

Minnesota READ Act Literacy Plan

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

For

Owatonna Public School District (0761-01)

Date Submitted to the State 06/11/2026

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 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

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).

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

We experienced a significant shift in instructional practice during the 2025-2026 school year. Our K-5 teachers fully implemented Wit & Wisdom, a knowledge-building curriculum, for 60 minutes daily in every classroom. Through this implementation, teachers delivered grade-level standards more explicitly and systematically than with our previous resource. The level of rigor increased substantially, providing students with greater access to complex texts, rich content knowledge, and high-quality learning experiences. In addition, K-2 teachers completed their third year of implementing Functional Phonics, while grades 3-5 completed their second year of the 95 Phonics Core Program. Teachers spent 30-45 minutes of daily instructional time focused on foundational skills. Together, these resources have strengthened our structured literacy practices and significantly increased the amount of high-quality literacy instruction students receive each day.

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 2026-27 school year:

K-3: The percentage of students reading at grade level by Spring 2027 will increase by 5% in each grade level Fastbridge Reading Assessment (K-1 earlyReading, 2-8 aReading). 4-8: The percentage of students reading at grade level by Spring 2027 will increase by 5% in each grade level Fastbridge Reading Assessment (aReading and AutoReading). 9-12: The percentage of students reading at grade level by Fall 2027 will increase by 5% in each grade level based on ROAR Word and Sentence.

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The Local Literacy Lead, Kelly Kruger, for Owatonna Public School District (0761-01) has an FTE of .75

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The Local Literacy Lead actively collaborated with the Regional Literacy Network throughout the 2025-2026 school year.

The Local Literacy Lead received ongoing coaching and support from the Regional Literacy Lead and literacy coaches, attended multiple professional learning opportunities offered through the network, and participated regularly in Regional Literacy Lead meetings and Local Facilitator Community of Practice sessions. These collaborative efforts strengthened district capacity, supported the implementation of evidence-based literacy practices, and provided valuable opportunities for continuous learning and continuous improvement.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Owatonna Public School District (0761-01) 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.

Owatonna Public School District (0761-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	No
	Grade 1	Other-Vendor Composites' in Fall and MDE Composites in Winter and Spring	No
	Grade 2	MDE Composites	Fastbridge - CBMr, Gating Screening for Dyslexia (Nonsense Word Fluency)
	Grade 3	MDE Composites	Fastbridge - CBMr, Gating Screening for Dyslexia (Nonsense Word Fluency)

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Owatonna Public School District (0761-01) will be utilizing the following screening tool(s) in 2026-27:

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

Owatonna Public School District (0761-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

In the Fall 2026, we will screen all K-2 students using Fastbridge Oral Language Screener. We will update the cut scores used for nonsense words in grades 2 and 3 to match the Minnesota Norm-based Cut Scores for FastBridge

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Owatonna Public School District (0761-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge AutoReading	Grade 4	3 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 8	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 5	3 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 6	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 7	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 8	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 5	3 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 6	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
	Grade 7	2 time per year	District set benchmarks - Vendor risk level benchmarks (some or high risk) on aReading and AutoReading in Fall or Winter
Other - No data entered	Grade 9	1 time per year	District set benchmarks - Vendor benchmarks (support categories) "needs extra support" or "developing skill" both subtests

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Other - No data entered	Grade 10	1 time per year	District set benchmarks - Vendor benchmarks (support categories) "needs extra support" or "developing skill" both subtests
	Grade 11	1 time per year	District set benchmarks - Vendor benchmarks (support categories) "needs extra support" or "developing skill" both subtests
	Grade 12	1 time per year	District set benchmarks - Vendor benchmarks (support categories) "needs extra support" or "developing skill" both subtests

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Owatonna Public School District (0761-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Owatonna Public School District (0761-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Initial Screening will be held in Fall 2026 in 4-12 with all 6 of the required subtests. Grades 4-8: Gated 2x a Year (Fastbridge and Capti) Grades 9-12: Screen annually in Fall (ROAR and Capti) Owatonna Online - Goal 26-27: Screen students in grades 4, 5, and 6 - Gated Screening (FastBridge & Capti)

