Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Eden Valley-Watkins School District (0463-01)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Eden Valley-Watkins School District (0463-01). This plan is a requirement of the Minnesota READ Act, <a href="https://www.revisor.mn.gov/statutes/cite/120B.12" target="_blank">Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2024).

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1. Read Act Goals

District or Charter School Literacy Goals

Eden Valley-Watkins School District (0463-01)'s literacy goal(s) for the 2024-25 school year:
The percentage of all students enrolled in grade 3 by October 1 at EVW who are proficient on Minnesota reading accountability tests (MCA, MTAS) will increase from 47.2% in 2024 to 55% in 2025.

The following was implemented or changed to make progress towards the goal(s):
EVW trained all PreK teachers in Early Childhood LETRS. Kindergarten through 6th grade classroom teachers, ML teachers, and K-12 Special Education teachers are in the middle of OL&LA training, which will be completed in January 2026.

The following describes how Eden Valley-Watkins School District (0463-01)'s current student performance differs from the literacy goal detailed in the READ Act:
We did not meet our goal of 55% proficiency on third grade MCA scores in 2025-2026, because our third graders showed only 35.7% proficiency. However, our third grade aReading scores increased from 54% in spring of 2024 to 59% in spring of 2025.

Eden Valley-Watkins School District (0463-01)'s literacy goal(s) for the 2025-26 school year:
The percentage of all students enrolled in grades 2-8 at EVW who are proficient on the FastBridge aReading screening assessment will increase from 60% in 2025 to 65% in 2026.   The percentage of all students enrolled in kindergarten and first grade at EVW who are proficient on the FastBridge earlyReading screening assessment will increase from 55% in 2025 to 60% in 2026.

Eden Valley-Watkins School District (0463-01)'s Local Literacy Plan is posted on the district website at:
https://www.evw.k12.mn.us/Page/463

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.

The table below details the screening tool used by Eden Valley-Watkins School District (0463-01) 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

Continuous Improvement for Screening Tools Used in Grades K-3

Eden Valley-Watkins School District (0463-01) will be utilizing the following screening tool(s) in 2025-26:

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

Eden Valley-Watkins School District (0463-01) will make the following changes to screening tools orcriteria in grades K-3 in the 2025-26 school year:

In 2024-2025 we screened all second and third graders in nonsense words. In 2025-2026 we will use a gated process. We will only screen second and third graders in nonsense words who score below the benchmark on CBMReading.

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Eden Valley-Watkins School District (0463-01) 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	54	30	56	34	57	34
Grade 1	68	42	68	43	69	35
Grade 2	48	22	48	29	48	25
Grade 3	70	32	70	34	71	35

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Eden Valley-Watkins School District (0463-01) 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 Valley-Watkins School District (0463-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	57	9
Grade 1	69	11
Grade 2	48	5
Grade 3	71	9

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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Eden Valley-Watkins School District (0463-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

In second and third grade we will use a gated process for assessing kids in Nonsense Words instead of assessing everyone.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Eden Valley-Watkins School District (0463-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Eden Valley-Watkins School District (0463-01) to determine which students in grades 4-12 are not reading at grade level:

All students in grades 4-6 will be administered the aReading and AUTO reading Fastbridge screener assessments. Any student who is below grade level will then be administered the CBMReading screener. We will be using a gated process for screening students in grades 7-12. Any students who have not consistently shown proficiency in reading (aReading and Reading MCA scores) in grades 4-6 will take the aReading and AUTOReading Fastbridge screener assessment. Any student who scores below grade level will then be given the CBMReading screener.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

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Any student in grades 4-12 who score below grade level on FastBridge CBMReading will be administered Capti ReadBasix starting in the winter of 2025-2026 school year. Anyone who scores below grade level on ReadBasix will take the ReadBasix screener again in the spring.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Eden Valley-Watkins School District (0463-01) 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. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	56	24	11	0
5th	63	27	14	0
6th	61	18	7	0
7th	64	25	2	0
8th	61	21	1	0
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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. 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 Valley-Watkins School District (0463-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

· Parent teacher conferences

· Letter sent home with student

· Other - describe (Required)

· Phone Calls

The following content is included in the parent notification:

· 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

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

- Family engagement nights
- Parent teacher conferences

8. 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 Valley-Watkins School District (0463-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

If a student scores below benchmark on earlyReading or CBMReading, a phonological awareness and phonics screener are administered to see where the instructional need for each student is. Based on the diagnostic assessment, students are provided with evidence-based interventions or differentiated support in the classroom in small groups.

