



2024-2025 Stewartville School District Literacy Plan

To support every 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school’s website annually.

District or Charter School Information

District or Charter School Name and Number: Stewartville, 0534

Date of Last Revision: June 2024

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 Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

The literacy goals of Stewartville School District are directly aligned with the Minnesota READ Act goals. These goals primarily focus on having every child within the school district reading at or above grade level every year throughout their K-12 academic career. For the 2024-2025 school year, the district will make progress toward these goals by solidifying a K-12 infrastructure for continuous improvement, increasing family and community engagement opportunities, strengthening our multi-layered practices and support, consistently using assessment to adjust instruction and academic supports, and adhering to data-based decision making as outlined in the Minnesota Multi-Tiered System of Supports framework. Professional development activities for staff will be focused on structured literacy and standards-based assessment. Through the study of these scientifically-based concepts and structures, the goal is to provide quality training that leads to practical application within the classrooms in order to bolster teaching, learning, assessment, and reporting. From cradle to career, a sustained effort is made by the Stewartville Public Schools to create quality, equitable literacy environments in all of our schools and programs.

Universal and Dyslexia Screening

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3); aReading (Grades 3-8); AUTOREading (Grades 3-5)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3) aReading (Grades 2-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: aReading (Grades 4-9)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: AUTOREading (Grades 4-5)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Parent notification and involvement is a critical component of the Stewartville School District's Local Literacy Plan. At the elementary, middle school, and Grade 9, parents receive notice of the base results of their child's *FastBridge* battery of assessments, comparison results amongst peers, and comparison results to grade level expectations in the fall, winter, and spring, if applicable. However, it is best practice not to notify parents of current *Fountas & Pinnell* reading levels but rather provide professional guidance in regard to student progress, regression, or stagnation. Parents are notified by the classroom teacher, intervention specialist, or special education case manager as to their child's reading performance and the possible need for tiered interventions. If a student qualifies for intervention, families complete a waiver giving the school permission to intervene. Parents are also notified when there is a change in the intervention programming for their child, i.e. change in the tiered intervention, additional time, added tier level, or when referred for further evaluation. Parents are notified by the classroom teacher if their child is referred to the school Problem Solving Team to possibly change and/or increase their child's interventions. The Problem Solving Team will fill out forms in collaboration with the classroom teacher to effectively "paint a picture" of the child's current reading proficiency or lack thereof. This will ensure all monitoring of students receiving tiered interventions is well-documented. During contact meetings and information sent home by the school, parents learn about the *FastBridge* assessment process and the comprehensive *Fountas & Pinnell Benchmark Assessment System* and what it means for each student. Parents also learn about different strategies they can use with their own child at home to strengthen reading skills and instill a positive attitude toward reading. Strategies include, but are not limited to, encouraging family members to read aloud with their child to practice fluency and comprehension as well as focus on letter and word sounds and pronunciation, starting reading traditions in "reading-friendly" environments, practicing summarization of paragraphs, chapters, and stories, and asking questions and making predictions. These strategies and other information is shared with parents in a variety of mediums including parent meetings during parent-teacher conferences, during Individual Educational Plan meetings, and specialized meetings held with parents of at-risk students. These meetings concerning at-risk students are usually called by the classroom teacher, reading specialist, or building administration. Email and phone calls are often used to make direct contact with their parents. On occasion, home visits are made with the school counselor, social worker, and/or principal.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	131	103	133	68	133	7
1 st	144	63	149	90	149	7
2 nd	134	56	139	79	139	7
3 rd	145	94	143	96	145	7

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	151	51	151	8
5 th	157	34	157	8
6 th	157	33	157	8
7 th	145	46	145	7
8 th	163	50	163	8
9 th	N/A	N/A	N/A	N/A
10 th	N/A	N/A	N/A	N/A
11 th	N/A	N/A	N/A	N/A
12 th	N/A	N/A	N/A	N/A

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 15 minutes whole class
1 st	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 20 minutes whole class
2 nd	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 30 minutes whole class
3 rd	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 30 minutes whole class
4 th	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 30 minutes whole class
5 th	Fountas & Pinnell UFLI Foundations	comprehensive foundational skills	90 minutes whole class <small>(w/differentiated instruction components)</small> 15 minutes small group