4. 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	284	157	282	153	278	160
1st	276	149	277	122	273	117
2nd	280	124	282	132	281	137
3rd	330	154	329	173	330	185

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how 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) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - K-1 (Fall) Vendor Composites using vendor benchmarks, 1: (Winter/Spring): MDE Composites, 2-3 (Fall/Winter/Spring) MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	270	47
1st	265	93
2nd	185	98
3rd	202	108

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

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: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

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 2026-27 school year.

We used preliminary cut scores provided in SY25 for nonsense words in grades 2 and 3 in SY26. In SY27, we will implement the updated Minnesota Norm-based Cut Scores for FastBridge Nonsense Words Subtest published on the MDE website.

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	357	354	125	125	97	0
5th	346	342	135	135	100	0
6th	388	366	94	94	72	0
7th	364	345	92	92	71	0
8th	356	335	101	101	67	0
9th	420	378	89	89	62	0
10th	418	355	64	64	47	0
11th	449	365	50	50	30	0
12th	463	358	31	31	18	0

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

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

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 grades K-5, strong systems and processes are in place to support students across all tiers of instruction. All students participate in universal screening, including all Minnesota Department of Education (MDE) required assessments, three times per year to establish academic benchmarks and identify students who may need additional support. Classroom teachers use both formal and informal assessment data, along with diagnostic tools that summarize performance by reading domain, to identify classwide trends and determine when Tier 1 instruction should be intensified or adjusted to better meet student needs. Targeted interventions are provided based on student data and identified skill needs. Tier 2 supports are delivered by classroom teachers and, in some buildings, Title I teachers. Tier 3 interventions are provided by ADSIS teachers. Prior to beginning interventions, students participate in diagnostic assessments to ensure that instruction is matched to their specific areas of need and appropriately intensified based on the level of support required. This comprehensive system helps ensure that all students receive timely, data-driven instruction and intervention designed to accelerate literacy growth.

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. This year we also piloted PowerUp with some of our 6-8 classrooms in Tier 1. This resource and instruction support students specific to their needs. 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:

K-5: 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) has been highly supported by both instructional coaches and building administrators across the school district. This year during the first year implementation of Wit and Wisdom, our district dedicated time for health implementation walkthroughs and Guided Observations for Leaders. We plan to utilize these observation tools and structures to regroup in our foundational skill programs to ensure we are better monitoring fidelity and differentiation within instruction.

6-12: Grades 6-12 teams worked collaboratively during professional development days in the 2024-2025 school year to develop a comprehensive Scope and Sequence document outlining the required English Language Arts courses across grades 6-12.

Through this process, teams analyzed curriculum, unit maps, and assessments to ensure alignment with the 2020 Minnesota English Language Arts Standards and to establish a more valid, reliable, and guaranteed curriculum for all students. This work strengthened vertical alignment across grade levels and clarified expectations for teaching and learning. During the 2025-2026 school year, the district also piloted the Minnesota Department of Education (MDE) Literacy Walkthrough Tool with a small group of teachers. Insights gained from the pilot will inform future implementation efforts, with plans to use the tool more broadly to support strong Tier 1 literacy instruction and continuous improvement of classroom practices.

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. The criteria for entrance into Tier 3 supports are based on national norms (below 25 percentile) for our screening assessments followed by diagnostic assessments to support with intervention placement. 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.

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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:

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 currently solidifying our process to collect progress monitoring data to support Tier 2 and 3 instruction. Criteria will be set prior to the 26-27 school year.

