



Stillwater Area Schools ISD 834 Local Literacy Plan 2025-26

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

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Section 1.Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

2025-2026 School Year Goal

Stillwater Area Public Schools is committed to ensuring that every student reads at or above grade-level proficiency. To continue making progress toward this goal, we will:

- **Deepen Professional Learning in the Science of Reading:**
Continue building educator expertise through ongoing professional development grounded in the science of reading.
- **Implement High-Quality Foundational Skills Instruction:**
Launch the UFLI Foundations curriculum in grades K–2 to strengthen phonemic awareness, phonics, and early reading skills.
- **Adopt a Knowledge-Building Curriculum:**
Begin implementation of a new K–5 knowledge-building curriculum to support vocabulary development, background knowledge, and reading comprehension.

These efforts will support a coherent, research-based approach to literacy instruction across our elementary schools.

End of year progress towards the goal(s).

By the end of the 2025–26 school year, Stillwater Area Public Schools made strong progress toward its literacy goals across all three focus areas.

The district met its goal for professional learning in the Science of Reading, with educators successfully completing required Science of Reading training and engaging in ongoing learning to strengthen evidence-based literacy instruction.

In grades K–2, UFLI Foundations was successfully implemented, with at least 80% of teachers consistently using the program to support strong instruction in phonemic awareness, phonics, and early decoding skills.

In addition, the district made meaningful progress in the first year of implementing Benchmark Advance as a K–5 knowledge-building curriculum. Teachers engaged in initial implementation and instructional refinement to support vocabulary development, background knowledge, and reading comprehension, contributing to continued progress toward a more coherent, research-based literacy system.

Current Student Performance

Overall student performance data in Stillwater Area Public Schools shows encouraging growth alongside continued areas for improvement. In grades K–1, the district saw large gains in early literacy screening data, indicating stronger development of foundational skills such as phonemic awareness and early decoding across

many classrooms. However, there continues to be significant variation in outcomes between buildings and individual classrooms, highlighting the need for more consistent implementation to ensure all students experience similar levels of growth. In grades 3–5, screening data reflected overall gains in literacy achievement, with improvements in reading proficiency and comprehension skills across the district. These results demonstrate positive momentum toward district literacy goals while reinforcing the importance of continued focus on consistency, instructional alignment, and equity across all elementary schools.

2026-2027 School Year Goal

Deepen Professional Learning in the Science of Reading

By June 2027, 100% of K–5 classroom teachers, 6–12 secondary ELA teachers, K–12 reading interventionists, and 6–12 teachers responsible for reading intervention in Stillwater Area Public Schools will participate in ongoing professional learning grounded in the Science of Reading, including district training sessions, coaching cycles, collaborative learning opportunities, and implementation support, as measured by participation records, coaching feedback, and classroom implementation data, in order to strengthen equitable, evidence-based literacy instruction for all students.

Implement High-Quality Foundational Skills and Word Study Instruction

By the end of the 2026–2027 school year, all K–2 classrooms in Stillwater Area Public Schools will implement UFLI Foundations with fidelity a minimum of 5 days per week, and all grades 3–5 classrooms will implement consistent, research-based word study instruction, as measured through walkthrough data, instructional schedules, and fidelity checks, resulting in increased student proficiency in phonemic awareness, decoding, spelling patterns, morphology, and foundational literacy skills as demonstrated by district literacy assessment growth data.

Refine Literacy Practices and Benchmark Internal Formative Assessments

By June 2027, all K–5 elementary schools in Stillwater Area Public Schools will refine evidence-based literacy instructional practices through the implementation of a knowledge-building literacy curriculum, as measured by PLCs, assessment calibration, implementation benchmarks, and student growth data in overall literacy achievement, to ensure coherent and equitable literacy instruction across schools.

2026-2027 District Literacy Lead

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Section 2. Universal Screening Tools K-3

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) And CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter ☒ Last 6 weeks of School (Spring)
Name of Screener: Fastbridge aReading (2-3)	☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Vocabulary ☒ Comprehension	☒ Universal Screening	☒ First 6 weeks of School (Fall) ☒ Winter ☒ Last 6 weeks of School (Spring)

Data Used to Determine Benchmarks for Universal Screeners

Stillwater Area Public Schools uses FastBridge vendor benchmarks to determine risk levels for universal screening. For each grade level, benchmark status is based on FastBridge composite scores and associated vendor-defined cut points, which identify students as low risk, some risk, or high risk in literacy. We use a low risk score to indicate a student is performing at grade level. These benchmarks guide instructional decisions and help identify students in need of additional support.

