

Minnesota READ Act Literacy Plan for 2024-25

For

Owatonna Public School District (0761-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Owatonna Public School District (0761-01). 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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Owatonna Public School District (0761-01)'s literacy goal(s) for the 2024-25 school year:

The percentage of all students in grade 3 at Owatonna Public Schools who are proficient on the MCA III state reading assessment will increase from 43% in 2023 to 53% in 2024.

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

We had a shift in core instruction during the 2024-2025 school year. Grades K-2 have completed year two of implementation of Functional Phonics and grades 3-5 have completed their first year of implementation of 95 Phonics Core Program. Grades 3-5 have shifted their instructional minutes to intentionally teach explicit foundational skills consistently within each school day. Our Phase 1 educators also are almost finished with CORE OL & LA professional development. The application of this learning has been a large shift within instruction in the district.

The following describes how Owatonna Public School District (0761-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Our district is working hard to ensure that every child is reading at or above grade level each year in Owatonna Public Schools. Currently, we recognize the large numbers of students that have not reached this goal; however, with continued strong core instruction with both foundational skills and knowledge building, we are moving in the right direction to make progress in this area.

Owatonna Public School District (0761-01)'s literacy goal(s) for the 2025-26 school year:

The percentage of students reading at grade level by Spring 2026 will increase by 5% in each grade level Fastbridge Reading Assessment (K-1 earlyReading, 2-8 aReading).

Owatonna Public School District (0761-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd761.org/district-services/teaching-learning/literacy-plan>

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 Owatonna Public School District (0761-01) 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)	Vendor composites using vendor benchmarks	earlyReading Composite Subtests
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	earlyReading Composite Subtests
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Owatonna Public School District (0761-01) 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	277	153	285	166	275	159
Grade 1	279	152	277	144	276	151
Grade 2	327	160	332	150	327	153
Grade 3	356	173	353	165	355	162

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 Owatonna Public School District (0761-01) 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.

Owatonna Public School District (0761-01) 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:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	275	116
Grade 1	277	125
Grade 2	328	175
Grade 3	360	196

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

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

Owatonna Public School District (0761-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We will add the gated screening procedure for NSWF in grades 2-3 in the fall during the 2025-2026 school year. We already have this in place during the winter and spring screening periods.

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 Owatonna Public School District (0761-01) 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

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 Owatonna Public School District (0761-01) to determine which students in grades 4-12 are not reading at grade level:

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:

We will determine which students in grades 4-12 are not reading at grade level utilizing the following assessments: Grades 4-5: Students scoring some or high risk on Fastbridge aReading AND students scoring some or high risk on Fastbridge AUTOreading in the fall, winter or spring Grades 6-8: Students scoring some or high risk Fastbridge aReading AND students scoring some or high risk on Fastbridge AUTOreading in the fall and winter Grades 9-12: Students below benchmark on Rapid Online Assessment of Reading (ROAR) in the fall or winter based on scheduled English classes

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

The following table displays the number of students in Owatonna Public School District (0761-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

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

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Owatonna Public School District (0761-01) 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
- Other - describe (Required)
 - Letters are printed and shared with parents during conferences or mailed home. In spring, letters are sent home

Local Literacy Plan for Owatonna Public School District (0761-01)

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
- Other - describe (Required)
 - Student progress in intervention

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
 - Teacher newsletters

Continuous Improvement for Parent Notification

Owatonna Public School District (0761-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

During the 2025-2026 school year, we will send out this communication at all three screening periods. In grades 4-12, we will use digital communication to notify parents/guardians of each student who is not reading at or above grade level after completing required screening under the READ Act.

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.

Owatonna Public School District (0761-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Elementary: In K-5 we have strong processes in place to support all tiers of instruction. All K-5 students are screened, including all MDE Required assessments, three times per year to establish an academic baseline and to identify struggling learners who need additional support. Interventions are provided by the classroom teacher in the regular classroom based on formal and informal assessments. Teachers use classroom assessment data and diagnostic tools that summarize results by reading domain to determine if there are classwide needs that should be targeted for intensifying or modifying Tier 1 instructional modifications. **Middle School:** The middle school utilizes standards-based grading, formative and summative assessments and Professional Learning Communities to ensure that support is provided at all tiers. The middle school also offers SOAR, which is an intervention block provided weekly for students needing additional support in foundational skills. Through the READ Act, we are working to improve our MTSS processes and structures at the middle school level. **High School:** The high school utilizes formative and summative assessments and Professional Learning Communities to ensure that support is provided at all tiers. The high school also offers COMPASS, which is an intervention block provided two times a month for students needing additional support. Through the READ Act, we are working to improve our MTSS processes and structures at the high school level.

