

Minnesota READ Act Literacy Plan

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

For

Watertown-Mayer Public School Dist (0111-01)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Watertown-Mayer Public School Dist (0111-01). 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

Watertown-Mayer Public School Dist (0111-01)'s literacy goal(s) for the 2025-26 school year:

The overall District proficiency rate on the MCA will improve in 2026 by at least 3% from 62.5% in 2025 to 65.5%

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

In an effort to reach our literacy goals, we implemented several changes in the 2025-2026 school year. Some of these changes encompassed professional development to ensure that our teachers and paraprofessionals were trained in structured literacy practices and had a strong understanding of the science of reading. We were able to complete our Phase 1 training this year. Our paraprofessionals also received 8 hours of Paraprofessional Structured Literacy Training. Not only did we focus on developing our staff knowledge of effective literacy practices, we adopted a new knowledge-based curriculum, Arts and Letters in grades K-5. We also adopted Functional Morphology as our skills-based curriculum in grades 3-5. The most significant change we made to make progress towards this goal was hiring a part-time literacy lead to assist with curriculum implementation, systems change, and coaching teachers in best practices around literacy.

The following describes how Watertown-Mayer Public School Dist (0111-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Due to the fact that MCA results will not be released until fall, we do not have "hard" data to show how current student performance differs from the goal. However, we'd like to use Fastbridge as at least one indicator of student growth. In the spring of 2025, our proficiency was 66.2% for students in grades K-8. This had decreased slightly from 67% in the spring of 2024.

Watertown-Mayer Public School Dist (0111-01)'s literacy goal(s) for the 2026-27 school year:

It is the goal of Watertown-Mayer Public Schools to meet the needs of ALL learners. In an effort to move the needle toward this vision, and in alignment with the Minnesota READ Act to have every child reading at or above grade level every year, we plan to target the following: The percentage of all K-8 students performing at or above the 45th percentile on FastBridge Reading Screeners (earlyReading/aReading) will increase from 66.2% in Spring 2026 to 68% in Spring 2027. We are transitioning 9-12 grade from Fastbridge to the STAR assessment. We will increase the number of students meeting grade-level proficiency on the STAR assessment 3% from the Fall 2026 baseline to Spring 2027.

Local Literacy Plan for Watertown-Mayer Public School Dist (0111-01)

The Local Literacy Lead, Becky Kalanzi, for Watertown-Mayer Public School Dist (0111-01) has an FTE of .50

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

This year, the District Literacy Lead (DLL) focused on collaborating with teachers and school leadership teams to support district literacy initiatives. A primary focus was preparing to support secondary students with reading interventions based on results from the new Capti ReadBasix screener for grades 4-12. To support this work, she, along with leadership from the high school and middle school, attended the Secondary Supports Series and the Dyslexia Series put on by MDE, Compass, and Resource Training and Solutions. In addition to secondary planning, she participated in the district's MTSS process and collaborated with ELA teams during their PLCs. Partnering with building principals, she worked to develop literacy-related goals, ensure master schedules accommodate core reading blocks, and establish fidelity checks and coaching feedback loops for teachers. She also guided teachers and principals through data-based decision making following the implementation of the Capti ReadBasix screener. To meet state training requirements, she coordinated with leadership teams to ensure all staff completed necessary professional development. This included facilitating structured literacy training for paraprofessionals. To connect state-level insights with the district, she participated in both the Local Certified Facilitator and District Literacy Lead Communities of Practice, which established consistent feedback loops between MDE, Resource Training and Solutions, and local schools. Finally, she worked directly with classroom teachers, interventionists, and support staff to provide hands-on coaching during the implementation of new curriculum.

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

Watertown-Mayer Public School Dist (0111-01) Local Literacy Plan is posted on the district website at

<https://www.wm.k12.mn.us/departments/teaching-learning/curriculum-instruction>

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.