Section 3. Universal Screening Tools 4-12

Name of the Assessment	Target Audience	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
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Name of Screener: Fastbridge aReading and autoReading	☒ Grades 4-12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Vocabulary ☒ Comprehension	☒ Universal Screening	☒ First 6 weeks of School (Fall) ☒ Winter ☒ Last 6 weeks of School (Spring)
Name of Screener: CBMReading (Grades 4-5)	☒ Grade 4 ☒ Grade 5	☒ Phonics ☒ Fluency	☒ Universal Screening	☒ First 6 weeks of School (Fall) ☒ Winter ☒ Last 6 weeks of School (Spring)
Name of Screener: Capti ReadBasix (Grades 4-12)	☒ Grades 4-12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Vocabulary ☒ Comprehension	☒ Diagnostic	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

Data Used to Determine Benchmarks for Universal Screeners

Stillwater Area Public Schools uses FastBridge vendor benchmarks to determine risk levels for universal screening. For each grade level, benchmark status is based on FastBridge composite scores and associated vendor-defined cut points, which identify students as low risk, some risk, or high risk in literacy. We use a low risk score to indicate a student is performing at grade level. These benchmarks guide instructional decisions and help identify students in need of additional support.

4-12 Screening

Stillwater Area Public Schools uses Capti ReadBasix to screen students in grades 4–12 who are identified as not reading at grade level. The district determines which students qualify for screening using the following criteria:

- **Grades 4–5:** Students performing at the some risk or high risk level based on vendor benchmarks on CBMreading during the fall, winter, or spring screening periods.
- **Grades 6–12:** Students performing at the some risk or high risk level based on vendor benchmarks on both aReading and AUTOreading during the fall, winter, or spring screening periods.

During the 2025–26 school year, Stillwater Area Public Schools administered Capti ReadBasix following all three universal screening windows. In the 2026–27 school year, the district refines implementation practices by

administering Capti ReadBasix during the fall and spring screening windows for identified students, while winter screening is administered only to students receiving reading intervention services.

During the 2025-26 school year, Stillwater Area Public Schools administered five subtests: Word Recognition and Decoding, Vocabulary, Morphology, Sentence Processing, and Reading Efficiency. In the 2026-27 school year, based on updated guidance Stillwater will administer all six subtests, including Reading Comprehension.

Section 4. Student Screening Data Submission

Data was submitted to the state this spring in alignment with the READ Act requirements.

Section 5. Screening Summary Student counts Grades K-3

Grade	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
KG	498	363	504	346	510	369
1 st	491	274	462	271	509	337
2 nd	525	345	532	349	537	382
3 rd	590	397	597	412	601	430

Section 6. Dyslexia Screening Summary Student Counts Grades K-3

Process to Determine Students to Screen for Dyslexia (Grades 2–3)

Stillwater Area Public Schools uses a gated screening process to identify students in Grades 2 and 3 who may show characteristics of dyslexia. Our approach begins with a universal screening using Oral Reading Fluency (ORF) measures—specifically Words Correct Per Minute (WCPM) and Accuracy Rate.

- If a student scores below the benchmark on either WCPM or Accuracy,
- They are flagged for a second-level screener designed to identify characteristics of dyslexia.

This targeted, data-informed process ensures that we are identifying students who may need additional support while using our resources efficiently and responsively.

Dyslexia Screening summary

Grade	Additional Screening Completed for Dyslexia	Demonstrating Characteristics of Dyslexia
KG	135	27
1 st	172	53
2nd	253	154
3rd	297	160

Section 7. Screening Summary Student counts Grades 4-12

Grade	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
4th	577	389	580	420	585	433
5th	607	377	611	422	619	426
6th	613	445	609	427	611	427
7th	604	436	600	407	595	439
8th	618	468	621	442	587	435
9th	588	434	611	355	584	436
10th	611	452	590	406	562	425
11th	553	406	553	373	509	379

12th	419	310	389	233	355	223
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Process to Determine Students to Screen for Dyslexia (Grades 4–12)

Stillwater Area Public Schools uses a gated screening process to identify students in Grades 4-12 who may show characteristics of dyslexia. Our approach begins with a universal screening using aReading and CBMreading (grades 4-5) or AUTOREading (grades 6-12).