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, and progress monitoring procedures in the 2026-27 school year:

During the 26-27 school year, Owatonna Public Schools will strengthen data-based decision-making practices at the secondary level. Through the implementation of FastBridge assessments in grades 6-8 and the Rapid Online Assessment of Reading (ROAR) in grades 9-12, educators will be able to more consistently identify students who are not yet demonstrating grade-level reading proficiency. In addition, Capti ReadBasix will be utilized to support with the identification of students who are showing characteristics of dyslexia, providing valuable information to support early identification and intervention. To support implementation, professional learning will be provided for grades 4-12 teachers and administrators on the effective use of these assessment and screening tools. This work will help establish a more systematic approach to analyzing literacy data and making instructional decisions at the middle and high school levels. As Phase 2 educators begin READ Act training during the 2026-2027 school year, staff will deepen their understanding of evidence-based literacy practices and intervention strategies, further strengthening the district's ability to support students who are reading below grade level.

8. Parent Notification and Involvement

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

Does 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
Grade 7	2 times per year	Digital messaging
Grade 8	2 times per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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

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

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

No

In 4-12, we notified all families of the 2-step screening process, but provided results only for students completing Step 2 screening.

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

- More than one of the above

Continuous Improvement for Parent Notification

Owatonna Public School District (0761-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

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Owatonna Public Schools is working to establish a more standardized and consistent approach to parent notification at the secondary level. During the 2026-2027 school year, the district will refine its processes to ensure that all three READ Act parent notification requirements are fully implemented for students in grades 6-12. This work will strengthen communication with families, increase transparency regarding student literacy performance and support services, and ensure compliance with READ Act requirements.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Owatonna Public School District (0761-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
95 Phonics Core Program (95 PCP), K-3, 2020; 4-5, 2023 (Partially Aligned)	Foundational	Grade 3	40
	Foundational	Grade 4	40
	Foundational	Grade 5	40
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Prior to the implementation of the READ Act, five literacy leaders within the district participated in LETRS professional learning. Through this training, the district recognized that its existing literacy resources were not strongly aligned to the Science of Reading or Structured Literacy practices. In response, the district engaged in a collaborative, evidence-based process to select new foundational skills programs. Functional Phonics was implemented in grades K-2 during the 2023-2024 school year, followed by the adoption of 95 Phonics Core Program for grades 3-5 in 2024-2025. These foundational skills programs were selected prior to the most recent MDE READ Act

recommendations, but were grounded in a review of resources aligned to the Minnesota Department of Education (MDE) evidence-based literacy list and state expectations related to the Science of Reading and Structured Literacy. Currently, Functional Phonics is highly aligned, while 95 Phonics Core Program is partially aligned. The district also identified a need for a more robust knowledge-building curriculum and used the MDE-recommended list as a starting point for review. A K-5 committee and elementary district leaders engaged in a structured selection process that included evaluating program design, alignment to the 2020 Minnesota English Language Arts Standards, support for Structured Literacy practices, and effectiveness in meeting the needs of diverse learners. Based on this process, Wit & Wisdom was selected and fully adopted for implementation during the 2025-2026 school year. The district remains in compliance with MDE requirements and continues to focus on strong implementation to ensure high-quality, evidence-based literacy instruction.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

2023-2024: K-2 Functional Phonics Selection: Spring 2023, Training: Summer 2023 Professional Development in Intensification- September 2026 Fidelity: SY26-27 2024-2025: 3-5 95 Phonics Core Program Selection: Spring 2024, Training: Summer 2024 Professional Development on Intensification - SY 27-28 2025-2026 Wit and Wisdom Selection: Spring 2025, Training: Summer 2025, Fidelity Checks: SY25-26, SY26-27, Standards Alignment: Spring 25, SY25-26, SY26-27

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - 95RAP	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - Fastbridge Interventions	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Functional Phonics/95 Core Phonics Program Intensification	Tier 2	Kindergarten	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Functional Phonics/95 Core Phonics Program Intensification	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - PowerUP by Lexia	Tier 2	Grade 6	15
	Tier 2	Grade 7	15
	Tier 2	Grade 8	15

Continuous Improvement for Literacy Intervention Resources

Owatonna Public School District (0761-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