Watertown-Mayer Public School Dist (0111-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Watertown-Mayer Public School Dist (0111-01) 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 district set benchmark-We use the 15th and 45th percentiles to determine students at the high risk or some risk levels.	We are currently only using FastBridge as our K-3 screener.
	Grade 1	Vendor Composites using district set benchmark-We use the 15th and 45th percentiles to determine students at the high risk or some risk levels.	We are currently only using FastBridge as our K-3 screener.
	Grade 2	Vendor Composites using district set benchmark-We use the 15th and 45th percentiles to determine students at the high risk or some risk levels.	We are currently only using FastBridge as our K-3 screener.
	Grade 3	Vendor Composites using district set benchmark-We use the 15th and 45th percentiles to determine students at the high risk or some risk levels.	We are currently only using FastBridge as our K-3 screener.

Local Literacy Plan for Watertown-Mayer Public School Dist (0111-01)

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

Watertown-Mayer Public School Dist (0111-01) will be utilizing the following screening tool(s) in 2026-27:

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

Watertown-Mayer Public School Dist (0111-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will continue to use FastBridge as our screening tool for K-3, however, we will also be adding the oral language screening as required in the 2026-2027 school year.

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 Watertown-Mayer Public School Dist (0111-01) 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 7	1 time per year	N/A CaptiReadBasix used as Step 2
FastBridge aReading	Grade 4	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 8	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 5	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 9	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 10	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 6	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 11	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.
	Grade 7	3 time per year	District set benchmarks - Students were administered Capti if they assessed below 45% nationally on Fast.

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

Watertown-Mayer Public School Dist (0111-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

We used Capti ReadBasix to progress monitor students in grades 5 and 6 who were receiving an intervention in Word Recognition and Decoding. The subtest was given every 6-8 weeks after the initial Capti ReadBasix screening and used as an additional data point to determine if the intervention was successful.

Continuous Improvement for Screening Tools Used in Grades 4-12

Watertown-Mayer Public School Dist (0111-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will move Capti ReadBasix screening to the fall assessment window to give us more time to intervene and progress monitor throughout the year. We also plan to use Capti as a progress monitoring tool in more grade levels next year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Watertown-Mayer Public School Dist (0111-01) 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	82	59	83	76	83	81
1st	91	85	91	85	95	80
2nd	89	47	89	44	90	42
3rd	95	58	94	55	98	61

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 Watertown-Mayer Public School Dist (0111-01) 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.

Watertown-Mayer Public School Dist (0111-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using district set benchmarks - High Risk is 15th percentile and below, Some risk is between the 16th and 45th percentile, Low Risk is 46th to 65th percentile, On-track is 65th percentile and above. All percentiles are based on the national percentiles.

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	84	11
1st	95	9
2nd	85	15
3rd	99	15

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

Watertown-Mayer Public School Dist (0111-01) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Watertown-Mayer Public School Dist (0111-01) 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	107	107	32	31	31	0
5th	98	95	31	30	30	0
6th	107	104	34	32	30	0
7th	124	121	38	37	36	0
8th	118	114	33	30	30	0
9th	91	86	28	21	21	0
10th	128	96	39	28	28	0
11th	144	0	0	CTSTR	CTSTR	0
12th	121	0	0	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

Watertown-Mayer Public School Dist (0111-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At the K-3 levels, we use FastBridge three times per year as our universal screener. Our elementary intervention teachers evaluate the data after each assessment and use the screening to intervention report to show which type of intervention (phonemic awareness, phonics, or fluency) is the best fit for the student's needs. Following each benchmark, these teachers make necessary changes to intervention groups. Progress is also monitored to determine if interventions need to be intensified, changed, or adjusted to better fit the skill need. For grades 4-6, we transitioned to a gated approach using FastBridge aReading as the initial gate. Students scoring between the 16th and 45th percentile receive strategic Tier 2 support, while students at the 15th percentile and below receive more intense support. These students are gated into the Capti ReadBasix assessment. When we gave Capti ReadBasix in the Winter, we used both data sets to determine intervention needs. This showed that several 4-6th grade students needed phonics, multisyllabic word recognition and decoding, or morphology. With this combined data, we were able to target interventions better. Progress monitoring determines if the intervention is successful and if students are making growth. We use a combination of mastery checks on our plug-and-play intervention system, reading oral fluency curriculum-based measurements on FastBridge, and the Capti ReadBasix Word Recognition and decoding sub-test to determine if adjustments are needed. Looking ahead, we will use this exact process next year for grades 4-12 as we implement support across all secondary levels.