- If a student scores below the benchmark on both aReading and CBMreading (4-5) or AUTOREading (6-12),
- They are flagged for a second-level screener designed to identify characteristics of dyslexia (Capti ReadBasix).

Students who scored at the weak or low average level on either Word Recognition and Decoding or Reading Efficiency were flagged as exhibiting characteristics of dyslexia.

This targeted, data-informed process ensures that we are identifying students who may need additional support while using our resources efficiently and responsively.

Grade	Total in Grade	Identified as Not Reading at Grade Level	Additional Screening Completed for Dyslexia	Demonstrating Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4th	597	156	146	146	10
5th	633	172	168	167	5
6th	644	158	138	136	20
7th	631	121	108	105	13
8th	646	134	117	104	17
9th	670	93	81	69	12

10th	668	85	77	71	8
11th	716	108	89	74	19
12th	715	158	120	72	38

Section 8. Data-Based Decision Making for Action

Reading Instructional Outline (Tiers I, II, and III)

Elementary principals and staff are committed to scheduling intervention opportunities outside of core instructional times. The goal is to support all teachers within the classroom setting and to support services with differentiation training to allow for best practice intervention and enrichment opportunities.

Tier I: The district offers ongoing professional development in both foundational skill development and the critical thinking skills expected when reading. During class, teachers are able to individualize instruction through flexible grouping based on student need, using small-group or one-to-one formats. In addition to fostering an environment rich in literature and critical thinking, elementary literacy instruction includes dedicated daily time for the development of foundational literacy skills.

Classes that demonstrate significant need in areas such as phonemic awareness, phonics, fluency, and comprehension will receive a class-wide intervention using PRESS targeted intervention activities. These interventions, delivered by the classroom teacher, focus on strengthening foundational literacy skills. To ensure effectiveness, PRESS interventions are implemented with fidelity, supported by coaching, modeling, and regular progress monitoring to ensure consistency and adherence to research-based practices.

Tier II: In addition to Tier I instruction in the classroom, teachers provide targeted, Tier II small-group interventions using an analysis of screening and diagnostic data, and PRESS, FastBridge, and Letterland targeted intervention activities. These interventions are skill-driven and are targeted to a student's area of greatest need. These interventions are served in small groups of less than 6 students, and occur during the schools 'What I Need Time' (WIN Time)

Five of our elementary buildings have applied for a Minnesota Reading Corps (MRC) tutor. These MRC tutors will serve as Tier II interventionists in grades K-3 to provide students with additional guided practice in reading, outside of classroom reading instructional time. Students who are slightly below grade level will meet with MRC tutors daily for approximately twenty minutes to develop foundational literacy skills.

Tier III: Tier III reading intervention is supported by the ADSIS grant at each of our elementary buildings in a program called Read with Me (RWM). Additionally, Title I and local funding provide for additional Tier III reading intervention. Title I funding is generally split between reading and math intervention and has decreased

significantly with the improvement of the economy over the past few years. In each funding case, students in Tier III reading intervention receive 20-30 minutes of instruction with groups of three to five students in addition to the student's classroom literacy instruction.

All reading interventionists use UFLI Intervention, when indicated, to reinforce and reteach foundational skills taught in the classroom. UFLI is based on the science of reading and supports the development of early phonics and phonemic awareness skills. It is also evidence based in increasing a students fluency in reading.

In addition to UFLI, elementary reading interventionists are trained in level one of the multisensory Orton-Gillingham method of early reading instruction, Language Essentials for Teachers of Reading and Spelling (LETRS), or have a MN reading license.

Using Data to Determine Intervention

Each building relies on data from FastBridge *earlyReading*, FastBridge *aReading* and *AUTOReading*, and Minnesota Comprehensive Assessments to determine a student's need for intervention. Additional diagnostic assessments such as the CAPTI, PAST or CORE decoding inventory are also used to help guide data analysis. Once students are screened, teachers review data using the PRESS data protocol to determine the appropriate level and type of intervention.

