Minnesota READ Act Literacy Plan

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

For

Stewartville Public School District (0534-01)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Stewartville Public School District (0534-01). This plan is a requirement of the Minnesota READ Act, 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

Stewartville Public School District (0534-01)'s literacy goal(s) for the 2024-25 school year:
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.

The following was implemented or changed to make progress towards the goal(s):
During a thorough review of intervention qualifications and service minutes, it was determined that a more efficient MTSS system could be put into place that would meet best practice requirements, all while servicing more students. The changes that were put into place focused on intentionally servicing students based on skill deficits and in a systematic, tiered manner.

The following describes how Stewartville Public School District (0534-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The goal of this legislation 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. 26% of our multilingual student population who are assessed via FastBridge, met grade-level benchmarks. 39% of our special education students met or exceeded their annual IEP goal of reading.

Stewartville Public School District (0534-01)'s literacy goal(s) for the 2025-26 school year:

Local Literacy Plan for Stewartville Public School District (0534-01)

Stewartville Public Schools strives to accomplish the Minnesota READ Act Goal of every child reading at or above grade-level. Using evidence-based practices defined by the Science of Reading, classrooms are focusing on providing structured instruction, support, and assessment for all levels of learners. Student Literacy Goals and Outcomes: Kindergarten Spring 2025 Result: 51.1% of students met the definition of on track in reading on the Spring 2025 FastBridge earlyReading Letter Names and Letter Sounds assessments in Kindergarten. Spring 2026 Target: +3% growth would indicate difficult, but an attainable goal for students to meet the definition of on track in reading over the Spring 2025 results. Grade 1 Spring 2025 Result: 58.6% of students met the definition of on track in reading on the Spring 2025 FastBridge Fastbridge CBMR assessment. Spring 2026 Target: +3% growth would indicate difficult, but an attainable goal for students to meet the definition of on track in reading over the Spring 2025 results. Grades 2-8 Spring 2025 Result: 65.7% of students met the definition of on track in reading on the Spring 2025 FastBridge aReading assessment in grades 2-8. Spring 2026 Target: +3% growth would indicate difficult, but an attainable goal for students to meet the definition of on track in reading over the Spring 2025 results. The development of literacy skills relies on a strong foundation of tier-one instruction. With evidence-based practices as our guiding principle of our core literacy instruction, we ensure all of our classrooms have the ability to immerse every child in opportunities of direct instruction in both large and small group settings. In addition to strong tier-one practices, our building-level data teams focus on developing the reading skills of groups of students who may benefit from additional interventions and supports based on the multi-tiered system of support model.

Stewartville Public School District (0534-01)'s Local Literacy Plan is posted on the district website at: https://www.ssd.k12.mn.us/state-testing-and-reporting/

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 Stewartville Public School District (0534-01) 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)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Stewartville Public School District (0534-01) 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	131	82	135	46	137	69
Grade 1	123	55	125	58	128	75
Grade 2	144	90	144	96	152	94
Grade 3	130	78	133	87	132	91

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 Stewartville Public School District (0534-01) 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.

Stewartville Public School District (0534-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are 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	137	67
Grade 1	128	58
Grade 2	62	45
Grade 3	52	37

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. 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 Stewartville Public School District (0534-01) 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 Stewartville Public School District (0534-01) to determine which students in grades 4-12 are not reading at grade level:
Students in grades 4-8 will be universally screened in aReading via FastBridge in the fall of 2025. Students who are identified as some risk and high risk will then be screened with the Capti ReadBasix program. Students in grades 9-12 will be reviewed by our high school Intervention Team to determine and identify students who have shown a pattern of reading difficulties during their educational journey. These students will complete the Capti ReadBasix assessment during the Winter testing window.