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

Elementary: Core instruction is intended to meet the needs of 80-85% of the student population. Only once a strong and well-targeted instructional core is in place, can we begin to build interventions that will serve as truly supplemental and supportive instruction. Owatonna Public Schools has worked hard to implement strong foundational skills curricula with students in K-5. Functional Phonics (K-2) and 95 Phonics Core Program (3-5) have been supported by both instructional coaches and building administrators across the school district. These resources provide ample opportunities for differentiation within instruction. As teachers have reflected on current Read Act Training, OL & LA, shifts in instruction have been intentional and grounded in structured literacy practices. During 2025-26, teachers will implement Wit and Wisdom as a Knowledge Building Curricula and we have a strong implementation plan in place for Tier 1 Instruction focusing on foundational skills and 2020 ELA Standards implementation. **6-12:** Teams worked collaboratively during professional development dates during the 2024-2025 school year to create a 6-12 Scope and Sequence document outlining required courses taught in English Language Arts. Through this process, teams worked to ensure all 2020 Language Art Standards are being met and bring together unit maps and assessments to ensure that we have a valid and

Local Literacy Plan for Owatonna Public School District (0761-01)

reliable curricula across grades 6-12 grade. Continued professional development with 6-12 teachers is in the plan for 2025-26.

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

Tier 2: Strategic Intervention K-5: Students not making adequate progress in core instruction with classroom differentiation/intervention are provided supplemental support in core standards. Targeted interventions are provided for 20-30 minutes at least 3 times a week in addition to instruction in the general classroom. This setting provides more time, explicitness, focus, and opportunities for students to learn core standards. Progress is monitored by formative assessments and analyzed twice a month in PLC teams. Interventions are modified if necessary and students who continue to show little or no progress are then considered for more intensive interventions and/or additional diagnostic assessment. Students who approach or meet grade level benchmarks on screening assessments or who are showing consistent growth above progress monitoring goals may be exited from strategic tier 2 intervention. 6-12: Students not making adequate progress in core instruction with classroom differentiation/intervention are provided supplemental support in core standards. Progress is monitored by formative assessments and analyzed twice a month in PLC teams. Interventions are modified if necessary and students who continue to show little or no progress are brought to child study teams. SOAR (6-8) and COMPASS (9-12) is a consistent opportunity for students to receive some additional academic support within their school day. **Tier 3: Intensive Intervention** K-5: At this level, students receive intensive support designed to meet significant gaps in foundational skills and accelerate growth. This additional intensive instruction is delivered in a small group or one to one setting for 10-30 minutes at least 4-5 times a week. Progress is monitored weekly to determine the impact of the intervention. A minimum of six data points are collected before evaluating a trend. Interventions are modified if necessary and building-wide problem solving teams collaboratively analyze challenges of students who continue to show little or no progress to determine next steps. Students who approach or meet grade level benchmarks on screening assessments or who are showing consistent growth above progress monitoring goals may be exited from intensive Tier 3 intervention. 6-12: In grade six, students that do not receive specialized services may have access to additional strategic tier 3 interventions. SOAR (6-8) and COMPASS (9-12) is a consistent opportunity for students to receive some additional support within their school day.

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

Local Literacy Plan for Owatonna Public School District (0761-01)

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:

A minimum of six data points are collected before evaluating a trend. Interventions are modified if necessary and building-wide problem solving teams collaboratively analyze challenges of students who continue to show little or no progress to determine next steps. Students who approach or meet grade level benchmarks on screening assessments or who are showing consistent growth above progress monitoring goals may be exited from intensive Tier 3 intervention or shifted into another tier of support to ensure student growth is consistent. Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

K-5: We utilize Fastbridge progress monitoring for all reading interventions. Students that score 3-5 consecutive data points above the next benchmark period score may be exited from intervention supports.

6-12: We are working on a plan during the 2025-26 school year in order to establish a process for collect progress monitoring data to support tier 2 and 3 instruction, including developing consistent criteria for exiting students.