Students are placed in the tiers of intervention based on screening, diagnostic, and historical data, as well as teacher input during data team meetings. Tier I classroom interventions are administered when 50% or more of the classroom indicate need for particular skill instruction. Tier II small-group, classroom interventions are generally administered by a classroom teacher to students between the 15th and 40th percentile. Tier III interventions generally consist of the most at-risk students, usually those below the 16th percentile. Because each school has unique needs, these cut points are approximate:

Tier III Reading Intervention Entrance Criteria

Kindergarten and 1st Grade:

Kindergarten students are not selected for Tier 3 interventions until after the additional Fall Progress Monitoring & DWIM 2.

KINDERGARTEN:

- **FALL:** (AFTER Fall PM)
 - 0-1 letter sounds at Fall Screening & Progress Monitoring of ≤7 Letter Sounds on the Progress Monitor before DWIM 2
- **WINTER:**
 - Priority 1: ≤ 15 Letter Sounds
 - Priority 2: ≤ 18%ile composite & ≤ 2 NSW
 - Priority 3: ≤ 2 NSW

1st:

- **FALL:**
 - Students with **BOTH** a Composite ≤18%ile & Nonsense Words ≤ 5NSW
- **WINTER:**
 - Priority 1: **BOTH** a composite ≤ 18%ile & CBM ≤ 18%ile
 - Priority 2: CBM ≤ 18%ile

Grades 2 through 5:

- Priority 1: 3+ scores ≤ 18%ile (CBMreading, Autoreading (4th & 5th) aReading)
- Priority 2: 2 scores ≤ 18%ile (**CBMreading** & another screener)
- Priority 3: ≤ 18%ile on CBMreading

Grade 6 through 12:

- Students who score at some or high risk on both aReading and on autoReading will take the CaptiBasix Diagnostic
- Students who scored between 220 and 250 on the Word Recognition and Decoding subtest on Capti ReadBasix were eligible for Tier II REWARDS intervention
 - Priority 1: Students not receiving other targeted services (SPED, ML)
 - Priority 2: Students receiving other targeted services (SPED, ML)

Tier III Reading Intervention Exit Criteria

Students are exited to Tier 2 interventions when they

- reach the 20th national percentile on a universal screener in corresponding screening period **or**
- perform above the 20th national percentile on three consecutive progress monitoring assessments

*Students are exited from **all** intervention programming when they reach the 40th national percentile on a universal screener in the corresponding screening period **or** have 2 data points at or above the upcoming 40th percentile

Tier II Reading Intervention Entrance Criteria

Kindergarten and 1st Grade

- Kindergarten students are not selected for Tier 2 interventions until after the October SWIM

K:

- *Winter*: Priority 1 ≤ 26 Letter Sounds
- Priority 2 $\leq 18\%$ ile composite & ≤ 7 NSW
- Priority 3 ≤ 7 NSW

1st -

- *Fall*: students with **BOTH** a Composite $\leq 39\%$ & Nonsense Words 19-39%
- *Winter*: Priority 1: students with **BOTH** a Composite $\leq 39\%$ & CBM $\leq 39\%$
- Priority 2: CBM $\leq 39\%$

Grade 2 through 5

- 19-39%tile CBM Reading

Grade 6 through 12

- Students who score at some or high risk on both aReading and on autoReading will take the CaptiBasix Diagnostic
- Students who scored between 220 and 250 on the Word Recognition and Decoding subtest on Capti ReadBasix were eligible for Tier II REWARDS intervention
 - Priority 1: Students not receiving other targeted services (SPED, ML)
 - Priority 2: Students receiving other targeted services (SPED, ML)

Progress Monitoring

Progress monitoring is used to measure increments of growth in a targeted skill and to determine response to interventions. Students receiving interventions have their progress monitored frequently so that interventionists can know quickly whether or not the intervention is working. If a student is not progressing fast enough it might be that intervention is not sufficiently intensive, the intervention does not target the appropriate skill(s), the progress monitoring tool is not designed to measure the skill being targeted, and/or the student requires an alternate intervention.

