

Local Literacy Plan for Stonebridge World School (4169-07)

Minnesota READ Act Literacy Plan for 2025-26

For

Stonebridge World School (4169-07)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Stonebridge World School (4169-07). 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 to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Stonebridge World School (4169-07)'s literacy goal(s) for the 2024-25 school year:
Stonebridge has the following literacy goals. 50% of students will meet their spring RIT goal on NWEA 70% of PreK students will meet their goals in literacy on the GOLD Assessment 5% growth on proficiency on MCA reading assessments.

The following was implemented or changed to make progress towards the goal(s):
This year staff took the Core OL LA Science of Reading training that was required by the state. We didn't start the year with the foundational knowledge we stated with and were able to adjust instruction as we went this year. We also implemented Fastbridge assessments to track foundational skills with our K-3rd graders. In PLC's, we looked and tier 1 and tier 2 data to determine intervention groups. We then were able to use Fastbridge interventions and progress monitoring to make progress towards our goals.

The following describes how Stonebridge World School (4169-07)'s current student performance differs from the literacy goal detailed in the READ Act:

With our PreK students we did meet our goal of 70% meeting goals in literacy. When we look at our Fastbridge and NWEA data we see that our students are making growth but are still reading below grade level which differs from the goal of all students reading on grade level. This is leading us to change our reading curriculum to an approved comprehensive program approved by the state and Read Act requirements.

Stonebridge World School (4169-07)'s literacy goal(s) for the 2025-26 school year:
Stonebridge has the following literacy goals. 50% of students will meet their spring reading RIT goal on NWEA. 70% of PreK students will meet their literacy goals on GOLD Assessment, and 5% growth on proficiency on MCA reading assessments.

Stonebridge World School (4169-07)'s Local Literacy Plan is posted on the district website at:
<https://www.stonebridgeworldschool.org/compliance/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Stonebridge World School (4169-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NWEA MAP
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NWEA MAP
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NWEA MAP
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NWEA MAP

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Stonebridge World School (4169-07) 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	34	20	36	10	35	3
Grade 1	25	9	26	5	26	5
Grade 2	28	7	30	10	31	7
Grade 3	24	9	26	8	27	12

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Stonebridge World School (4169-07) 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. Stonebridge World School (4169-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Grade level not served

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	0	CTSTR

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

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

Stonebridge World School (4169-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We will assess for dyslexia using Fastbridge.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Stonebridge World School (4169-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25.

Grade	Screening Tool Used	Screening Tool Vendor	Criteria/Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti Read Basix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Stonebridge World School (4169-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti Read Basix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will use Fastbridge CBM assessments in grades 4-6 to determine if students are not reading at grade level. We will also use the Fastbridge areading assessment. As a secondary assessment we will NWEA MAP to assess reading skills. Both assessments will be given 3 times a year (fall, winter, and spring).

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

The following table displays the number of students in Stonebridge World School (4169-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4 th	0	0	0	0
5 th	0	0	0	0
6 th	0	0	0	0
7 th	0	CTSTR	CTSTR	CTSTR
8 th	0	0	0	0
9 th	0	0	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	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. 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 Stonebridge World School (4169-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital messaging (email, text, or communication app)
- Parent teacher conferences

The following content is included in the parent notification:

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

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

- Family engagement nights
- Parent teacher conferences
- School events

8. Data-Based Decision Making for Action

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

Stonebridge World School (4169-07) uses the following process and data to assure that evidence-based instruction and intervention match to a student's needs:

During the 24-25 school year we completed a comprehensive needs assessment. From this we have picked evidence-based practices to implement during the 25-26 school year. We have chosen Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade as our practice and have mapped out year one for implementation, focusing on building foundational skills. We also will be implementing state approved comprehensive curriculum for grades K-6 in the 25-26 school year. We will be using interventions from curriculum and from Fastbridge to ensure they match student's needs. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

With the implementation of a new curriculum, we will be using PLC and observations to ensure fidelity of instruction and differentiating of Tier 1 instruction. Teachers are also required to turn in weekly lesson plans that will be monitored to provide feedback to teacher about the differentiating that they are doing. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Criteria for entrance into supplemental (Tier 2) reading interventions. Students move to tier 2 interventions when 80% of the class scores 80% or higher on the assessment that was given.

