LITERACY PLAN

2024-2025

ALWAYS LEARNING

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ALBERT LEA

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Albert Lea Area Schools is committed to improving literacy achievement of all students - for their success and that of the Albert Lea community.

Student Enrollment (approx) = 3,500	
Early Learning Programs	332
K - 5	1,336
6 - 12	1,640
Online Academy	28
Area Learning Center	121

- Average Class Size = 238
- Licensed Educators = 270
- Total Staff = 500
- Student Educator Ratio = 12:1
- 23 Home Languages
- 43% Ethnic Diversity
- 60.9% Free/Reduced Lunch

District Mission

To ensure individual academic, social and emotional growth that leads to engaged citizens and lifelong learners.

District Vision

Inspiring Learners and Cultivating Growth to Positively Impact Our Community

Literacy Vision

Each student thrives through rich literacy experiences, grounded in curiosity.

Core Values

Respect
Show fairness, empathy, and kindness, recognizing the uniqueness of each person's diverse perspectives

Always Learning
Embrace continuous growth and adaptability

Integrity
Unwavering commitment to alignment, honesty, and authenticity, while centered in our core mission

Excellence
A learning community that reflects a culture of high standards, unlocking potential and maximizing resources

Compassion
Provide an inclusive environment where all belong and support the well-being of others

Collaboration
Purposefully pursuing shared goals

STRATEGIC DIRECTIONS

- Amplify student learning, ensuring they are well-prepared for classroom and career transitions

- Foster a learning environment that prioritizes academic success, mental and emotional well-being, and inclusivity

- Supporting staff in personal and professional growth to add value to a healthy culture to promote collaboration, accountability, and retention in our educational community

- Improving efficiency, effectiveness, transparency, and safety in district facilities, operations, and performance evaluation

- Building purposeful partnerships with families to support student engagement and learning

MN 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)**.

District Goal

By the end of the 2024-2025 school year, the literacy proficiency rate for all students, including demographic breakdowns for:

- students of color
- students from economically disadvantaged backgrounds
- students identified as English Language Learners
- Students receiving special education services

will increase by 15% (spring to spring), as measured by universal reading assessments, through the implementation of targeted reading interventions for all identified students and strategies outlined in Individualized Education Plans, culturally responsive teaching practices, and increased access to literacy resources and support.

CORE BELIEFS IN LITERACY

Our district ensures all schools possess the vision, skills, and resources to implement robust Tier 1 literacy instruction where students have meaningful opportunities to think deeply about rich, grade-appropriate literacy content.

All students are engaged in high-quality instruction and assessment in Tier 1 (Core) as a necessary foundation for tiered support. All students have access to a safe, supportive, collaborative and equitable learning environment.

All students receive well-designed "just-in-time" scaffolds to ensure they can access standards-based instruction without lowering rigor. We accelerate student learning, ensuring they are well-prepared for classroom and career transitions.

The Multi-tiered system of support (MnMTSS) serves as a crucial framework for effectively supporting literacy among learners by providing a tiered approach to intervention and instruction. Within this system, differentiated instruction becomes essential as it acknowledges and addresses the diverse needs of students.

Mastery of Core Curriculum: We will know we have reached our commitment when all students demonstrate proficiency in grade-appropriate materials, instruction, and assessments in Tier 1, setting a strong foundation for the delivery of tiered support when needed.

Inclusive and Supportive Environment: Success will be evident when every student has equitable access to a learning environment that is safe, supportive, and collaborative, fostering an atmosphere where all students can thrive.

Effective Scaffolding: Our commitment will be met when students effectively utilize "just-in-time" scaffolds to access standards-based instruction without compromising rigor, resulting in improved comprehension and application of curriculum.

Smooth Transitions: We will consider our commitment fulfilled when students are well-prepared for seamless transitions in both the classroom and their future careers, with demonstrated success in academic progression and career readiness.