In K-5, once a student demonstrates through screening that there is need for any tier of intervention, the teacher or interventionist administers targeted instruction and progress monitors the student on a cycle that includes both skill-level progress monitoring and grade-level progress monitoring. The intent of skill-level progress monitoring is to determine improvement or lack of improvement on discrete skill instruction and to adjust or intensify interventions as necessary. The intent of grade-level progress monitoring is to monitor skill transfer to grade-level reading goals, and to monitor academic gap closure.

In the 2025–26 and 2026–27 school years, Stillwater Area Public Schools expanded and refined literacy intervention systems for students in grades 6–12 identified as needing additional reading support. Students who scored at the some risk or high risk levels on both the aReading and AUTOreading FastBridge screeners were administered the Capti ReadBasix Diagnostic to further identify specific areas of literacy need, including decoding, vocabulary, sentence processing, and comprehension.

Based on diagnostic results, students scoring between 220 and 250 on the Word Recognition and Decoding subtest on Capti ReadBasix were identified for Tier II REWARDS intervention. Students were prioritized for

intervention using a two-tier system: Priority 1 included students not currently receiving other targeted services (such as Special Education or Multilingual supports), and Priority 2 included students who were receiving additional services.

Across both school years, this work was integrated into the district's Multi-Tiered System of Supports (MTSS) framework to ensure consistent identification, targeted intervention, and ongoing progress monitoring. Targeted Literacy Learning Plans (TLLPs) were used to document student needs, intervention design, progress monitoring data, and instructional adjustments, while also incorporating student voice to better understand learning preferences and engagement. This system supported more individualized, data-driven instruction and strengthened the district's ability to respond to student literacy needs in real time.

Section 9. Parent Notification and Involvement

Communication of Assessment Data

Universal screening results are shared following the close of each screening window via our online portal with families. If a student performs below grade level and qualifies for a Tier II or Tier III intervention, notifications of the student's qualification for services are communicated by letter, and if needed, by phone or by an arranged conference.

Communication of Classroom Progress

PreK-5th grade classroom teachers send home classroom updates. These updates range from weekly to monthly dissemination, depending on activities in the classroom. Updates generally include curricular focus, upcoming assignments and assessments, important classroom activities (i.e., class performances or field trips), and classroom volunteer opportunities.

PreK-5th grade parent-teacher conferences are scheduled in the fall and in the spring. A variety of options are available so that parents/guardians can schedule at their convenience. Additional contact with individual parents/guardians is made on an as-needed basis. Both positive and needs-based communications are encouraged.

Communication of Intervention Progress:

Each Tier III reading interventionist has a home/school communication system in place. Progress monitoring is done bi-weekly to ensure interventions are increasing student performance. Interventionists also include periodic updates on progress monitoring and intervention progress (bi-annually), as well as notifying parents when exit criteria is met. Interventionists also attend parent-teacher conferences when scheduling allows.

Communication of School and District Opportunities for Involvement

The Stillwater Area Public Schools' Communications and Marketing Department has several avenues in place to encourage parent/guardian and community communication. This department publishes a quarterly print newsletter, sends a weekly e-news email to stakeholders, and holds both online and in-person discussion forums.

In addition, the district assembles advisory committees to provide input on a variety of topics ranging from curriculum to programming.

Families enrolled in our school readiness preschool program choose from a variety of options for parent/guardian involvement throughout the school year. These options include seminars as well as structured family activities. Communication at the building level takes place via school newsletters and school webpages. Each of our elementary schools, as well as our Early Childhood Family Center, sends out a weekly parent/guardian newsletter. Newsletters are sent out primarily via e-mail and include updates on building activities, and, when appropriate, building-level volunteer opportunities. Parents/guardians are automatically subscribed to the e-newsletters each year.

Volunteer opportunities are communicated via building newsletters or through building-specific Parent-Teacher Associations. Classroom opportunities for volunteering are communicated through the classroom newsletter or individual fliers sent home with students. At the district level, coordination takes place via Community Thread (www.communitythreadmn.org) to bring district and community volunteers together. Mandatory background checks are required for all volunteers though the system has been adjusted to allow parents/guardians an easier path to volunteering in their children's classrooms.

