

Minnesota READ Act Literacy Plan

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

For

Win-E-Mac School District (2609-01)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Win-E-Mac School District (2609-01). 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

Win-E-Mac School District (2609-01)'s literacy goal(s) for the 2025-26 school year:

By the end of the 2025-2026 school year, 90% of students in grades K-3 will demonstrate at least one year's growth in reading proficiency as measured by benchmark assessment Fastbridge, with targeted interventions provided for all students performing below grade level.

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

During the 2025-26 school year, we implemented a Kindergarten through sixth grade reading intervention program that used FastBridge screening data to identify students in need of additional support. Interventions were individualized and strategically matched to the specific skill deficits identified through FastBridge assessments, allowing instruction to be targeted to each student's reading needs.

To support Tier 1 reading, in grades 3-6, the reading curriculum Read Side by Side was adopted to strengthen core literacy instruction. Functional Phonics and Morphology was also implemented in grades 3-6 to replace traditional spelling instruction and provide a more structured approach to word study. In grades 1 and 2, Bridge the Gap Writing was adopted to support and strengthen writing instruction.

The following describes how Win-E-Mac School District (2609-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The district literacy goal for the 2025-26 school year was for 90% of students to increase their reading level by at least one grade level. Based on FastBridge benchmark and progress monitoring data, 66% of students met or exceeded one year of reading growth. While the district goal was not fully reached, the data demonstrates meaningful progress for more than half of participating students during the first year of implementation of the intervention program and new literacy initiatives. The results also provide valuable data to guide future instructional decisions and strengthen targeted interventions moving forward.

Win-E-Mac School District (2609-01)'s literacy goal(s) for the 2026-27 school year:

By June 2027, the Win-E-Mac School District will increase K-6 reading achievement as measured by FastBridge so that at least 65% of students identified as high risk in the fall move to a lower risk category (some risk or low risk) by spring.

The Local Literacy Lead, Karol Langemo, for Win-E-Mac School District (2609-01) 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 serves on the district leadership committee and data committee and regularly attends elementary meetings to share relevant student data. In the role of ADSIS interventionist, they are also part of the team that makes data-based decisions regarding reading interventions. The Literacy Lead maintains ongoing communication with special education teachers, speech-language pathologists, and other support staff to support collaboration and ensure informed, coordinated decision-making related to student learning and academic programming.

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

Win-E-Mac School District (2609-01) Local Literacy Plan is posted on the district website at

<https://wemschools.org/wp-content/uploads/2024/06/Local-Literacy-Plan-Template-2.pdf>

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.

Win-E-Mac School District (2609-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Win-E-Mac School District (2609-01) 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	MDE Composites	CORE phonics screener, UFLI placement assessment
	Grade 1	MDE Composites	CORE phonics screener, UFLI placement assessment
	Grade 2	MDE Composites	CORE phonics screener, UFLI placement assessment
	Grade 3	MDE Composites	CORE phonics screener, UFLI placement assessment

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

Win-E-Mac School District (2609-01) will be utilizing the following screening tool(s) in 2026-27:

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

Win-E-Mac School District (2609-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

addition of Oral Language screener in grades K-1

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 Win-E-Mac School District (2609-01) 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
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 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

Win-E-Mac School District (2609-01) 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

Win-E-Mac School District (2609-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

addition of required subtests Sentence processing and Reading Comprehension

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Win-E-Mac School District (2609-01) 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	25	9	25	1	25	7
1st	35	11	36	4	36	10
2nd	30	21	30	11	30	17
3rd	33	22	33	22	33	22

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 Win-E-Mac School District (2609-01) 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.

Win-E-Mac School District (2609-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	0	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

Win-E-Mac School District (2609-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Win-E-Mac School District (2609-01) 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	32	32	14	10	10	0
5th	35	35	11	6	6	0
6th	36	36	15	12	12	1
7th	44	15	12	6	6	1
8th	35	22	20	8	8	0
9th	33	12	17	8	8	0
10th	46	0	0	CTSTR	CTSTR	0
11th	33	9	7	CTSTR	CTSTR	2
12th	28	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.