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:
Students in grades 4-8 will take the Capti ReadBasix if their Fall benchmark testing identifies them as some risk or high risk on the FastBridge aReading assessment. Students in grades 9-12 who were identified by the

Intervention Team, will take the Capti ReadBasix during the Winter Benchmark window. Students who fell in this category, and were identified as having characteristics of dyslexia, will take the Capti ReadBasix a second time during the Spring benchmark window to determine growth and progress. Students who took the Capti ReadBasix based on the FastBridge screener, but not determined to show characteristics of dyslexia, will not take the Capti ReadBasix 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 Stewartville Public School District (0534-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Stewartville Public School District (0534-01) 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	No	
Grade 5	No	
Grade 6	No	
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

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.

Stewartville Public School District (0534-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

During our tri-annual universal benchmarking screening period, students are assessed in fluency and comprehension to determine skill deficits in reading. Students are identified based on their risk level of reading difficulties. Screening results are analyzed based on current and prior student data in order to determine which students need what level of additional reading support. Students may also be given a diagnostic assessment in order to pinpoint specific skill deficits or learning challenges. Building-level data teams use the results from screeners and diagnostic assessments to select and design interventions that are evidence-based and matched to the needs of the learner.

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

For the school year of 2025-26, classroom teachers in grades K-5 will be creating a structured ELA block that includes the science of reading elements in order to provide high quality instruction with the ability to easily differentiate based on identified skill deficits. With a comprehensive literacy block in the area of phonemic awareness, phonics, word study, comprehension, writing, and targeted small group instruction, students are provided appropriate, explicit, and systematic instruction. Administration may use structured tools while observing reading instruction. These tools may include checklists that focus on observations of teachers appropriately using the curriculum materials, their pacing, instructional strategies, and assessments to guide instruction. Through regular instructional walkthroughs, instructional leaders are able to gather data and provide feedback to support professional growth.

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

Elementary After each benchmark screening window is closed, grade-level teams are led through a data-based decision making process. Students below benchmark are discussed based on level of need. Our K-5 classrooms have adopted the MDE composite scoring criteria in order to prioritize student needs. Students are then categorized based on their previous tiered intervention status. Students who have shown little to no growth in a Tier I setting will first move into a Tier II intervention group. Our district defines Tier II as a small group intervention of 5-7 students of similar skill deficit. This group works on a group-identified intervention during our designated WIN block in the classroom, or another determined location. These interventions are facilitated by a classroom teacher or trained paraprofessional. Our district defines Tier III as a small group intervention of 1-3 students of similar skill deficit. More often than not, the students are placed in a 30 minute intervention group with a licensed reading interventionist, who has completed Orton-Gillingham IMSE training in order to provide those intensive services.   Secondary After Spring benchmark testing, students in the current grades of

5-7, will be discussed based on the level of reading intervention needed. Students will be invited to register for the Reading Intervention course for the following school year. This course consists of 14 or less students and focuses on student reading skill deficits. This approach targets students in a Tier II setting, with the flexibility of Tier III intervention being added as needed.

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:

Elementary Tier II students are progress monitored bi-weekly or monthly based on intervention. After 6 weeks, student progress is reviewed to determine future placement. If little to no growth is displayed in the specific Tier II intervention, another Tier II intervention is selected and the 6 week process repeats itself. After two Tier II interventions have shown little progress, the student may be determined to need a more intensive intervention through our Tier III services. Tier III students are progress monitored weekly and data is reviewed after 10 weeks of completion. The student may remain in Tier III for an intensive continuation, or be shifted back to a Tier II based on significant progress. Tier III students who complete 20 weeks and show little to no growth, are shared with the building problem-solving team for further consideration of support. Secondary In grades 6-8 students who are enrolled in the Reading Intervention course are monitored for growth in comprehension and fluency once a month.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:
Tier II data is reviewed every 6 weeks. Students who are showing growth that places them at grade level or slightly below may be exited due to the classroom teacher's ability to provide an added boost during Tier I instruction or small group reading rotations. Tier III data is reviewed every 10 weeks. Students who are showing aggressive growth may be exited to a Tier II small group in order to maintain progress and be monitored for literacy retention. At this time, we do not have a criteria in place for Tier III students to be exited out of an intervention program completely without progressing to a less intensive intervention program.