Finally, the District's Family and Community Engagement programming run through our Office of Equity and Integration works to:

1. Collaborate with parents to navigate and support us in responsively adapting our district's systems and structures
2. Support home learning environments
3. Develop skills for collaborating with school staff and develop staff skills to improve upon their outreach efforts
4. Provide parents with the necessary information for post-secondary planning

2026-2027 Program Family Partnerships Literacy Initiative

Stillwater Area Public Schools is designing engaging and culturally responsive Literacy Nights to empower families in their vital role as literacy partners. These events celebrate the diverse backgrounds of our school community while offering practical strategies, hands-on activities, and accessible resources families can use to support reading at home. By strengthening the connection between school and home, we aim to foster a shared commitment to lifelong literacy success for all students.

Established Family and Parent Engagement Groups

AIPAC: Native American Parent Advisory Committee: A committee of parents, students, and community members meet monthly to support the needs of American Indian students and families in our district. NAPAC includes representatives from Dakota, Lakota, Ho Chunk, Ojibwe, Micmac, Mississippi Choctaw and Menominee Nations.

Caminos: is a welcoming space dedicated to celebrating and supporting Hispanic and Latinx families. Our purpose is to honor diverse cultural identities, provide a sense of belonging, and create opportunities for connection, leadership, and advocacy. Caminos meet quarterly.

African Family and Community Engagement Group: is a safe and supportive space for our Muslim families to come together in community, conversation, and shared learning. Our purpose is to foster a sense of belonging, celebrate cultural and religious identity, and provide a platform to voice and address the unique experiences and challenges faced by Muslim individuals in our schools. The African Family and Community Engagement Group meets quarterly.

Section 10. Core Curricular Resources Grades K-5

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
☒ Grade K ☒ Grade 1 ☒ Grade 2	UFLI	Foundational Skills	30-40 minutes daily Whole group & differentiated small groups
☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	Benchmark Advance	Knowledge Building	100- 120 minutes daily Whole group & differentiate small groups

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
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Grades 6-12 Classroom Educators responsible for reading instruction	28	0	2	28
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Included in phase 1			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	1	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

Section 11. Literacy Intervention ResourcesSection

Grade	Implemented Curricula	Description of Curricula	Instructional Delivery Model
☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	PRESS	Supplemental -Tier 2 Reading Intervention	30 minutes daily differentiated small groups
☒ Grade K ☒ Grade 1 ☒ Grade 2	UFLI Wilson Foundations	Supplemental -Tier 3 Reading Interventions	20-30 minutes daily for students identified as Tier 3 using the criteria listed in Section 8.

☒ Grade 3 ☒ Grade 4 ☒ Grade 5	Orton Gillingham		
☒ Grade 6 ☒ Grade 7 ☒ Grade 8	REWARDS-Secondary	Supplemental- Tier 2 Reading Intervention	20-30 minutes daily for students identified as Tier 2 using the criteria listed in Section 8.
☒ Grades 9-12	REWARDS-Secondary STARI		

Changes to intervention during the 2026-2027 school year

Stillwater Area Public Schools is actively working to build a robust Tier 2—and eventually Tier 3—system of support for reading at the secondary level. Guided by student data and grounded in the science of reading, we are currently exploring curricular resources and scheduling models that will allow us to respond effectively to the needs of struggling readers. Our goal is to ensure that every student identified with reading challenges receives timely, targeted, and evidence-based intervention within the school day.

Section 12. Literacy Aid Funds

Literacy Aid	Revenue	2024-2025 Amount Received	2024-2025 Amount Spent	2025-2026 Amount Received	2025-2026 Amount Spent
Literacy Incentive Aid	Yearly	\$415,598.66	\$415,598.66	\$416,983.75	\$416,983.75
Read Act Literacy Aid	One Time	\$334,217.92	\$171,193	NA	\$0

Section 13. Professional Development Plan

Professional Development and Evidence-Based Reading Instruction

LEXIA/LETRS for Educators is a professional course of study to help educators master the content and principles of effective reading, language, and literacy instruction. With its flexible blend of online and in-person coursework

that includes video modeling and interactive activities, print resources, and virtual support, this research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success. LETRS increases the quality, effectiveness, and consistency of literacy instruction within a classroom, school, district, and state.