Win-E-Mac School District (2609-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Win-E-Mac School District uses a data-driven process to ensure that evidence-based instruction and intervention are matched to individual student needs. Universal screening data from FastBridge is collected during the fall, winter, and spring benchmark periods to identify students who may require additional support in reading. Student performance data, including risk levels, benchmark scores, and progress monitoring results, are reviewed collaboratively by the District Literacy Lead, classroom teachers, intervention staff, special education staff, and other support personnel. Based on identified skill deficits, students are placed into targeted interventions designed to address specific areas of need, including phonics, fluency, comprehension, vocabulary, and morphology. Progress monitoring data is reviewed regularly to evaluate student growth and intervention effectiveness, allowing instructional groups and supports to be adjusted as needed to ensure students receive appropriate, evidence-based instruction aligned to their learning needs.

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

The Win-E-Mac School District monitors the fidelity of Tier 1 instruction through ongoing collaboration, data review, and instructional support. Classroom assessment data, including FastBridge benchmark results and classroom performance measures, are regularly reviewed by classroom teachers, intervention staff, and administration to ensure core instruction is meeting the needs of students. Instructional practices and curriculum implementation are supported through staff collaboration, professional discussions, and ongoing review of student outcomes.

Tier 1 instruction is differentiated to meet the diverse learning needs of students through flexible grouping, targeted small-group instruction, scaffolded supports, and instructional adjustments based on student performance data. Teachers use screening, diagnostic, and classroom assessment information to identify specific skill deficits and provide targeted instruction within the core classroom setting. Additional supports and interventions are provided when students require instruction beyond Tier 1 core instruction.

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

Students in the Win-E-Mac School District are identified for Tier 2 and Tier 3 reading intervention through a comprehensive review of multiple data sources, including FastBridge benchmark screening data, progress monitoring results, classroom performance, teacher recommendations, and diagnostic assessment information. Student placement decisions are made collaboratively by classroom teachers, the District Literacy Lead/ADSIS interventionist, special education staff, and other support personnel.

At the elementary level (K-6), all students participate in universal reading screenings during the fall, winter, and spring benchmark windows. Students identified as "some risk" or "high risk" on FastBridge assessments, or those demonstrating significant skill deficits in foundational reading skills, may qualify for supplemental intervention support. Tier 2 interventions are provided to students who require additional targeted instruction beyond the core classroom setting but who are able to make progress with moderate levels of support. These interventions are typically delivered in small groups and focus on identified areas of need such as phonemic awareness, phonics, fluency, vocabulary, morphology, and reading comprehension.

Students demonstrating significant reading deficits, minimal response to Tier 2 intervention, or consistently performing within the high-risk range may be considered for Tier 3 intensive intervention. Tier 3 interventions involve increased instructional intensity, smaller group sizes, more frequent progress monitoring, and individualized instructional supports targeted to specific skill deficits. Student response to intervention data is reviewed regularly to determine whether intervention changes or additional supports are needed.

At the secondary level, intervention decisions are based on available assessment data, classroom performance, course performance, teacher input, and individual student needs. Secondary interventions focus on improving reading comprehension, vocabulary, fluency, and academic literacy skills needed for success across content areas. Due to scheduling structures at the secondary level, intervention delivery may differ from the elementary model and may include targeted support within courses, intervention classes, or individualized academic support.

Student progress is reviewed on an ongoing basis throughout the school year. Intervention placement and intensity are adjusted based on student growth data, progress monitoring results, and instructional response to ensure students receive appropriate evidence-based reading support aligned to their academic needs.

