connecting literacy work to school improvement goals.

Through these structures, the District Literacy Lead serves as a bridge between district planning and school implementation, helping ensure that literacy instruction, assessment, intervention, and professional learning are aligned and focused on improving 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)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Rosemount-Apple Valley-Eagan (0196-01) Local Literacy Plan is posted on the district website at <https://www.district196.org/academics/elementary>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Rosemount-Apple Valley-Eagan (0196-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Rosemount-Apple Valley-Eagan (0196-01) 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 district set benchmark-Vendor Composites using district set benchmark	N/A
	Grade 1	Vendor Composites using district set benchmark-Vendor Composites using district set benchmark	N/A
	Grade 2	Vendor Composites using district set benchmark-Vendor Composites using district set benchmark	N/A
	Grade 3	Vendor Composites using district set benchmark-Vendor Composites using district set benchmark	N/A

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

Rosemount-Apple Valley-Eagan (0196-01) will be utilizing the following screening tool(s) in 2026-27:

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

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Addition of the required oral language screening tool.

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 Rosemount-Apple Valley-Eagan (0196-01) 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 aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

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- Sentence Processing
- Reading Comprehension

Rosemount-Apple Valley-Eagan (0196-01) 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

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We have yet to determine the best screening tool to identify and support our eleventh and twelfth grade students. Given that FastBridge is not normed for those students, we will be piloting STAR as a screening tool with two high schools in the 2026-2027. Assuming the data is viable and accurate that pilot will expand the following school year to all our secondary buildings.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rosemount-Apple Valley-Eagan (0196-01) 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	1772	1133	1799	731	1785	1026
1st	1926	1067	1898	1000	1891	990
2nd	1922	1157	1903	1175	1901	1228
3rd	1999	1059	1997	1130	1989	1132

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 Rosemount-Apple Valley-Eagan (0196-01) 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.

Rosemount-Apple Valley-Eagan (0196-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Criteria: Tier 1 + intervention access. High Risk + Flat Growth (Fall-Spring) in 1 of 3: earlyReading (Letters/Sounds/Seg; <15th%ile) earlyReading (Word Seg/Nonsense) aReading + Nonsense (Flat growth on both)

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	1837	52
1st	1949	24
2nd	1964	30
3rd	2053	23

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

Rosemount-Apple Valley-Eagan (0196-01) 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 Rosemount-Apple Valley-Eagan (0196-01) 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	2229	2229	2229	490	154	0
5th	2123	2123	2123	297	95	0
6th	2280	2280	2280	409	116	0
7th	2251	2251	2251	520	116	0
8th	2243	2243	2243	493	493	0
9th	2280	2280	2280	47	224	0
10th	2304	2340	2304	21	160	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Rosemount-Apple Valley-Eagan (0196-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All students receive evidence-based Tier 1 instruction aligned to grade-level state standards. FastBridge Screening data is used to help identify students who need differentiation within Tier 1, as well as those who require additional support through intervention.

At the elementary level, students flagged as high risk were given CORE Phonics Surveys and additional diagnostic tools to identify primary literacy needs. Those students were then placed in homogeneous groups to receive a supplemental intervention during building-wide WIN. Staff met a minimum of three times a year to review student progress and adjust groupings.

During the 2025-2026 school year, several buildings provided intervention to some students based on a variety of data points. Staff collaborated with building and district leaders to create a consistent selection process. Through that process, we began identifying students to be placed in a literacy intervention as required in the 2026-2027 school year. This process included identifying high-risk students, then grouping via Capti ReadBasix primary intervention need.

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

Through the MnMTSS process, evidence-based practices have been identified to strengthen and monitor Tier 1 instruction. At the elementary level, Instructional coaches support schools with the implementation of core curriculum, using established walkthrough indicators to guide and reinforce effective practices. Ongoing coaching and professional development will continue into the 2026-2027 school year to ensure consistent and high-quality implementation of standards and curriculum across all buildings.

At the secondary level, the work of implementing state standards and evidence-based instructional strategies was primarily done through building representatives and PLCs. Staff met weekly to review assessed standards, formative data, and to adjust instruction accordingly. Implementation was further supported with walkthrough data, site-based instructional leadership teams, and MnMTSS coaches.

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

At the elementary level students who are identified as Some risk or High-risk on the FastBridge screener are then given a diagnostic assessment. The diagnostic assessment is used to confirm the need for intervention. Teachers use district provided Data Days to collaborate and group students by skill for the WIN cycle. Progress monitoring and screening data are used to help identify when students are ready to exit their intervention. Intervention at the secondary level was in the exploration stage during the 2025-2026 school year. Several buildings piloted intervention curriculum to address foundational skill gap areas determined by the Capti Read Basix assessment. Workgroups were convened to work on aligning intervention structures across all middle schools and that work will continue into the 26-27 school year. A workgroup was also convened to choose an aligned evidence based intervention curriculum for foundational skill gaps at the secondary levels.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

In its second year of implementation, District 196 continued to refine the identification, data collection, and analysis of student progress for all elementary students in intervention. In the 2025-2026 school year, we identified a state-approved intervention curriculum with progress monitoring tools to further strengthen our process for intensifying or modifying WIN time.