Plan to Support Teachers Who do not complete the Training at the 80% Proficiency Level

The district has established a tiered support system for teachers who do not achieve the vendor-recommended 80% proficiency level in the approved training:

- For teachers scoring between 60–79%:
We will implement a personalized coaching and observation model. This model involves real-time, in-classroom practice of the identified skill gaps, supported by the school's Literacy Lead. Teachers will receive targeted feedback and guided practice to address their specific areas of need.
- For teachers scoring below 60%:
In addition to the personalized coaching and observation model described above, we will provide supplementary learning opportunities. These may include targeted professional development sessions, small group workshops, and additional resources to reinforce foundational knowledge and instructional practices.

This responsive approach ensures that all teachers receive the support necessary to meet proficiency expectations and effectively implement high-quality literacy instruction.

Coaching Support

Our district is committed to ensuring that all elementary teachers implement explicit, systematic, evidence-based instruction across the five key areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. To support this, we have implemented a coaching model rooted in *Cognitive Coaching* that emphasizes teacher reflection, goal-setting, and instructional growth.

Teachers, in collaboration with coaches, review fidelity data from core instructional programs and classroom walkthroughs to reflect on strengths and identify areas for growth, inviting coaches in to support instructional next steps. These data are used not for evaluation, but to inform personalized coaching and professional learning. Coaches partner with teachers to co-develop *student-centered and teacher-centered achievement goals*, with a literacy focus tied directly to reading instruction and student outcomes.

Through individual coaching cycles, teachers receive ongoing support that includes co-planning, modeling, co-teaching, and feedback grounded in fidelity data. Emphasis is placed on aligning classroom instruction with the Science of Reading, and ensuring that practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension are both intentional and consistent across grade levels.

In addition, we will be added new Literacy Lead positions in the 25-26 school year. This role supports teachers analyze student assessment data alongside fidelity results to make responsive instructional decisions. This

alignment ensures that teachers not only understand evidence-based practices but also apply them effectively to meet the diverse literacy needs of their students.

This coaching approach reinforces a culture of continuous improvement and reflection, ensuring that all students benefit from high-quality, research-aligned reading instruction every day.

Instructional Practice Shift and the impact on student learning:

Our district's implementation of Science of Reading-aligned instructional practices has led to measurable improvements in early literacy development. As part of this shift, all Phase 1 educators—including those in kindergarten and first grade—have engaged in professional learning focused on the components of effective reading instruction: phonemic awareness, phonics, decoding, fluency, vocabulary, and language comprehension. This training has supported a more consistent, research-based approach to reading instruction across classrooms, along with improved use of assessment data to guide instruction.

We are beginning to see clear evidence of impact in our K–1 universal literacy screening results. Compared to the previous year, there has been a significant increase in the percentage of students meeting or exceeding grade-level benchmarks in both fall-to-winter and winter-to-spring screening windows. This growth is especially evident in phonological awareness and early decoding subtests, which directly reflect the instructional shifts introduced through the Science of Reading training.

Teachers report increased confidence in delivering explicit, systematic instruction and are using data more effectively to differentiate support. Students are demonstrating stronger foundational skills, more engagement during reading lessons, and greater independence in applying decoding strategies.

These early gains affirm that our investment in evidence-based literacy practices is yielding results, especially in the critical early grades where reading development lays the foundation for future success.

Supporting Teachers in Culturally Responsive Teaching

Our district is committed to advancing inclusive instruction by supporting teachers in implementing culturally responsive teaching practices. Professional learning will focus on three key areas: cognitive redlining, the shift from remediation to acceleration, and John Hattie's research on high-impact strategies.

Teachers will first participate in professional development to deepen their understanding of cognitive redlining—the subtle, often unintentional ways in which students are denied access to rigorous content due to assumptions about ability, language, or background. They will also explore acceleration as a strategy to promote student access, ensuring learners receive just-in-time support to engage with grade-level material rather than being pulled back for remediation. Hattie's research will guide instructional decisions, emphasizing teacher clarity, collective efficacy, and feedback as drivers of student growth.