Does Owatonna Public School District (0761-01) use personal learning plans for literacy:

No

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

- No data entered

[The following components are included in the personal learning plans, if used:](#)

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Owatonna Public School District (0761-01) 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:

During the 2025-2026 school year, we will work to enhance our data based decision making at the 6-12 level. Through the use of Fastbridge Assessments (6-8) and Rapid Online Assessment of Reading (ROAR), we will be able to successfully and consistently determine students who do not demonstrate grade level reading skills. In addition to these screening measures, we will utilize Capti ReadBasix to screen for characteristics of Dyslexia. We will be providing professional development utilizing these tools for our 4-12 teachers and admin, and begin to establish a better system for data based decision making at the middle and high school level. Once our phase 2 educators begin Read Act Training in 26-27, we will gain a deeper understanding of how to best support students below grade level in reading.

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.

Owatonna Public School District (0761-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Owatonna Public School District (0761-01) has participated in MDE MnMTSS professional learning:

Yes

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

Owatonna Public School District (0761-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

K-12 members of our district participated in a 9 month cohort of MnMTSS. K-5 has a more solidified plan for MTSS; however, we recognize our focus will be to support MTSS structures and supports for reading within our secondary schools. As we solidify screening guidance from MDE, we will continue to strengthen our MTSS structures. Once MDE has released their approved interventions in the Fall of 2025, we will begin aligning our tiers of instruction to ensure we are best supporting all learners within our district.

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 Owatonna Public School District (0761-01), 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	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.
Grade 3	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.

Local Literacy Plan for Owatonna Public School District (0761-01)

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 4	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.
Grade 5	· 95 Phonics Core Program (95 PCP), K-3, 2020; 4-5,	Foundational	40
	· Other	Supplemental	80
	· Fountas and Pinnell Classroom: Interactive Read Al	.	.

[Continuous Improvement for Core Reading Instruction and Curricula](#)

Owatonna Public School District (0761-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

During the 2025-2026 school year, K-5 teachers will fully implement Wit and Wisdom, Knowledge Building, to compliment our foundational skills resources (K-2 Functional Phonics, 3-5 95 Phonics Core Program). Wit and Wisdom will replace Fountas and Pinnell Classroom.

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 Owatonna Public School District (0761-01) 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	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 1	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 2	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 3	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 4	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 5	PRESS, Fastbridge Interventions, Functional Phonics Intensification	PRESS, 95 RAP
Grade 6	StudySync- Foundational Skills Reinforcement	PRESS, LLI, evidence based strategic intervention strategies
Grade 7	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies
Grade 8	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies
Grade 9	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies
Grade 10	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies
Grade 11	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies

Local Literacy Plan for Owatonna Public School District (0761-01)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 12	Comprehension and vocabulary instructional strategies	Comprehension and vocabulary instructional strategies

[Continuous Improvement for Reading Interventions](#)

Owatonna Public School District (0761-01) will make the following changes to reading interventions for the 2025-26 school year.

We are waiting for additional guidance from MDE and CAREI to make changes to interventions. As we continue to develop a better

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.

Owatonna Public School District (0761-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 05/18/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

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

Yes

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

We anticipate 100% of our teachers who are still employed in our district will complete OL & LA and LETRS for earlyChildhood with 80% proficiency. For OL & LA, our Local Certified Facilitators within our district are working 1:1 with staff that need additional support to complete this training to ensure they complete all requirements.

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:

Owatonna Public Schools ensures that 100% of K classroom teachers implement high-quality foundational skills resources. In addition to core instruction, teachers engage in staff meetings focused on applying learning from OL & LA, as well as ongoing collaboration through Professional Learning Communities (PLCs). Teaching and Learning Coaches at each site support this work by providing coaching cycles that reinforce structured literacy practices within classrooms.

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:

We have instructional coaches at each of our four elementary buildings. Each coach engages in coaching cycles that support our staff in reading instruction. Building administrators also support the fidelity of evidenced based instruction during informal and formal evaluation cycles. A majority of our elementary administrators and coaches are local certified facilitators for OL & LA, which supports their understanding and coaching of structured literacy practices within their buildings. Buildings also utilize collaboration days and staff meetings to support this learning work and ensure application is happening within the classroom.