Family Engagement: Families, caregivers, and the broader community are partners in nurturing successful readers, with their involvement being paramount to a child's literacy journey. Recognizing this, actively engaging families becomes a cornerstone in educational endeavors. By fostering a culture where reading is valued and encouraged at home, caregivers lay a solid foundation for literacy development.

Albert Lea Area Schools has adopted a new curricular resource for the 24-25 school year. Wit and Wisdom is a comprehensive English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers. Additionally, Really Great Reading is our foundational (phonics) reading skills instruction for K-2 students.

Structured Literacy is the explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.

Elements of structured literacy included phonology, sound-symbol association, syllables, morphology, syntax, and semantics. Components of structured literacy include systematic & cumulative, diagnostic and explicit instruction.

The Reading Rope
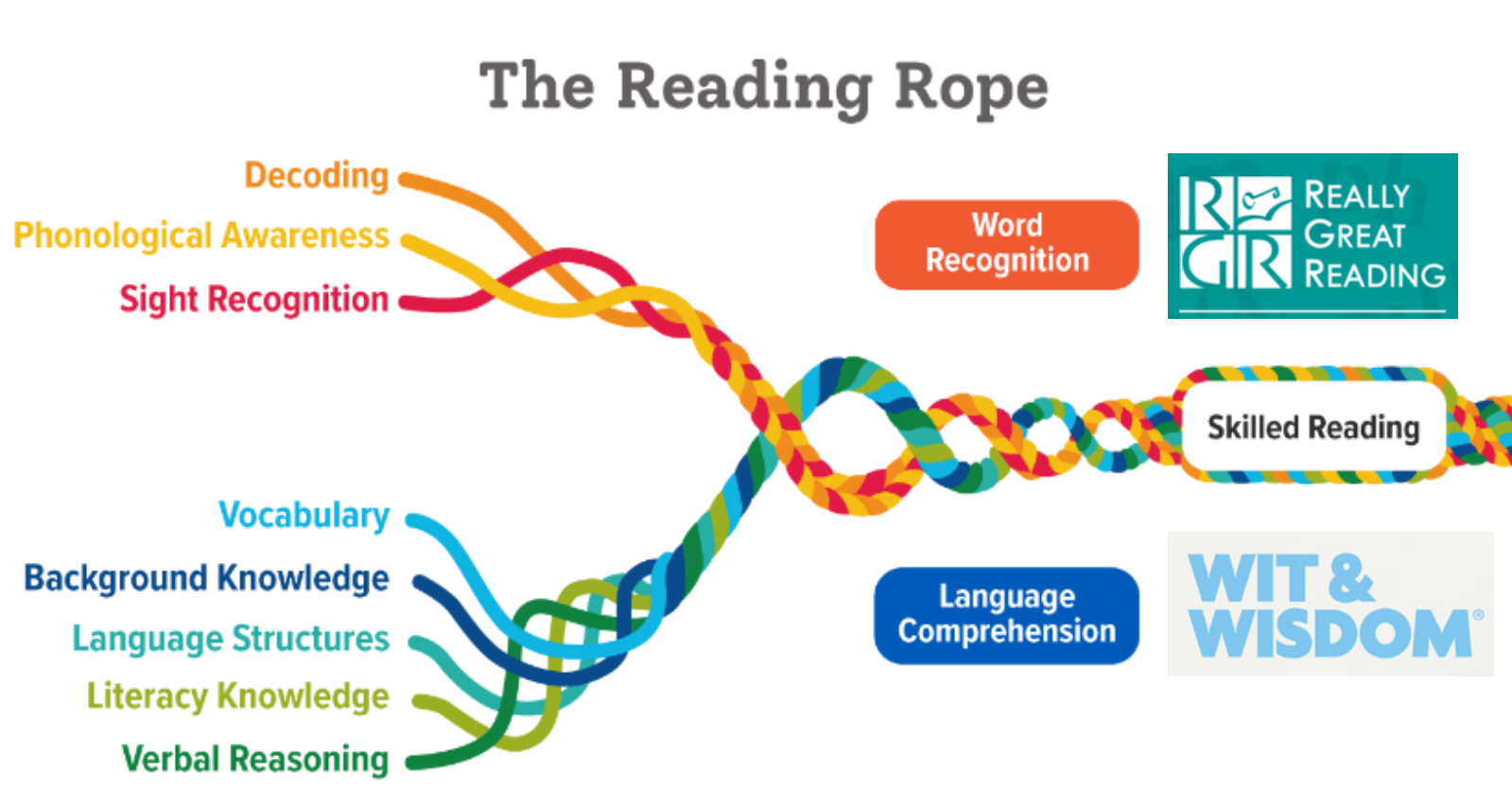
Kindergarten - Grade 5

Albert Lea Area Schools has adopted Wit & Wisdom, a new K-5 curricular resource for the SY24-25.

Wit and Wisdom is a comprehensive English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers. Additionally, Really Great Reading is our foundational (phonics) reading skills instruction for K-2 students.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
K-2	Wit & Wisdom	Comprehensive Knowledge Building	Wit & Wisdom Lessons K-5 include on average 20 min of writing daily (90 min total)
	Really Great Reading	Foundational Skills	RGR Lessons K-2 (30 min total)
3-5	Wit & Wisdom	Comprehensive Knowledge Building	Wit & Wisdom Lessons K-5 include on average 20 min of writing daily (90 min total)

Image from International dyslexia association

Wit & Wisdom Lesson Breakdown K-5

Lesson Section	Typical Time Allocated	Description
Welcome	5 min.	Students independently engage in a task that prepares them for the lesson's learning.
Launch	3 min.	The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals.
Learn	60 min.	Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question.
Land	5 min.	The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.
Wrap	5 min.	The teacher directs closing activities, such as assigning homework.
Deep Dive	15 min.	The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive is also organized in Launch, Learn, and Land sections.

Grades 6 - 12

Grade	Implemented ELA Curriculum	Description of Curricula Use	Instructional Delivery Model