Local Literacy Plan for Win-E-Mac School District (2609-01)

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:

The Win-E-Mac School District utilizes a data-driven progress monitoring protocol to evaluate student response to Tier 2 and Tier 3 reading interventions and to determine when instructional intensification or modifications are necessary. For students in grades K-6, FastBridge progress monitoring tools are used regularly to measure student growth in targeted reading skill areas, including phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension.

Students receiving Tier 2 and Tier 3 interventions are progress monitored on an ongoing basis to evaluate their response to instruction and intervention effectiveness. Tier 2 students are typically monitored at least biweekly, while Tier 3 students may be monitored more frequently depending on the intensity of intervention and student need. Progress monitoring data is reviewed collaboratively by classroom teachers, the District Literacy Lead/ADSIS interventionist, special education staff, and other support personnel during intervention and data meetings.

Student progress data is used to determine whether interventions should be continued, intensified, modified, or reduced. When students demonstrate adequate progress toward individualized goals and grade-level expectations, interventions may be maintained or gradually faded. If progress monitoring data indicates limited growth or inadequate response to intervention, the intervention team reviews instructional practices, intervention frequency and duration, group size, and targeted instructional strategies to determine appropriate next steps. Adjustments may include increased instructional intensity, smaller instructional groups, additional intervention time, or implementation of alternative evidence-based instructional supports.

At the secondary level, progress is monitored through available assessment data, classroom performance, course achievement, teacher input, and individualized student supports. Intervention decisions are made collaboratively based on student performance and identified academic needs.

Universal screening data from FastBridge benchmark assessments administered during the fall, winter, and spring benchmark windows is also reviewed alongside progress monitoring data to evaluate overall student growth and intervention effectiveness. This ongoing review process ensures that interventions remain responsive to student needs and aligned to evidence-based instructional practices.

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

The district uses multiple sources of data to determine when students are ready to exit Tier 2 or Tier 3 targeted reading interventions. Exit decisions are based on demonstrated student progress, response to intervention, and the ability to successfully access core instruction with reduced levels of support. Data reviewed includes FastBridge benchmark and progress monitoring data, classroom performance, teacher observations, diagnostic assessment information, and overall academic progress.

At the elementary level (K-6), students receiving Tier 2 or Tier 3 reading interventions are regularly progress monitored using FastBridge assessments aligned to their identified skill deficits. Students may be considered for exit from intervention when they consistently demonstrate adequate progress toward grade-level expectations, meet individualized intervention goals, and show sustained improvement in targeted reading skill areas such as phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension. Additional considerations include movement from high-risk or some-risk categories into lower-risk categories on FastBridge benchmark assessments and the student's ability to maintain progress within the core classroom setting.

Intervention teams, including classroom teachers, the District Literacy Lead/ADSIS interventionist, special education staff, and other support personnel, collaboratively review student data to determine whether intervention services should continue, be modified, or be discontinued. Prior to exiting intervention, student performance data is reviewed across multiple data points to ensure progress is consistent and sustainable over time.

Students exiting Tier 3 intensive intervention may transition to Tier 2 supplemental support if continued targeted instruction is needed at a lower intensity level. Likewise, students exiting Tier 2 intervention may continue to receive differentiated classroom supports within Tier 1 instruction and ongoing monitoring through benchmark assessments and classroom performance measures.

At the secondary level, exit decisions are based on available assessment data, classroom performance, course achievement, teacher input, and demonstrated improvement in academic literacy skills. Due to differences in scheduling and instructional delivery at the secondary level, intervention supports and exit processes may be more individualized and based on student performance across content areas.