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	District Developed Collections by Houghton Mifflin, Common Lit, Membean	Comprehensive Reading, Grammar, Vocabulary, Writing, Literature Analysis	Daily 48 minute class periods
7 th	District Developed Collections by Houghton Mifflin, Common Lit, Membean	Comprehensive Reading, Grammar, Vocabulary, Writing, Literature Analysis	Daily 48 minute class periods
8 th	District Developed Collections by Houghton Mifflin, Common Lit, Membean	Comprehensive Reading, Grammar, Vocabulary, Writing, Literature Analysis	Daily 48 minute class periods
9 th	District Developed standards-aligned	Comprehensive	Daily 48 minute class periods
10 th	District Developed standards-aligned	Comprehensive	Daily 48 minute class periods
11 th	District Developed standards-aligned	Comprehensive	Daily 48 minute class periods
12 th	District Developed standards-aligned	Comprehensive	Daily 48 minute class periods

Data-Based Decision Making for Literacy Interventions

Although the Stewartville School District has not participated in MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT), we currently employ a near-identical framework that includes the five fundamental components including, “1) an infrastructure that provides a system in which people can work effectively and efficiently, 2) family and community engagement that promotes authentic collaboration to support common values and equitable outcomes, 3) multi-layered practices and supports that match intensity of services to level of student need, 4) assessment tools with which to accurately and reliably collect information that aids decision making, and 5) data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.” (MDE website, 2024). As a district, we quickly realized the elementary *Fountas & Pinnell* comprehensive curriculum lacked a strong phonics component for early readers. To counter this, we adopted the use of the *University of Florida Literacy Institute (UFLI) Foundations* phonics program. All K-5 teachers have been thoroughly trained in both our core *Fountas & Pinnell* curriculum as well as *UFLI Foundations*. Acknowledging another possible opportunity for improvement, additional focus on family and community engagement will be a focus area for the 2024-2025 school year and beyond. Task teams at the building- and district-level will converge to develop strategies to make more meaningful connections between the schools and the community. Each school will develop plans to better-engage our families and our community, and bring them into the folds of the educational process in a more meaningful manner.

Stewartville students in Grades K-5 receive a minimum of 90 minutes of language arts and reading instruction per day through the *Fountas & Pinnell* curriculum. This adopted curriculum 1) provides for alignment of standards (with additional professional development focus), 2) is evidence-based for the target population of learners, 3) is culturally and linguistically sustaining, 4) includes multiple perspectives and identities, and 5) recognizes bias in upholding stereotypes. Having used it for the past five years, our teachers are highly proficient with the components of this comprehensive curriculum and it is expected that all K-5 educators follow the curriculum as prescribed and with high fidelity. In addition to the core curriculum, educators have worked hard to supplement, yet not replace, the curriculum as needed (especially in the area of phonics) and are able to effectively differentiate instruction to support all students. A critical component of this curriculum is the ability for classroom teachers to use the *Fountas & Pinnell Benchmark Assessment Systems* to determine students’ independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehensive conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. To complete the battery of ongoing assessments, benchmark data is also collected up to three times per year using *FastBridge* assessments. When taken with a comprehensive view, these various assessments provide a fair and accurate measure of any given student’s reading proficiency and growth.

Currently, grade level teams meet weekly to review student data. If a student’s *FastBridge* score generally falls at or below the 20th percentile, they will receive Tier II intervention at the elementary level. Programs used during interventions include *Orton-Gillingham IMSE*, *FastBridge Phonemic* and

Phonics Interventions, Leveled Literacy Intervention (LLI), Letterland, Repeated Oral Assisted Reading (ROAR), Repeated Reading Teaching Practice, Kilpatrick's Phonemic Awareness, and small group direct instruction. *FastBridge* progress monitoring assessments are administered for identified students every 7-14 days. Data is reviewed and instruction is adjusted accordingly. Tier II intervention is currently slated for every day for 30 minutes for all grades. If a student's *FastBridge* score falls below the fifth percentile, other data sources are considered such as running records and classroom formative assessment scores prior to moving to a Tier-III intervention plan. Tier-III Interventions may include, but are not limited to: *direct instruction, focused whole group, small group, repeated reading, differentiated instruction, literacy circles, flexible groupings, guided reading* and other interventions as determined by best practices. All tiered interventions are designed to be flexible with students flowing in and out of groups based on current scores. An interventionist will provide scientific, research-based interventions to the students in addition to the core curriculum received in their general education classroom. Student progress will be monitored and data-based decisions will be made regarding the interventions used. Student progress will be shared with classroom teachers and families. If these interventions and data scores are consistently low, the data team or grade level team will forward the information to the school's Problem Solving Team (PST). The PST is comprised of the school psychologist, building principal, school counselor/social worker, a grade level representative from each of the six grades K-5, a reading specialist and/or special education teacher. Additional classroom teachers are invited on a case-by-case basis or as needed. This PST generally meets twice a month during the school year. At the PST meeting, members plan specific reading interventions for the student identified through the data review. These interventions are then delivered by classroom teachers, or educational support professionals under the direction of the classroom teacher or reading specialist, three to four times a week for ten to fifteen minutes per session. *FastBridge* assessments are administered to the students each week. At the end of six weeks or seven data points, the data is reviewed. If the student is not making progress, another intervention is implemented. If the student is making progress, the intervention is continued. If a student reaches and maintains progress monitoring goals, they are eligible to "graduate" the intervention or tiered service time. Students who leave these interventions are carefully monitored by the classroom teacher, and the next round of formal assessment through *FastBridge* is critical to confirm the student no longer needs more intensive interventions and support. A key goal is to reduce the number of referrals to special education by providing support early to struggling students.