6	Curriculum Map	Comprehension, Vocabulary, Writing	46 minutes
7	Curriculum Map	Comprehension, Vocabulary, Writing	46 minutes
8	Curriculum Map	Comprehension, Vocabulary, Writing	48 minutes
9	Curriculum Map	Comprehension, Vocabulary, Writing	48 minutes
10	Curriculum Map	Comprehension, Vocabulary, Writing	48 minutes
11	Curriculum Map	Comprehension, Vocabulary, Writing	48 minutes
12	Curriculum Map	Comprehension, Vocabulary, Writing	48 minutes

There are four purposes of assessment: screening, diagnostic, progress monitoring, and systems outcome evaluation. When selecting assessments, Albert Lea evaluated four key features: reliability, validity, classification accuracy, and cultural appropriateness.

Reliability refers to consistency across time, raters, items, and alternate forms. Assessments had to be reliable such that scores from students who are administered similar versions of the assessment under similar conditions should be comparable and not vary widely.

For an assessment to be valid, it must measure the skill domain it is designed to measure, be correlated to other valid measures in the same content area, and predict future performance on like-assessments. For example, students scoring at grade level on a reading achievement assessment should also score at grade level on an end-of-year state reading assessment.

Classification accuracy refers to an assessment's ability to distinguish, with a high degree of precision, students who are meeting grade level standards from students falling behind grade level standards. For example, the percentage of students classified on a universal screener as low risk of meeting standards should not vary significantly from the percentage of students who meet proficiency on the end-of-year state assessment.

Assessments are not designed to be culturally sensitive, however, instilling responsible practices can facilitate qualities of cultural appropriateness in the use of an assessment. In Albert Lea, we have carefully selected assessments that use norming samples representative of our students and families. For students in bilingual programs, we offer assessments in English and the native language of instruction. We also work closely with the Department of Research, Evaluation and Assessment to develop local norms so that benchmarks used to identify students for additional services take into consideration the background of our student population and rigorous state standards. Whenever appropriate, we use both teacher and student ratings to gain a fuller understanding of students' learning experiences.