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

The literacy lead and/or principal will observe teachers during their reading block at least one time per quarter, and instructional coaching will occur during monthly PLC meetings to ensure fidelity and differentiation in Tier 1 instruction. Differentiation will also be discussed during data meetings throughout the year.

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

Students identified as high risk on FastBridge screeners are provided Tier 3 targeted reading interventions.

Students identified as some risk on FastBridge screeners are provided Tier 2 targeted reading interventions.

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:

Monthly data meetings are held with the intervention team to evaluate student progress and make adjustments to the intervention plan as needed.

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

Students are eligible to exit interventions (Tier 2 and Tier 3) when they have 3 or more progress monitoring data points at or above the benchmark score for the next screening period.

Does Eden Valley-Watkins School District (0463-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

· No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. 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 (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Eden Valley-Watkins School District (0463-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Eden Valley-Watkins School District (0463-01) has participated in MDE MnMTSS professional learning:

No data entered

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

Eden Valley-Watkins School District (0463-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We will be going through the 6 session MnMTSS course this summer, and will make changes to our MTSS system based on that course.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. 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.

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Eden Valley-Watkins School District (0463-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60
Grade 1	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60
Grade 2	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60
Grade 3	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60
Grade 4	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60
Grade 5	· Sonday System E	Foundational	30
	· Teacher Curated Standards Based Lessons	Knowledge Building	60

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11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Eden Valley-Watkins School District (0463-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 1	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 2	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 3	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 4	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 5	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 6	FastBridge; UFLI	UFLI; Heggerty; Sonday; FastBridge
Grade 7	FastBridge	FastBridge
Grade 8	FastBridge	FastBridge
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

Eden Valley-Watkins School District (0463-01) will make the following changes to reading interventions for the 2025-26 school

We will begin using REWARDS with grades 7-12 for Tier 2 and 3 interventions.

12. Section 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 Valley-Watkins School District (0463-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 01/19/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

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

If a teacher did not complete the training at 80% proficiency they would receive support through our Local Certified Facilitators and Instructional Coaches. We would provide additional training, observations and instructional coaching to ensure mastery of structured literacy.

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:

Data will be collected through administrator observations, peer observations, Learning Walks, and the analysis of screening data. That data will guide the creation of district, school, and teacher goals.

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:

Instructional coaching is provided through PLCs and based off data from administrator observations, peer observations, Learning Walks, and screening data.

The following changes in instructional practices have impacted students :

Students have a stronger understanding of phonemic awareness and phonics based off of FastBridge assessments of onset sounds, word segmenting, and letter sounds. We have also seen an increase in FastBridge CBM scores over the past three years as we implemented a systematic, explicit phonics program in grades K-3.

Eden Valley-Watkins School District (0463-01) has implemented the following professional development and support for teachers around culturally responsive practices:

To support the implementation of culturally responsive literacy practices the district has aligned professional development with the science of reading and equity-based instructional frameworks. Teachers are being trained to select texts that reflect a variety of cultures and perspectives, to facilitate meaningful discussions,

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and to apply strategies that ensure all students feel seen, valued, and supported as readers.

Eden Valley-Watkins School District (0463-01) engaged with the Regional Literacy Network through the following:

- · Attended District Literacy Lead Community of Practice
- · Attended Local Certified Facilitator Community

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 be completing OL&LA training in the 2025-2026 school year. We will also be training our educational support staff with the approved 8-hour MDE training.

Continuous Improvement for Professional Development Plan

Eden Valley-Watkins School District (0463-01) will make the following changes to the professional development plan for the 2025-26 school year:

We will be training educational support staff with the approved MDE training, and we will begin training Phase II staff per MDE recommendations and guidelines when they are released.

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	5	5	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	0	2	0
K-3 Classroom Educators	11	5	6	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	9	2	7	0
K-12 Reading Interventionists	3	2	0	1
K-12 Special Education Educators responsible for reading instruction	11	1	9	1
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	1	0	1	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

Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	1	0	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Eden Valley-Watkins School District (0463-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$41,049.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

$41,049.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- · Contracting or employing a District Literacy Lead
- · Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Eden Valley-Watkins School District (0463-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$68,096.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- · Professional development on using evidence-based literacy screening and progress monitoring tools
- · MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- · Approved literacy screeners (this can include materials, training and coaching)
- · Stipends for teachers completing literacy training
- · Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

$0

If funds remain, the plan to spend down the remaining funds are as follows:

No funds remain.