K-1: Tier 2: Intensification of Functional Phonics, Geodes (Wit and Wisdom) Tier 3: Intensification of Functional Phonics 2-5: Tier 2: Intensification of Functional Phonics and 95 Core Phonics Program, Geodes (Wit and Wisdom) Tier 3: 95RAP (ADSIS and Sped) & Sonday (Sped), PRESS Fluency and Comprehension 6-8: Tier 2: PowerUp Tier 3: REWARDS (Grade 6), STARI (Grade 7&8) 9-12: Tier 2: PowerUp (Grade 9) Tier 2: Evidence-based practices from STRIVE (Phase 2 PD)

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Owatonna Public School District (0761-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$235,100

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

\$235,100

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 2024 school year:

\$232,957

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Other, explain below - Portions of instructional coaches salaries at each site who are used to support reading implementation, reading interventions and READ Act PD district-wide and at sites.	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Owatonna Public School District (0761-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/09/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Owatonna Public School District (0761-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/09/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

We anticipate 100% of our teachers who are still employed in our district will complete OL & LA and STRIVE with 80% proficiency. Our Local Certified Facilitators worked 1:1 with staff needing additional support throughout the coursework to ensure all requirements were met.

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-5 classroom teachers implement our high-quality foundational skills and knowledge-building resources. Through guided observations for leaders and implementation walkthroughs, data is collected and used to inform aligned professional development and to deepen educator and leadership understanding of instructional resources. Our elementary leaders have focused on how instructional resources connect to best practice in literacy instruction during staff meetings, collaboration and PLCs. Teaching and Learning Coaches at each site also support this work by facilitating coaching cycles that reinforce structured literacy practices within classrooms. At the end of the school year, the district piloted the Minnesota Department of Education (MDE) ELA/Structured Literacy Walkthrough Tool. Moving forward, this tool will be used to support implementation data collection and to ensure instruction is systematic, sequential, explicit, and diagnostic in nature, strengthening the use of evidence-based literacy practices across classrooms. We look forward to utilizing this data in the future.

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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:

K-5 Building principals participated in Guided Observations for Leaders focused on Wit & Wisdom throughout the school year. Through classroom observations and walkthroughs, principals strengthened their understanding of evidence-based instructional practices embedded within the resource and used this knowledge to provide meaningful feedback, coaching, and support to teachers. When common areas of need emerged, principals collaborated with staff to provide targeted professional learning through staff meetings, collaborative team time, and coaching cycles. Principals also reinforced instructional expectations through both formal and informal observations, helping to support consistent implementation across classrooms. As the district moves into the 2026-2027 school year, leaders plan to expand the use of the Minnesota ELA/Structured Literacy Walkthrough Tool to support observations and instructional walkthroughs at the secondary level. This tool will help strengthen leaders' ability to identify evidence-based literacy practices, provide actionable feedback, and support continuous improvement in literacy instruction across grades 6-12. The following changes in instructional practices have impacted students:

Instructional practices have naturally shifted among our K-5 educators with the implementation of foundational skills resources, and the work within OL & LA has further strengthened this by deepening staff understanding of structured literacy practices. This year, K-5 teachers implemented Wit & Wisdom, and the instructional practices connected to this resource have helped ground instruction in the rigor of the Minnesota English Language Arts Standards and Structured Literacy Practices. Teachers have observed encouraging growth in both formative and summative classroom assessments. In particular, students have demonstrated significant growth in writing, along with stronger vocabulary application across speaking, listening, and writing. Although FastBridge screening proficiency levels have not yet shown substantial increases, positive gains have been observed in classroom-based formative and summative assessments as well as in FastBridge growth data. Following winter screening, PLC teams analyzed both growth and proficiency data to identify student needs and respond with targeted instructional support, strengthening responsiveness to instruction across grade levels.

Owatonna Public School District (0761-01) has implemented the following professional development and support for teachers around culturally responsive literacy 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. The K-5 resource, Wit and Wisdom, lends itself to culturally diverse resources.