Does Stewartville Public School District (0534-01) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

Local Literacy Plan for Stewartville Public School District (0534-01)

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

Literacy team members, identified intervention, progress monitoring plan, and designated data review date.

Continuous Improvement for Data-Based Decision Making for Action

Stewartville Public School District (0534-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Changes to our current practices may occur after our MnMTSS Leadership Team completes the Introduction to MnMTSS sessions in June of 2025.

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.

Stewartville Public School District (0534-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Stewartville Public School District (0534-01) has participated in MDE MnMTSS professional learning:

No data entered

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

Stewartville Public School District (0534-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Our district team is participating in the Introduction of MnMTSS 6-session course in June of 2025. We foresee systematic changes occurring after this 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 Stewartville Public School District (0534-01), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Fountas and Pinnell	Supplemental	60
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Fountas and Pinnell	Supplemental	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Fountas and Pinnell	Supplemental	60
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Fountas and Pinnell	Supplemental	60
Grade 4	· Fountas and Pinnell	Comprehensive	90
Grade 5	· Fountas and Pinnell	Comprehensive	90

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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 Stewartville Public School District (0534-01) 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	OG IMSE
Grade 1	FastBridge	OG IMSE
Grade 2	FastBridge	OG IMSE
Grade 3	FastBridge	OG IMSE
Grade 4	FastBridge	OG IMSE
Grade 5	FastBridge	OG IMSE
Grade 6	FastBridge	NA
Grade 7	FastBridge	NA
Grade 8	FastBridge	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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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.

Stewartville Public School District (0534-01) is using the following approved professional development program:

· CORE OLLA

Date of expected completion for Phase 1 Professional Development: 04/30/2026

Synchronous professional development sessions were facilitated by:

· Vendor Provided Facilitator

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

No data entered

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

Stewartville Public Schools will respond with a structured, supportive, and growth-oriented plan to ensure both teacher success and student learning. Building administrators will create an individualized improvement plan that focuses on the area of literacy instruction that was below the standard. This plan will include clear goals, timelines, and measurable outcomes. Individuals will be provided with instructional coaching and mentorships for regular, instructional-embedded support to build confidence and skills. Building administrators will conduct frequent classroom walkthroughs with formative, non-evaluative feedback.

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:

Through our district observation protocols, we use tools that assess whether instruction follows an appropriate sequence and pacing, includes clear, explicit teaching of skills, provides sufficient modeling, guided and independent practice, and differentiates based on student need.

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 our district observation system, feedback is provided through pre-determined instructional indicators in reading: use of instructional routines, accurate and consistent use of terminology and materials, and time-on-task dedicated to each of the five components of reading instruction.

The following changes in instructional practices have impacted students :

Small group instruction is now focused on instructing based on skill deficits in order to provide targeted reading instruction. This school year we have seen the greatest impact in our tiered reading services. More students have been able to get the targeted instruction and it is creating an instructional shift in our classrooms on how

differentiated instruction is occurring.

Stewartville Public School District (0534-01) has implemented the following professional development and support for teachers around culturally responsive practices:

On-going coaching support for implementation of culturally responsive literacy practices may include some of the following: Modeling and co-teaching literacy strategies that affirm student identity. Facilitation of reflective PLC discussions focused on student engagement, belonging, and achievement. And teachers using observation and reflection tools to self-assess the cultural responsiveness of their instruction.

Stewartville Public School District (0534-01) engaged with the Regional Literacy Network through the following:

· Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

NA

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	9	0	7	2
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	26	0	26	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	13	0	12	1
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	30	0	25	5
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	10	0	0	10

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	10	0	0	10
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	10	0	0	10
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Stewartville Public School District (0534-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$97,804.86

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

$97,804.86

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

· Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Stewartville Public School District (0534-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$80,079.70

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

· Stipends for teachers completing literacy training

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

$80080

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

Stipends will be paid out to teachers that have completed the literacy training.