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 Win-E-Mac School District (2609-01) 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	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 1	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 2	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 3	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 4	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 5	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 6	Other - 2-3 times a year based on individual student	Letter sent home with student
Grade 7	1 time per year	Mailed letter
Grade 8	1 time per year	Mailed letter
Grade 9	1 time per year	Mailed letter
Grade 10	1 time per year	Mailed letter
Grade 11	1 time per year	Mailed letter
Grade 12	1 time per year	Mailed letter

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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 Win-E-Mac School District (2609-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Bridge the Gap - Writing by Heggerty	Foundational	Grade 1	30
	Foundational	Grade 2	30
Other Curriculum - Read Side by Side	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

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

The district uses a structured, data-informed selection process to identify and adopt an evidence-based Tier 1 (core) reading curriculum. The process begins with a review of student achievement data, including universal screening results from FastBridge, state assessment performance, and local literacy trend data to determine areas of instructional need across grade levels.

A curriculum review committee-comprised of district leadership, the District Literacy Lead, classroom teachers, intervention staff, and special education staff-evaluates potential Tier 1 resources using research-based criteria aligned with the science of reading. Resources are examined for explicit and systematic instruction in foundational skills

(phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension), alignment to state standards, and evidence of effectiveness with diverse student populations.

Selected programs are also evaluated for ease of implementation, coherence across grade levels, embedded assessment tools, and ability to support differentiation within Tier 1 instruction. When possible, pilot implementation or sample lessons are used to assess instructional quality, student engagement, and alignment with classroom needs before final adoption decisions are made.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The district follows a structured six-year curriculum cycle for the selection, review, and implementation of Tier 1 instructional resources. The process begins with a needs assessment using multiple data sources, including student performance data from FastBridge, state assessment results, and classroom-based evidence to identify instructional strengths and areas of need in literacy.

As part of the cycle, a curriculum review committee consisting of district leadership, the District Literacy Lead, classroom teachers, intervention staff, and special education staff evaluates potential Tier 1 resources aligned to the science of reading and state standards. Resources are reviewed for research evidence, alignment to essential literacy components, coherence across grade levels, and instructional usability, with pilot materials or sample lessons reviewed when available.

Once a resource is selected, the district implements a structured rollout plan that includes professional development, instructional training, and implementation guidance to support consistent use across classrooms. Initial implementation occurs at the beginning of the adoption cycle, with ongoing support provided through coaching, collaboration, and professional learning throughout the cycle.

Throughout implementation, fidelity and effectiveness are monitored using classroom walkthroughs, teacher feedback, and student achievement data. Adjustments and supports are provided as needed to ensure successful implementation and to inform future review within the six-year curriculum cycle.

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 Win-E-Mac School District (2609-01) 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
UFLI	Tier 2	Grade 3	25
Other Resources - All About Reading - PreReading and Level 1	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
Other Resources - Bridge the Gap	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
Other Resources - Bridge the Gap - Phonemic Awareness Intervention	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
Other Resources - FastBridge Curriculum	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
Other Resources - Read Natrually	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Other Resources - Word Connections	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Win-E-Mac School District (2609-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$19,277

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

\$19,277

READ Act Literacy Aid

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

Win-E-Mac School District (2609-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$17,733

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
MDE approved READ Act professional development	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
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Both
Evidence-based literacy intervention resources (curriculum, materials, training)	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.

Win-E-Mac School District (2609-01) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Win-E-Mac School District (2609-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/01/2027

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 will also have opportunities to observe colleagues who demonstrate proficiency in implementation.

Administrators and literacy leadership teams will monitor progress through classroom observations and ongoing professional learning community discussions. Teachers will be encouraged to retake the proficiency assessment after completing additional support activities to ensure fidelity of implementation and consistent delivery of evidence-based literacy instruction across the district.

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 collection includes classroom walkthroughs and formal observations aligned to the approved curriculum and instructional routines. Administrators, and literacy leaders monitor evidence of explicit modeling, guided practice, corrective feedback, cumulative review, diagnostic grouping practices, and adherence to lesson routines and scope and sequence expectations. Professional learning community (PLC) discussions and data meetings are also used to review implementation consistency across grade levels and buildings. When fidelity concerns are identified, the district provides targeted coaching, modeling, and follow-up support to strengthen instructional practices and ensure consistent implementation of evidence-based literacy instruction.