Following this foundational learning, teachers will put strategies into practice through collaborative planning, coaching cycles, and learning lab walkthroughs. Learning labs will include peer observations and reflective debriefs to build a shared understanding of culturally responsive, high-expectation teaching.

These priorities will be embedded into building-level goals, PLC discussions, and leadership team agendas. Walkthrough tools will help track the implementation of student-centered practices that elevate voice, engagement, and access to complex content.

This plan reflects a long-term commitment to providing fair opportunities for all students. Through ongoing learning, peer collaboration, and strong leadership support, we aim to create classrooms where every student is valued and challenged.

Section 14. Professional Development Educator Count

Below is a summary of educators who have met the Minnesota READ Act professional development requirements

Phase 1: Educator Role	Total Number in District	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	32	32	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	119	77	42	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	41	13	28	0
K-12 Reading Interventionists	18	17	1	0
K-12 Special Education Educators responsible for reading instruction	77	27	50	0

Pre-K through grade 5 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades pk-5	2	2	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	30	0	0	30

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 6-12 Classroom Educators responsible for reading instruction	28	0	2	28
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Included in phase 1			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	1	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

Section 15. Multi-tiered System of Supports

Multi-Tiered System of Support (MTSS)

The district utilizes a comprehensive system of Learning Supports that incorporates a multi-tiered system of support protocol. Through this system, our buildings look at academic interventions alongside social, emotional, and behavioral needs and concerns. School social workers and school psychologists loop into community Connection meetings on a bi-weekly basis to identify, discuss and track students who are not performing at grade level. The teams will then take this multi-tiered systems approach to implement individual student response-to-intervention plans.

Academic interventions are determined on a rolling 6 week basis using universal screening and progress monitoring data. Once the data collection period is complete grade levels meet to discuss progress, and make adjustments to interventions where needed at their school wide intervention meetings.

Tier I class-wide interventions or Tier II small-group interventions using PRESS, FastBridge, or UFLI reading interventions are planned and administered by the individual teacher or grade-level teams. For students performing below benchmark, Tier II interventions are targeted to the student's area of greatest need.

Students demonstrating intensive need, typically those performing below the 16th percentile nationally, will be scheduled for pull-out, intensive intervention with a trained reading interventionist (Tier III). These students will work with an interventionist 4-5 days per week in groups of 3-5 students in their area of greatest need.

The Stillwater Schools MTSS System also includes programming for gifted students. All students in third grade will have the opportunity to take the Cognitive Abilities Test. Parents/guardians and/or teachers can also request testing for any student who is new to our district and who did not have the opportunity to test in 3rd grade. The assessment is administered online by trained classroom teachers, and results are available within 48 hours. Students who have CogAT composite scores of 96% Age Percentile Score (9th Stanine) or better, accompanied by high achievement scores in reading and math, are invited to our GATE school, which is a school for the highly gifted within the district. Students who have CogAT subtest scores of 89% Age Percentile Score (8th Stanine) or better, accompanied by high achievement scores in reading and math, will be considered for a cluster placement within their regular classroom. These students are clustered with peers of similar intellectual ability, and are given more opportunities to go deeper within a concept or topic and are regularly given more challenging material as the teacher feels is appropriate.

To deepen our MTSS system, Stillwater Area High School, Lake Elmo Elementary, Brookview Elementary and Afton-Lakeland Elementary have been implementing the Building Assets, Reducing Risks (BARR) program, a strengths-based whole school model that provides schools with a comprehensive approach to meeting academic, behavioral, social, and emotional needs of all students. Program evaluation and resource allocation in combination with our participation in MDE's COMPASS cohort will determine next steps for MTSS development and BARR expansion.

Section 16. Dual Language Immersion

The number of students in Grades K-8 in the district or charter school's DLI program, the number screened and identified as reading at or above benchmark in Spring.

Grade	Number of Students in DLI Program	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
KG	73	73	27
1 st	73	73	34
2nd	53	53	26
3rd	52	52	35

Grade	Number of Students in DLI Program	Number of Students Screened	Additional Screening Completed	Demonstrating Characteristics of Dyslexia	Number of Students Opted Out of Screening
4th	35	35	11	11	0
5th	43	43	11	11	0
6th	27	27	6	4	0
7th	39	36	6	5	0
8th	28	28	5	3	0