At the secondary level, District 196 is in its first year of exploration and is focused on aligning identification processes and selecting state-approved intervention materials. In the 2026-2027 school year, we expect to set progress monitoring protocols.

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

Students who show they have met grade level proficiency on our universal screener will be exited from intervention.

Continuous Improvement for Data-Based Decision Making for Action

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

In both elementary and secondary, we will be implementing new evidence-based intervention curricula during the 2026-2027 school year. We expect the consistent use of new materials to shift our guidance for modification, intensification, and exit criteria.

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 Rosemount-Apple Valley-Eagan (0196-01) 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	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 1	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 2	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 3	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 4	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 5	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 6	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 7	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 8	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 9	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.
Grade 10	2 times per year	Other - Digital via ParentSquare, Parent-teacher conferences, mailed letters, and literacy evenings.

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

Continuous Improvement for Parent Notification

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

We strive to improve our community engagement and parent notification to cultivate a true literacy partnership.

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 Rosemount-Apple Valley-Eagan (0196-01), how the resource 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
EL Education Open Up, K-5, 2017 (Highly Aligned)	Knowledge Building	Kindergarten	45
	Knowledge Building	Grade 1	45
	Knowledge Building	Grade 2	45
	Knowledge Building	Grade 3	45
	Knowledge Building	Grade 4	45
	Knowledge Building	Grade 5	45
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	25
	Foundational	Grade 4	25
	Foundational	Grade 5	25

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

At the end of the 2023-2024 school year, curriculum was selected by district leadership based on the program guidance provided as part of the MN READ Act.

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

Both curricular programs were fully implemented during the 2024-2025 school year. Ongoing training, coaching support, and teacher feedback have helped strengthen the standards alignment and implementation of these programs. The district continues to use formative student data, teacher feedback, walkthrough data, and screening results to monitor

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implementation and student progress.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

We are adding Heggerty Bridge to Writing in grades K-2 to help supplement standards coverage and foundation writing skills not covered by our other curricular programs.

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 Rosemount-Apple Valley-Eagan (0196-01) 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
Strategic Adolescent Reading Intervention	Tier 2	Grade 6	50
	Tier 2	Grade 7	50
	Tier 2	Grade 8	50
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
Other Resources - Functional Phonics	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Other Resources - Language Live	Tier 2	Grade 6	2
Other Resources - Phonics for Reading	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - SIPPS	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Other Resources - Word Connections	Tier 2	Grade 4	30
	Tier 2	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

District workgroups were created to align on Evidence-Based Intervention Curriculum,.Secondary will be implementing Read-180 for students in grades 6-12 and Elementary will be implementing SIPPS 5th edition and be working to further strengthen a library of evidence based intervention curriculum.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Rosemount-Apple Valley-Eagan (0196-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$1,423,256

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

\$1,041,009

READ Act Literacy Aid

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

Rosemount-Apple Valley-Eagan (0196-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$1,162,853

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	Literacy Aid Funds
MDE approved READ Act professional development	Literacy Aid Funds
Professional development on evidence-based literacy screening and progress monitoring tools	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.

Rosemount-Apple Valley-Eagan (0196-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Rosemount-Apple Valley-Eagan (0196-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/01/2026

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:

Now that District 196 has completed both Phase I and Phase II structured literacy training for K-12 educators the next several years will focus on supporting new hires, staff returning from leave, and any staff who did not yet complete the required training. Those teachers who have already demonstrated at least 80% mastery of the state-approved training will continue to receive coaching, PD focused on implementing strategies within tier I and a district-wide focus on disciplinary literacy for those teachers not included in READ Act funding.

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:

The 2025-2026 school year focused on bridging the learning from CORE OL/LA with evidence-based instructional practices and aligning curricular resources with the learning. Additionally, the professional development sessions included a focus on deepening understanding of the five pillars of literacy learning and include practical classroom application. Given this was the first year of implementation of that new learning, K-5 administrators and coaches gathered walk through data, staff surveys, and pacing checks to gauge instillation of new curricula and science of reading practices. In year two, we hope to formalize this further.

At the secondary level we will roll out walkthrough look-fors to support the implementation of newly gained knowledge

from Phase II training in the 2026-2027 school year.

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:

During the 2026-2027 school year, the district will continue to focus on elementary curriculum implementation, systemwide data literacy, and interdisciplinary literacy at the secondary level. Implementation was supported through walkthrough tools, module unpacking, grade-level PLCs, coaching, and collaboration with administrators. Teachers provided feedback through listening sessions, teacher leader work groups, and survey data, which helped inform ongoing adjustments to curriculum implementation and instructional support.

The following changes in instructional practices have impacted students:

During the 2025-2026 school year, the district continued to strengthen K-12 literacy instruction through more systematic, sequential, explicit, and diagnostic practices. At the elementary level, this included stronger implementation of core curriculum, structured literacy routines, foundational skills instruction, and use of assessment data. At the secondary level, the district focused on interdisciplinary literacy to help students access complex texts, vocabulary, and content-area learning.