Local Literacy Plan for Owatonna Public School District (0761-01)

The following changes in instructional practices have impacted students :

Instructional practices have shifted with our K-5 educators naturally with new foundational skill resources, but the work within OL & LA has supported and provided a much deeper understanding regarding structured literacy practices. This year our K-5 classrooms are consistently teaching foundational skills daily within our literacy block utilizing evidence-based resources. Although we are not seeing large improvements in our Fastbridge Screening data proficiency levels yet, we have noticed gains with formative and summative assessments within classrooms as well as Fastbridge Growth data. PLCs teams analyzed growth and proficiency to identify and respond to student needs after winter screening. Evidence of Impact: 71% of students demonstrated typical (32%) or aggressive growth (39%) from fall to spring for AutoReading using Fastbridge Growth Benchmarks. 58% of students demonstrated typical (34%) or aggressive growth(24%) from fall to spring for CMBr using Fastbridge Growth Benchmarks. 53% of students demonstrated typical (33%) or aggressive growth (20%) from fall to spring for aReading using Fastbridge Growth Benchmarks. 51% of students demonstrated typical (36%) or aggressive growth (15%) from fall to spring for earlyReading using Fastbridge Growth Benchmarks.

Owatonna Public School District (0761-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Culturally responsive teaching practices are not only embedded into our teacher development and evaluation system, but teachers also engage in this work at individual sites with building leaders and district staff. Our curriculum adoption process also includes elements to ensure materials selected are culturally relevant for all learners at OPS.

Owatonna Public School District (0761-01) engaged with the Regional Literacy Network through the following:

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

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

We had designated calendar days to support the completion of OL & LA for our phase 1 educators. In addition to this professional development, our elementary leadership worked to designate staff meetings to dig deeper into the content of OL & LA ensuring ample opportunities for application within their practice. The shift to 95 Phonics Core Program in grades 3-5 also supported this application of teaching foundational skills to students. 6-12 Scope and Sequence work during our professional learning dates supporting ELA teams to collaborate across core courses to ensure all 2020 ELA standards are aligned within our standards-based teacher created curriculum. The K-12 ELA department has worked towards full implementation of 2020 ELA standards during the 2025-2026 school year. Committee meetings focused on bundling standards, aligning curriculum and creating opportunities within resources to support new standards within reading, writing, and exchanging ideas.

Local Literacy Plan for Owatonna Public School District (0761-01)

Continuous Improvement for Professional Development Plan

Owatonna Public School District (0761-01) will make the following changes to the professional development plan for the 2025-26 school year:

K-5: In the upcoming 2025-26 school year, our K-5 teachers will be implementing Wit and Wisdom. We have a solid professional development plan in place and we will continue to work with building leaders at each elementary school to ensure we are making connections and applying our new knowledge from OL & LA within daily instruction. Through this work we will continue to align and implement the 2020 ELA standards. Our main goal and focus for elementary will be solid core instruction. 6-12: For our secondary teachers, we start some of the groundwork for Phase 2 professional development to begin in 2026-2027. This will include training and understanding regarding MDE Required 4-12 screeners as well as the implementation of ROAR and Capti. These assessments will support the initial work to strengthen our MTSS processes and structures at the secondary level. Our secondary levels have plans to continue to work to improve our PLC process to ensure that we have systems in place to drive our instruction in reading.

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	27	27	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	12	7	5	0
K-3 Classroom Educators	59	59	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	30	30	0	0
K-12 Reading Interventionists	13	13	0	0
K-12 Special Education Educators responsible for reading instruction	62	62	0	0
PreK through grade 5 Curriculum Directors	3	2	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	94	0	0	94

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
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Local Literacy Plan for Owatonna Public School District (0761-01)

Grades 4-12 Classroom Educators responsible for reading instruction	32	0	0	32
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	40	0	0	40
Grades 6-12 Curriculum Directors	2	2	0	0
Employees who select literacy instructional materials for Grades 6-12	2	2	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Owatonna Public School District (0761-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$232,957.00

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

\$232,957.00

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

- Employing a reading intervention specialist

READ Act Literacy Aid

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

Owatonna Public School District (0761-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$199,500.00

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

- Curriculum reviewed by MDE that was rated as highly aligned

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

\$199,500

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

We will utilize \$199,500 at the end of June to purchase Wit and Wisdom for the 2025-2026 school year. Our balance will be down to \$0.