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

This year, we implemented a new foundational curriculum in grades 3-5 and a new knowledge-building curriculum in grades K-5. This rollout gave us a great opportunity to also implement fidelity checks and coaching to better meet the needs of all students within our Tier 1 core instruction. Throughout the year, administrators and the District Literacy Lead completed several fidelity checks during K-5 literacy periods. The information we collected tracked how well Science of Reading practices were being used, and ensured the curriculum was engaging all students in reading, writing, speaking, listening, viewing, and exchanging ideas-aligning directly with the 2020 Minnesota ELA Standards. As with any implementation year, we learned a lot and found several ways to improve our process. Moving forward, tools like UFLI, Arts and Letters, and Functional Morphology are allowing us to differentiate right during core instruction. This helps teachers check in with students formatively, provide extra practice opportunities, incorporate additional teacher modeling, and work collaboratively to scaffold supports for students who need it.

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

Again, the elementary and middle schools have specific intervention eligibility criteria with clear entrance and exit data points. These data points come directly from FastBridge's aReading and the CBMr (oral fluency). Students measuring below the 15th percentile qualify for Tier 3 (intensive) targeted reading intervention, and those between the 16th and 45th percentiles qualify for Tier 2 (supplemental) supports. The new Capti ReadBasix assessment information was also used to enter students into intervention after our Winter screening window in grades 4-6. Next school year, we will expand our intervention supports through 12th grade to provide any necessary interventions to all students at all grade levels.

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:

Both the elementary and middle schools maintain clearly defined entrance and exit criteria for targeted reading interventions. Placement decisions are primarily driven by national percentiles on FastBridge aReading and Oral Reading Fluency (CBM) assessments. Students scoring between the 16th and 45th percentiles qualify for Tier 2 strategic intervention, while those scoring at or below the 15th percentile in one or more areas receive intensive Tier 3 support. Exit from intervention is a highly individualized, data-based decision managed by our academic intervention teams. To transition out of support, students must successfully achieve FastBridge exit benchmarks and demonstrate sustained growth on regular progress monitoring measurements. Once these academic criteria are met, families are consulted regarding the transition plan. Following their exit, students continue to be closely monitored; if their scores drop below established thresholds again, they are looped back into the appropriate level of intervention support.

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

Both the elementary and middle schools maintain clearly defined entrance and exit criteria for targeted reading interventions. Placement decisions are primarily driven by national percentiles on FastBridge aReading and Oral Reading Fluency (CBM) assessments. Students scoring between the 16th and 45th percentiles qualify for Tier 2 strategic intervention, while those scoring at or below the 15th percentile in one or more areas receive intensive Tier 3 support. Exit from intervention is a highly individualized, data-based decision managed by our academic intervention teams. To transition out of support, students must successfully achieve FastBridge exit benchmarks and demonstrate sustained growth on regular progress monitoring measurements. Once these academic criteria are met, families are consulted regarding the transition plan. Following their exit, students continue to be closely monitored; if their scores drop below established thresholds again, they are looped back into the appropriate level of intervention support.

Continuous Improvement for Data-Based Decision Making for Action

Watertown-Mayer Public School Dist (0111-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

In the 2026-2027 school year, we plan to focus on all grade levels. We will continue to use the same process, criteria, and progress monitoring procedures that we have been using for grades 4-6 with all grades 4-12.

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 Watertown-Mayer Public School Dist (0111-01) 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	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 1	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 2	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 3	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 4	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 5	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 6	3 times per year	Other - Fall: mailed letters home, Winter/Spring: digital communication & parent teacher conferences
Grade 7	1 time per year	Letter sent home with student
Grade 8	1 time per year	Letter sent home with student
Grade 9	1 time per year	Letter sent home with student
Grade 10	1 time per year	Letter sent home with student

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Grade	Frequency of Notification	Method of Notification
Grade 11	1 time per year	Letter sent home with student

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

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

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

Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

Watertown-Mayer Public School Dist (0111-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

This year, we actually used a combination of mailed letters home, sent home with students, and digital communication. We would like to streamline this next year to digital communication so that families actually receive the communication and know where to expect it. Families are also notified if their child qualifies for intervention supports, the reason they qualify, and the type of support they will be receiving. We will continue to provide progress monitoring updates to families of students receiving intervention on a monthly basis. This will expand to our 6-12 graders receiving intervention during the 2026-2027 school year.