After serious consideration of multiple assessment systems and providers, Albert Lea has selected the FastBridge Learning as the primary assessment provider.

Universal screeners offer quick and timely evaluations of how students are performing compared to grade level standards. Screening assessments are administered to all students and serve two purposes:
(1) screeners help staff to identify which students are meeting, exceeding, or performing below grade-level expectations in the domain of interest (e.g., reading, math, social-emotional), and
(2) screeners provide information about the sufficiency of core instruction.

As such, screeners help Albert Lea Area Schools to proactively identify which students may be in need of additional support to keep up with grade level standards or to provide advanced differentiation to further accelerate learning. Without screening, all students who may need additional support are unlikely to be identified. Screening data should not be used to make important decisions in isolation. Decisions should be supported and verified by at least two other data sources such as, but not limited to, classroom observations, state assessments, classroom work samples, or progress monitoring data. Keep in mind that universal screeners are not intended to identify the root cause of students' academic performance, but rather they are intended to assess students' risk of meeting grade level standards.

At Albert Lea, universal screeners are brief and administered to all students three times per year during the fall, winter, and spring.

Kindergarten and Grade One are administered earlyReading assessments, which assess oral language, phonological awareness, phonics, and fluency. Several of the subtests are additionally used as Dyslexia Screeners.

Grades 2 - 10 are assessed using FastBridge aReading which is a universal screener and assesses oral language, phonological awareness, phonics, vocabulary, and comprehension.

Grades 2 - 10 are assessed with FastBridge autoReading which assesses oral language, phonological awareness, phonics, and vocabulary.

Grades 1 - 5 are administered CBMReading which addresses reading fluency.and is also a Dyslexia Screener.

Albert Lea's assessment calendar is on the District home page.

ASSESSMENT

Kindergarten and First Grade Universal (U) and Dyslexia (D) Screeners & Assessments

Fall		Winter		Spring	
Kindergarten	**Grade One**	**Kindergarten**	**Grade One**	**Kindergarten**	**Grade One**
FastBridge Letter Sounds (U,D) Onset Sounds (U) Concepts of Print (U) Letter Names (U,D) Word Segmenting (D)	**FastBridge** Sight Words (U) Word Segmenting (U,D) Sentence Reading (U) Decodable Words (U) Nonsense Words (D)	**FastBridge** Letter Sounds (U,D) Onset Sounds (U) Word Segmenting (U,D) Decodable Words (U) Letter Names (U,D) Nonsense Words (U,D)	**FastBridge** Sight Words (U) Word Segmenting (U,D) Decodable Words (U) Nonsense Words (U,D) CBM Reading (U,D)	**FastBridge** Letter Sounds (U,D) Word Segmenting (U,D) Decodable Words (U) Sight Words (U) Letter Names (U,D) Nonsense Words (U,D)	**FastBridge** Sight Words (U) Word Segmenting (U.D) Decodable Words (U) Nonsense Words (U,D) CBMReading (U,D)

Grades 2-9 Universal (U) and Dyslexia (D) Screeners & Assessments

Fall		Winter		Spring	
Grade 2-3	**Grades 4-9**	**Grade 2-5**	**Grades 6-9**	**Grade 2-5**	**Grades 6-9**
FastBridge CBMReading (U,D) aReading (U)	**FastBridge** CBMReading (U,D)-4/5 CBMReading (D)-6-9 AUTO Reading (U)	**FastBridge** CBMReading (U,D) aReading (U) AUTO Reading (U)	**FastBridge** aReading (U) AUTO Reading (U)	**FastBridge** CBMReading (U,D) aReading (U) AUTO Reading (U)	**FastBridge** aReading (U) AUTO Reading (U)