All students in grades 6-8 are assessed using the *FastBridge* assessment in the fall, winter, and spring. All students receive instruction and support by the classroom teacher during regular instruction. If a student's *FastBridge* score generally falls at or below the 20th percentile, they will receive Tier II or Tier III intervention by means of a reading intervention class for 48 minutes each day. Programs used during interventions include *Orton-Gillingham IMSE, FastBridge Phonemic and Phonics Interventions, Leveled Literacy Intervention (LLI), and small group direct instruction.* *FastBridge* progress monitoring assessments are administered for identified students every 7-14 days. Data is reviewed and instruction is adjusted accordingly. Student progress will be monitored and data-based decisions will be made regarding the interventions used. Student progress will be shared with classroom teachers and families. If these interventions and data scores are consistently low, the reading intervention teacher will forward

the information to the school's Intervention Team. The Intervention Team consists of the school's building principal, school counselor/social worker, a grade level representative from each of the three grades 6-8, a reading specialist and/or special education teacher. Additional classroom teachers are invited on a case-by-case basis or as needed. The Intervention Team meets monthly. At the Intervention Team meeting, members define specific interventions for the student. The student data on the interventions is monitored for 6-12 weeks. If the student is not making adequate progress, the child will be referred for Special Education testing.

Professional Development Plan

A key goal of professional development is to provide educators of the Stewartville School District opportunities to learn and implement comprehensive, scientifically-based reading instruction and practices that, in turn, better support the academic needs of our students. While the Stewartville School District regularly provides district-wide training opportunities, additional specialized training is also conducted at the building-level, team-level, and individual level through the responsible use of staff development funds. We acknowledge success in reading is more than strengthening instruction; there are often societal or cultural factors which potentially affect students' academic success. As such, efforts are made to better train our educators to recognize students' diverse needs and then respond in a culturally and linguistically responsible manner to foster skills to both access content and build relationships.

In response to the READ Act, our aligned goal 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 response to READ Act requirements, the Stewartville School District will start formal training during the 2024-2025 school year. In preparation, district leadership engaged in informational webinars, reviewed training content, and explored training schedules for each vendor. Based on the comprehensive collection of information and communications with the vendors, we have selected CORE OL&LA as the training vendor for Stewartville. In place of early release days, our plan is to add full days of professional development training for the 2024-2025, 2025-2026, and 2026-2027 school years. Two "phase" groups will participate in this training. "Phase 1" educators include PreK-Grade 5 teachers and administrators, PreK-12 curriculum coordinator, PreK-12 special education teachers, PreK-12 reading intervention teachers, and PreK-Grade 5 instructional support staff, and will spend eight full days (four days each school year) during the 2024-2025 and 2025-2026 school years in structured literacy. "Phase II" educators include Grade 6-12 teachers and administrators, Grade 6-12 teachers working with multilingual learners, and Grade 6-12 instructional support staff. Phase II educators will complete their eight full days of training during the 2025-2026 and 2026-2027 school years (four days each school year). Throughout the training, which will encompass two full years of training, participants will be completing assessments of their learning. A minimum score of 80% is required for course completion. The timeline for completion of all current Phase I educators will be the spring of 2026, and Phase II educators will complete training in the spring of 2027. Ongoing training is necessary well into the foreseeable future and new staff will be able to join either group as needed. The Stewartville School

District acknowledges that new staff will need to be thoroughly trained as well. As such, it is anticipated these new staff members will either join ongoing cohorts, or proceed as individuals, through the CORE OL&LA training program in order to receive the same quality training as other Stewartville School District educators.