Criteria for entrance into intensive (tier 3) reading interventions. Students move to Tier 3 interventions if there is no growth after 4-6 weeks of tier 2 interventions. They are then referred to our Student Assistant Team for Tier 3 interventions. 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 every two weeks 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:

We use Fastbridge for our progress monitoring. With the graphs and information, they provide we can adjust

and modify as needed for tier 2 and 3 reading instruction.

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

Exit from Tier 2 and Tier 3 is if student scores 80% or better on reassessment.

Does Stonebridge World School (4169-07) use personal learning plans for literacy:

No

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

- No data entered

9. Multi-tiered System of Supports (MTSS)

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

- Monitoring student progress
- Evaluating program fidelity, and
- Analyzing student outcomes and needs

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

Minn. Stat.120B.12, subd. 4a (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Stonebridge World School (4169-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Stonebridge World School (4169-07) has participated in MDE MnMTSS professional learning:

No

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

Stonebridge World School (4169-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We are working with an advocate from Brightworks to rewrite and update our MTSS implementation handbook. It is still in progress.

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Stonebridge World School (4169-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	Benchmark Literacy	Comprehensive	120
Grade 1	Benchmark Literacy	Comprehensive	120
Grade 2	Benchmark Literacy	Comprehensive	120
Grade 3	Benchmark Literacy	Comprehensive	120
Grade 4	Benchmark Literacy	Comprehensive	120
Grade 5	Benchmark Literacy	Comprehensive	120

Continuous Improvement for Core Reading Instruction and Curricula

Stonebridge World School (4169-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will be moving to the highly aligned EL Education Open Up curriculum for grade K-6

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Stonebridge World School

(4169-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 1	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 2	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 3	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 4	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 5	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 6	Fastbridge, Teacher Created	Fastbridge, Teacher Created
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE.

The following section details the district or charter school's professional development plan. Stonebridge World School (4169-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 04/11/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

We did have all our educators complete the approved training with 80% or above proficiency.

We provided teachers work time to collaborate and ask questions about new learning to help support this. When we do have educators who need support, we will provide time for them to work and ask questions to get to that 80% proficiency level.

The following fidelity data is collected to ensure that elementary teachers can implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

As we took the Core OL LA training this year, we examined our current curriculum to see what was in place. We were able to see what areas were missing and ensure that we were able to implement them as the year went on. Moving forward we will be moving to a highly approved curriculum.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers can implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We have a literacy lead who will be providing reading coaching and mentoring to all teachers.

We also have mentor teachers who provide support and coaching.

The following changes in instructional practices have impacted students:

As we completed our Core OL LA training, we have made changes to our instructional practices with how we use word walls and changing them to sound walls. We have stopped using F&P to track reading levels and have started using Fastbridge to assess foundational skills. We also started implementing Fastbridge interventions and have seen the growth on Fastbridge with using them.

Stonebridge World School (4169-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Our Equity committee has been providing monthly professional development around culturally responsive practices. We are also changing our teacher evaluation system to be more culturally responsive to the Charlotte Danielson model.

Stonebridge World School (4169-07) engaged with the Regional Literacy Network through the following:

- Other, explain: (Required)

- Other, explain: (Required)

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

We will be providing professional development on our new reading curriculum and implementation. We will also be providing professional development on our reading evidence-based practices.

Continuous Improvement for Professional Development Plan

Stonebridge World School (4169-07) will make the following changes to the professional development plan for the 2025-26 school year:

We will be doing professional development with new evidence-based practices and new curriculum.

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](#).

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	2	1	1	0
PreK-12 Educators who work with English Learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	7	7	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	3	0	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	11	7	0	4

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	4	2	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Stonebridge World School (4169-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$8,546.22

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Stonebridge World School (4169-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$9,465.78

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

- Not applicable

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

\$9466

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

We will be purchasing highly aligned curriculum and professional development June/July of 2025.