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:

Based on the results of the fidelity data, teachers receive individualized coaching that may include modeling of instructional routines, co-teaching opportunities, observation and feedback cycles, guided planning support, and access to supplemental professional learning resources. Coaches and literacy leaders provide timely, specific feedback focused on evidence-based instructional practices such as explicit instruction, cumulative review, diagnostic decision-making, corrective feedback, and fidelity to the curriculum scope and sequence.

Professional learning communities (PLCs) and grade-level collaboration meetings are also used to review student data, discuss implementation challenges, and share effective instructional practices. Teachers demonstrating a need for additional support may participate in more intensive coaching cycles with follow-up observations and progress monitoring. The district's continuous improvement process ensures that coaching and feedback are directly connected to fidelity data and student outcomes to support consistent, high-quality literacy instruction across all grade levels.

The following changes in instructional practices have impacted students:

Implementation of systematic, sequential, explicit, and diagnostic literacy instruction has resulted in improved student outcomes across grade levels. The district has seen increased student performance in foundational reading skills, including phonemic awareness, phonics, decoding, fluency, vocabulary, and reading comprehension as measured through universal screening, progress monitoring, diagnostic assessments, and benchmark data. Students receiving targeted interventions have demonstrated stronger rates of growth and improved responsiveness to intervention due to more precise diagnostic instructional practices and consistent use of evidence-based instructional routines. Evidence of impact includes improved benchmark proficiency rates, increased progress monitoring growth trends, reduced numbers of students requiring intensive intervention support, and stronger student engagement during literacy instruction. Fidelity walkthrough data and coaching observations also indicate increased teacher implementation of explicit modeling, guided practice, cumulative review, and diagnostic instructional decision-making, which has contributed to improved student literacy outcomes over time.

Win-E-Mac School District (2609-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district has prioritized culturally responsive literacy practices by working to ensure that instruction, curriculum, assessment practices, and learning environments reflect and honor diverse backgrounds, experiences, and identities of students. Teachers are encouraged to incorporate diverse texts, multiple perspectives, and authentic learning opportunities that promote student engagement, belonging, and representation within literacy instruction. The district also emphasizes building strong relationships with students and families to better understand students' cultural and linguistic strengths and to support meaningful connections between literacy learning and students' lived experiences.

Professional learning has been provided to support teachers in understanding culturally responsive instructional practices, including opportunities focused on student engagement, inclusive instructional strategies, bias awareness, culturally relevant text selection, and equitable access to evidence-based literacy instruction. Instructional coaches, administrators, and literacy leadership teams provide ongoing support through coaching cycles, collaborative planning, classroom observations, and professional learning community discussions.

Local Literacy Plan for Win-E-Mac School District (2609-01)

Win-E-Mac School District (2609-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

The district will provide professional development focused on strengthening Tier 1 core instruction and supporting struggling readers within the general education classroom. Training will emphasize differentiation, scaffolding, small-group instruction, targeted intervention strategies, and the use of diagnostic data to identify and respond to student needs early. Teachers will receive support in implementing evidence-based instructional practices that provide immediate and targeted support for students who are not yet meeting grade-level literacy expectations while maintaining access to core instruction.

Additional learning opportunities will include professional learning communities (PLCs), curriculum-specific training, collaborative data analysis, and job-embedded professional development focused on strengthening instructional delivery across 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)	6	6	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	25	22	3	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	1	1	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	4	4	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Win-E-Mac School District (2609-01)

Employees who select literacy instructional materials for grades pre-K through grade five	14	14	0	0
---	----	----	---	---

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	9	4	0	5
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	7	2	0	5
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	8	7	1	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

22

The PSLT was provided by:

Regional Literacy Network

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.

Win-E-Mac School District (2609-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

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.

Win-E-Mac School District (2609-01) does not include a DLI Program