Throughout this process, the Stewartville School District will support the implementation of structured literacy and collect data to assure continuous improvement. As educators learn, the expectation is that they will take their knowledge and directly apply it in their classrooms. Data collection will be ongoing and painted with broad strokes as well as in fine details. *FastBridge* assessments will continue from fall to winter to spring, and assessments results will be carefully monitored to look for academic growth. In addition, classroom teachers will incorporate the Fountas & Pinnell Benchmark Assessment Systems (BAS) and running records to look for correlations between structured literacy application in the classroom and student results. The Stewartville School District has committed to providing extended daily preparation time for all certified teaching staff to review student data, appropriately plan instruction, assess student progress, and complete other professional duties in support of student learning. In addition, each week grade level teams meet for 30 minutes to review student data, professionally discuss interventions that are in progress, and support application of knowledge from formal CORE-OL~LA training. The Stewartville School District is also committed to high student achievement; time is dedicated for teachers to align standards, analyze student data, and continuously improve instruction based on best practices. The grade level Professional Learning Communities will influence literacy professional development based on what they determine as students' literacy needs. Data reviews and discussion should directly lead to adjustments and modifications of instruction.

The next page outlines the professional development plan for phase I and phase II educators over the next three school years.

2024-2025 School Year	Phase I Group <ul style="list-style-type: none"> • PreK-Grade 5 Teachers and Administrators • PreK-12 Curriculum Coordinator • PreK-12 Special Education Teachers and PreK-12 Reading Intervention Teachers • PreK-Grade 5 Instructional Support Staff
Wednesday, 10/16/2024	Module 1: Welcome and Module 2: Big Picture of Reading and Word Structure
Friday, 12/13/2024	Module 3: Effective Instruction and Early Literacy
Monday, 02/17/2025	Module 4: Phonics, Decoding and Irregular Words
Monday, 04/21/2025	Module 5: Multisyllabic Words, Spelling, and Fluency

2025-2026 School Year	Phase I Group <ul style="list-style-type: none"> • PreK-Grade 5 Teachers and Administrators • PreK-12 Curriculum Coordinator • PreK-12 Special Education Teachers and PreK-12 Reading Intervention Teachers • PreK- Grade 5 Instructional Support Staff
To Be Determined	Module 6: Vocabulary
To Be Determined	Module 7: Syntax and Writing
To Be Determined	Module 8: Linguistic and Reading Comprehension
To Be Determined	Module 9: Assessment
2025-2026 School Year	Phase II Group <ul style="list-style-type: none"> • Grade 6-12 Teachers and Administrators • Grade 6-12 Teachers working with Multilingual Learners • Grade 6-12 Instructional Support Staff
To Be Determined	Module 1: Welcome and Module 2: Big Picture of Reading and Word Structure
To Be Determined	Module 3: Effective Instruction and Early Literacy
To Be Determined	Module 4: Phonics, Decoding and Irregular Words
To Be Determined	Module 5: Multisyllabic Words, Spelling, and Fluency

2026-2027 School Year	Phase II Group <ul style="list-style-type: none"> • Grade 6-12 Teachers and Administrators • Grade 6-12 Teachers working with Multilingual Learners • Grade 6-12 Instructional Support Staff
To Be Determined	Module 6: Vocabulary
To Be Determined	Module 7: Syntax and Writing
To Be Determined	Module 8: Linguistic and Reading Comprehension
To Be Determined	Module 9: Assessment

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	9	0	0	9
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	37	0	0	37
Grades 4-5 (or 6) Classroom Educators (if applicable)	27	0	0	27
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	12	0	0	12
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	45	0	0	45

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	85	0	0	85
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Will be trained in Phase I	na	na	na
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	Will be trained in Phase I	na	na	na
Grades 6-12 Instructional support staff who provide reading support	29	0	0	29
Grades 6-12 Curriculum Directors	Will be trained in Phase I	na	na	na
Employees who select literacy instructional materials for Grades 6-12	Will in trained in Phase I	na	na	na

Action Planning for Continuous Improvement

Continuous improvement will always be a mainstay for Stewartville School District educators, students, families, and community. As a district, we are fully prepared to face the challenge to thoroughly incorporate the implementation of evidence-based literacy instruction, most notably through our three-year plan to train PK-12 grade educators through the CORE OL~LA program in response to the READ Act. This daunting, but valuable, process will help align perspectives, prioritize the need to focus on the science of reading, and ensure educators have the tools to effectively and efficiently teach their students. In addition to this comprehensive training, other ongoing professional development opportunities, including professional learning communities will continue to provide rich discussion that leads to application within the classroom. At the elementary level, our MTSS program is solid and continues to improve year-to-year by providing strong interventions. Professional development focus on standards-based learning and assessment at the elementary level and standards-based grading at the secondary level, which are heavily aligned with evidence-based literacy instruction, has led to great growth over the past two years and will continue to grow in future years. Regular assessments and data analysis may be conducted to measure student progress and make informed instructional decisions. By taking these steps, our district will strengthen its literacy instruction and ultimately support students in developing strong reading and writing skills that will carry them into adulthood.