Grades K-5 Diagnostic Screeners & Assessments

Fall		Winter		Spring	
Kindergarten	**Grade 1**	**Kindergarten**	**Grade 1**	**Kindergarten**	**Grade 1**
	Really Great Reading Foundational Skills Survey-1	**Really Great Reading** Foundational Skills Survey-K	**Really Great Reading** Foundational Skills Survey-1	**Really Great Reading** Foundational Skills Survey-K	**Really Great Reading** Foundational Skills Survey-1
Grade 2	**Grade 3-5-some/high**	**Grade 2**	**Grade 3-5**	**Grade 2**	**Grade 3-5**
Really Great Reading Beginning Decoding Skills Survey	**Really Great Reading** Beginning Decoding Skills Survey Advanced Decoding Skills Survey	**Really Great Reading** Beginning Skills Survey Advanced Decoding Skills Survey	**Really Great Reading** Beginning Skills Survey Advanced Decoding Skills Survey	**Really Great Reading** Beginning Decoding Skills Survey Advanced Decoding Skills Survey	**Really Great Reading** Beginning Decoding Skills Survey Advanced Decoding Skills Survey

Efforts to Identify Dyslexia

FASTBridge earlyReading in K-1 and CBMReading, and aReading, will be analyzed to identify students who possess characteristics of Dyslexia. Students will be referred to the Intervention Team. Evidence-based interventions will be implemented and progress monitored. If a student does not demonstrate progress on a given intervention, an alternate intervention will be administered. If after two interventions, there is little to no progress, the team will discuss next steps to support student learning.

Kindergarten - Grade 3

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Winter	Number of Students Universally at or Above Benchmark Winter	Number of Students Universally Screened in Spring	Number of Students Universally at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
K	181	88	183	68	182	83	182	40
1	223	69	220	68	225	88	225	91
2	208	84	210	79	214	94	214	52
3	203	74	204	82	208	78	208	63

Grade 4 - 12

Grade	Total Number of Students	Number of Students Identified Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4	235	141	222	65
5	234	131	229	58
6	231	140	0	Not Assessed
7	215	117	0	Not Assessed
8	193	104	0	Not Assessed
9	219	101	0	Not Assessed
10	0	Not Assessed	0	Not Assessed
11	0	Not Assessed	0	Not Assessed
12	0	Not Assessed	0	Not Assessed

Albert Lea Area Schools is committed to providing high-quality instruction and support to promote academic achievement and the social-emotional well-being of all students. To reach this goal, the Minnesota Multi-Tiered System of Support (MnMTSS) framework is used to maximize the success of all students. The current District MnMTSS Leadership Team began participating in MDE professional learning cohorts Winter of 2024. The team continues to meet between MDE meetings to work through the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). **9 session SY24-25 SLT, handbook

The Minnesota Multi-Tiered System of Supports (MnMTSS) is a framework for Minnesota educators and school leaders to ensure that every student thrives academically, behaviorally, emotionally and socially.

Albert Lea Area Schools strives to make powerful learning conditions plentiful and consistently present in schools throughout the district. Teachers and school staff use systems of support to aid their work of promoting student academic, behavioral and social-emotional learning. This includes:

⭐ Job-embedded coaching and time for critical conversations with other educators;

⭐ Dedicated time to teach effective, well-designed curricula and to explore student learning data;

⭐ Clear, consistent direction from administration; and,

⭐ Opportunities to collaborate with the families of the students they serve.

MnMTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

The MnMTSS framework consists of five fundamental components that work together for successful implementation:

1. An infrastructure that provides a system in which people can work effectively and efficiently.

2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes.