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 Watertown-Mayer Public School Dist (0111-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Arts & Letters from Great Minds	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
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Since the district was already using UFLI successfully at the K-2 level, we wanted to adopt a curriculum that would supplement that process. We began looking for a foundational curriculum for grades 3-5. We found Functional Morphology fit well and had many evidence-based instructional approaches. We then began to look for a solid knowledge-building curriculum. After reviewing several resources, we chose Arts & Letters for grades K-5 as the knowledge-building curriculum. The 2025-2026 school year was our implementation year for both Arts & Letters and Functional Morphology. We plan to expand Arts and Letters through 8th grade in the 2026-2027 school year.

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

We implemented UFLI in the 2023-2024 school year. Our K-2 teachers received training to implement UFLI as well as support from Resource Training and Solutions to conduct fidelity checks and data review. We implemented Functional Morphology and Arts & Letters during the 2025-2026 school year. Teachers received training from the curriculum companies prior to the school year starting, and they received support from the district literacy lead to continue implementation. Standards alignment was completed with the knowledge-building curriculum over the summer before the 25-26 school year. Fidelity checks were used for the knowledge-building curriculum, Arts & Letters, to support the implementation process. This tool facilitated several coaching conversations and PLC work.

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 Watertown-Mayer Public School Dist (0111-01) 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
Reading Corps	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
Sonday	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
Other Resources - FastBridge Reading Interventions	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25

Continuous Improvement for Literacy Intervention Resources

Watertown-Mayer Public School Dist (0111-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

6th Grade will use REWARDS Intermediate for a Word Recognition and Decoding intervention during the 2026-2027 school year. 7th-12th grade will use REWARDS Secondary or Advanced Word Study Modules as a decoding intervention.

Students in tier 3 interventions will still use Sonday System 1 or 2 as needed. We also plan to incorporate REWARDS Plus Social Studies for students in 7th and 8th grade who need more robust vocabulary and comprehension support in addition to word recognition and decoding.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Watertown-Mayer Public School Dist (0111-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$76,564

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

\$89,581

READ Act Literacy Aid

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

Watertown-Mayer Public School Dist (0111-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$58,512

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
Contracting or employing a District Literacy Lead	Both
Stipends for teachers completing literacy professional development	Both
MDE approved READ Act professional development	Both
Approved literacy screeners (this can include materials, training and coaching)	Both

12: Professional Development Plan

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

Watertown-Mayer Public School Dist (0111-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

03/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Watertown-Mayer Public School Dist (0111-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

03/30/2027

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:

All teachers completed training at 80% or higher. If we have a teacher who does not complete training, we plan to work with them to redo the training with support and coaching.

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:

During the school year, the district literacy lead and administration conducted 109 classroom fidelity checks to evaluate the systematic, sequential, explicit, and diagnostic delivery of our new ELA curriculum. The data demonstrated exceptional implementation strength, with the Arts & Letters curriculum used with fidelity 96.3% of the time, and students actively engaged in evidence-based literacy practices during 91.7% of observations. However, the data also identified a clear opportunity for professional growth: clearly explaining the purpose of a lesson-a foundational element of explicit instruction-was observed at 66.1%. This variance provides a clear, data-driven focus for our upcoming coaching cycles. Purpose and learning targets will be a target for growth across the district this coming school year.

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

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areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

This year, teachers received targeted feedback based on classroom fidelity observations, with the district literacy lead providing follow-up coaching to select grade levels as scheduling permitted. Transitioning the district literacy lead from part-time to full-time next year will significantly expand our capacity for coaching and feedback. We plan to establish a structured calendar that creates a continuous cycle of coaching, support, and fidelity checks. Additionally, we plan to shift the focus of our fidelity checks from strict curriculum implementation to evidence-based literacy practices. To achieve this, we intend to adopt a universal walkthrough tool, such as the one we piloted from MDE, that encompasses the three strands of the MN ELA standards-reading; writing; and listening, speaking, viewing, and exchanging ideas, and core structured literacy principles (systematic, sequential, explicit, and diagnostic instruction). This standardized tool will allow us to evaluate high-quality instructional practices consistently across all tiers and grade levels, whether teachers are utilizing UFLI, Sonday, REWARDS, Functional Morphology, Arts & Letters, or secondary standards-based curricula.