These changes have helped create more consistency across schools and grade levels. Teachers are using more common language, shared materials, and data to identify student needs and plan next steps. Coaches supported this work through module unpacking, PLCs, data conversations, and collaboration with administrators.

Evidence of impact includes teacher feedback from listening sessions, teacher leader work groups, and survey data. Teachers reported more clarity around curriculum expectations and stronger connections between assessment data and instruction. Some sites also used walkthrough tools and look-for documents to monitor implementation and identify support needs.

Student outcomes are reviewed through universal screening, progress monitoring, curriculum assessments, and local data. While results vary across schools and grade levels, students show stronger growth where instruction is implemented consistently, PLCs use data regularly, and coaching support is aligned. Overall, these changes have helped the district respond to student needs more clearly and consistently.

Rosemount-Apple Valley-Eagan (0196-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

During the 2025-2026 school year, the district supported culturally responsive practices through curriculum review, instructional planning, professional learning, and teacher feedback structures. This work focused on helping teachers provide literacy instruction that is rigorous, inclusive, and connected to students' identities, experiences, and communities.

At the elementary level, culturally responsive practices were supported through curriculum implementation work,

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module unpacking, grade-level PLCs, and coaching. Teachers and coaches used curriculum planning, PLCs, and coaching conversations to strengthen access to grade-level literacy learning. This included attention to background knowledge, academic language, discussion opportunities, student engagement, and connections to students' identities, experiences, and communities.

The district also offered multiple professional development options connected to culturally responsive practices during Professional Development Pick Your Path days in December and May. In spring 2026, teacher leaders participated in professional development focused on Indigenous perspectives, along with a land-based professional development experience to deepen understanding of place, history, culture, and community.

Teacher feedback from listening sessions, teacher leader work groups, and survey data helped identify where additional support was needed, including text selection, scaffolding, student engagement, and making curriculum more accessible and meaningful for students.

The district's plan for continued support includes embedding culturally responsive literacy practices into PLCs, coaching conversations, curriculum unpacking, and professional learning. Support will focus on helping teachers use texts thoughtfully, build background knowledge, strengthen vocabulary and discussion routines, and provide scaffolds that support access without lowering expectations.

Overall, the district's work last year focused on building more intentional connections between literacy instruction, student identity, background knowledge, Indigenous perspectives, and access to grade-level learning. Continued support will help teachers strengthen culturally responsive practices through everyday planning, text use, discussion, vocabulary instruction, and scaffolding.

Rosemount-Apple Valley-Eagan (0196-01) 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):

The district will continue to provide literacy-focused professional development through summer sessions, ongoing coaching, PLC support, and targeted elementary and secondary implementation support.

Summer sessions will give teachers opportunities to strengthen literacy instruction aligned to the ELA standards. This includes reading work connected to foundational skills, vocabulary, comprehension, and complex text; writing work connected to written response, evidence use, and writing about reading; and exchanging ideas through academic discussion, oral language routines, and collaborative learning.

Elementary coaches will continue supporting teachers with unpacking curriculum materials, planning instruction,

analyzing student work, and strengthening daily literacy practices. At both elementary and secondary levels, the district will continue refining PLC processes so teams use data, student work, and standards-aligned goals to plan instruction, monitor progress, and respond to student needs.

Additional secondary support will focus on interdisciplinary literacy so students can read, write, discuss, and use academic vocabulary within content-area learning. Overall, professional development will focus on improving practice, increasing consistency, and supporting student growth across reading, writing, and exchanging ideas.

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)	171	171	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	351	305	0	46
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	56	54	1	1
K-3 Classroom teachers	334	334	0	0
K-12 Teachers holding English as a second language licenses	95	93	0	2
K-12 Reading Intervention Teachers	49	46	3	0
K-12 Special Education educators responsible for foundational reading instruction	337	321	1	15
Pre-K through grade five Curriculum Directors	3	3	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	2	2	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	178	177	1	0
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	16	16	0	0
Employees who select literacy instructional materials for grades 6-12	4	4	0	0
Grades 6-12 Curriculum Directors	4	4	0	0
Grades 6-12 instructional support staff who provide reading support	187	155	0	32

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).

546

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.

Rosemount-Apple Valley-Eagan (0196-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Rosemount-Apple Valley-Eagan (0196-01) has participated in MDE MnMTSS professional learning:

Yes

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

Rosemount-Apple Valley-Eagan (0196-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Our district will continue to strengthen and refine our MnMTSS framework by building greater coherence across instructional, intervention, and decision-making structures. This work will include continued exploration and development of Tier 3 structures, ongoing refinement of Tier 2 practices, and sustained implementation support for PLCs, SILTs, and linked teams. Through this continued work, we will focus on improving the consistency, clarity, and usability of our systems so that educators are better supported in using data, aligning instruction and intervention, and responding effectively to student needs across schools.

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.

Rosemount-Apple Valley-Eagan (0196-01) does not include a DLI Program