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 of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include

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alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We had designated staff development days to support with Read Act PD for the rest of our Phase 1 staff. PreK: Early Childhood programming within our district focused on the Science of Reading and Structured Literacy Practices within the current resources they are utilizing with students. Early Childhood teachers also adopted Heggerty and received professional development with implementation. Elementary: Professional development opportunities to support with the implementation of Wit and Wisdom were built throughout the school year including: Launch, Lesson and Module Study, collaboration and team planning time, Guided Observation for Leaders and Health Implementation Walkthroughs and coaching. Secondary: During the 2025-26 school year, our 6-12 teachers engaged in continuous work around our district wide ELA Scope and Sequence. They worked through ELA Minnesota State Standards to ensure all standards are taught within the core courses at the high school. Next year the work will be applying the knowledge of STRIVE into their courses at the high school. The K-12 ELA department has worked towards a full implementation of the ELA Mn State Standards. More specifically, the K-5 committee meetings focused on implementation of our knowledge building curricula, standards alignment, and report cards and grading aligned to new standards in each of the strands.

Continuous Improvement for Professional Development Plan

Owatonna Public School District (0761-01) will make the following changes to the professional development plan for the 2026-27 school year:

PreK/K Transition Team: Our PreK/K Transition team will be re-established during the 2026-27 school year, with a focus on the new Minnesota Kindergarten Fall Assessment, ECIPS implementation, and early literacy development. This team will work collaboratively to strengthen alignment between early childhood programming and the transition into our elementary buildings, with the goal of building consistent practices and supporting strong literacy foundations for our youngest learners. We are excited to continue this important work together in support of student success.

Elementary: In K-2, our focus will be on the differentiation and intensification of Functional Phonics instruction. Professional development will begin in September, with continued collaboration time and coaching cycles to support implementation throughout the year. In addition to classroom teachers, interventionists, Special Education staff, and EL staff will strengthen their understanding of K-2 Functional Phonics and deepen their learning around intensifying instruction to better meet student needs. Additional year 2 professional development with Wit and Wisdom will be carefully designed to support our teachers in the upcoming school year. Secondary: Two professional development days will be dedicated to secondary ELA teachers to complete STRIVE coursework. Live sessions on these dates will provide opportunities to support learning, reflect on key takeaways, and strengthen application of the instructional practices connected to the coursework. In addition, grades 6-9 teachers and/or interventionists will receive training and professional development in evidence based interventions.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	28	28	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	89	87	2	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	27	27	0	0
K-3 Classroom teachers	57	57	0	0
K-12 Teachers holding English as a second language licenses	13	13	0	0
K-12 Reading Intervention Teachers	13	13	0	0
K-12 Special Education educators responsible for foundational reading instruction	65	64	0	1
Pre-K through grade five Curriculum Directors	3	3	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	10	10	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	31	0	31	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
Grades 6-12 instructional support staff who provide reading support	45	45	0	0

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

132

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

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 2026-27 school year:

Our MTSS work will focus on strengthening Multi-Layered Practices and Supports, Assessment, and Data-Based Decision-Making. We will continue refining our systems of support across Tiers 1, 2, and 3. In grades K-5, we are engaging in intentional professional learning focused on the differentiation and intensification of instruction at all levels of support. We have established Tier 2 and Tier 3 resources and interventions and will continue building staff capacity to implement these supports with fidelity, ensuring students receive the targeted instruction needed to reach grade-level expectations. Across K-12, we will be regrounding our assessment practices to strengthen consistency and effectiveness. At the elementary level, our goal is to create greater alignment in how screening, diagnostic, and progress-monitoring assessments are administered, analyzed, and used to inform instructional decisions across all four buildings. At the secondary level, teams will continue deepening their understanding and use of CAPTI data while refining data protocols to support timely and effective decision-making. With new intervention systems in place in grades 6-9, we will focus on building capacity among interventionists, classroom teachers, and administrators to ensure students receive the support they need to be successful.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Owatonna Public School District (0761-01) does not include a DLI Program