The following changes in instructional practices have impacted students:

Science of Reading-based instructional practices have been firmly established in our elementary schools for several years, yielding remarkable growth. Notably, our kindergarten cohort progressed from 49% at grade level in the fall to 80% proficiency by the end of the school year. This foundational success is driven by systematic, sequential, explicit, and diagnostic instruction using UFLI. Furthermore, during this implementation year for Arts and Letters and Functional Morphology, classroom evidence demonstrated strong growth in students' background knowledge and vocabulary skills across grades K-5-building a critical foundation for long-term reading comprehension. At the secondary level, this year's focus shifted to diagnostic data analysis in grades 4-12 using the Capti ReadBasix screener. Implemented in the winter, this assessment allowed us to pinpoint specific student deficits in phonics, multisyllabic word recognition, decoding, morphology, sentence-level instruction, and comprehension. With this data, we have established targeted intervention structures for the upcoming school year, ensuring our secondary students are matched with precise resources, such as the REWARDS curriculum, to address their specific literacy needs.

Watertown-Mayer Public School Dist (0111-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

While culturally responsive practices have not been an explicit, standalone focus area in recent years, the implementation of the 2020 ELA standards has naturally centered our work on these principles. Specifically, we have focused on incorporating diverse perspectives into daily lessons, with an emphasis on students' personal experiences, values, and beliefs. Teachers intentionally create safe classroom spaces where students are encouraged to share their background knowledge and personal stories. Moving into the next school year, we plan to sustain this work and intend to utilize MDE's walkthrough tool. Implementing this tool will provide actionable data to guide coaching, foster collaborative discussions, and identify strategic next steps for the district.

Watertown-Mayer Public School Dist (0111-01) 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

- Other, explain

Attended both the Secondary Supports Series and the Dyslexia Series provided by the Regional Literacy Network and MDE.

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):

During the 2026-2027 school year, we will support secondary ELA teachers and principals through Phase 2 training using STRIVE's Structured Literacy Course. Additionally, we will provide two professional development sessions on disciplinary literacy for content area teachers to strengthen reading, writing, and collaborative learning across all Tier 1 classrooms. Through locally facilitated STRIVE live sessions, we aim to deepen staff understanding of the MnMTSS framework, IES practice guides, and Science of Reading (SoR) practices across all ELA strands.

Continuous Improvement for Professional Development Plan

Watertown-Mayer Public School Dist (0111-01) will make the following changes to the professional development plan for the 2026-27 school year:

Yes. To summarize our plans for the 2026-2027 school year, we will roll out Phase 2 professional development for secondary ELA teachers and principals, while providing two dedicated disciplinary literacy sessions for secondary content area teachers. We will also focus on analyzing and utilizing data from the Capti ReadBasix screener for grades 4-12. To ensure classroom success, our district literacy lead will continue supporting all K-12 ELA teachers through ongoing coaching and fidelity checks. Finally, we will maintain our collaboration with the Regional Literacy Network and build upon our work with the Equity and Access coordinator to align READ Act initiatives with Special Education, while expanding this partnership to include our Multilingual Language Teacher next year.

13. Professional Development Educator Count

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

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

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	6	6	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	0	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	4	4	0	0
K-3 Classroom teachers	16	16	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	4	4	0	0
K-12 Special Education educators responsible for foundational reading instruction	11	11	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	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	12	7	0	5
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	3	1	0	2
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	7	0	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).

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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.

Watertown-Mayer Public School Dist (0111-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Watertown-Mayer Public School Dist (0111-01) has participated in MDE MnMTSS professional learning:

No

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

Watertown-Mayer Public School Dist (0111-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

In the 2026-2027 school year, we plan to seek support from COMPASS to support us in professional learning around MnMTSS and improve our MTSS practices. We'd like to improve how our teams communicate across the district and look at data to support all students district-wide. We have great practices happening in regard to MTSS at each individual building, but would like to continuously work to improve, especially as we've added in targeted reading supports in our secondary buildings.

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.

Watertown-Mayer Public School Dist (0111-01) does not include a DLI Program