3. Multi-Layered practices and supports that match intensity of services to level of student need.

4. Assessment tools with which to accurately and reliably collect information that aids decision making.

5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

Problem Identification → Problem Analysis → Plan Development → Plan Implementation → Plan Evaluation
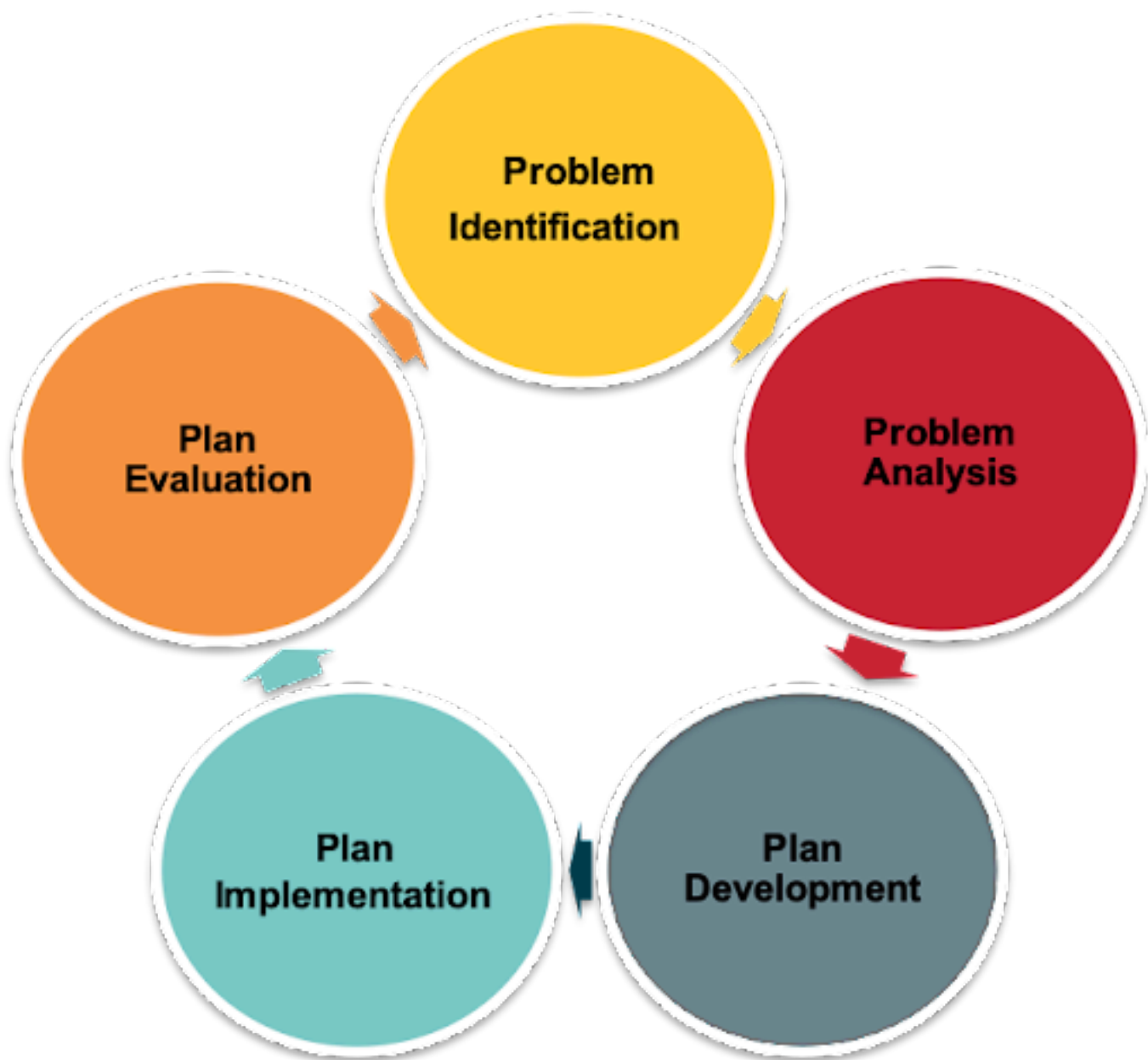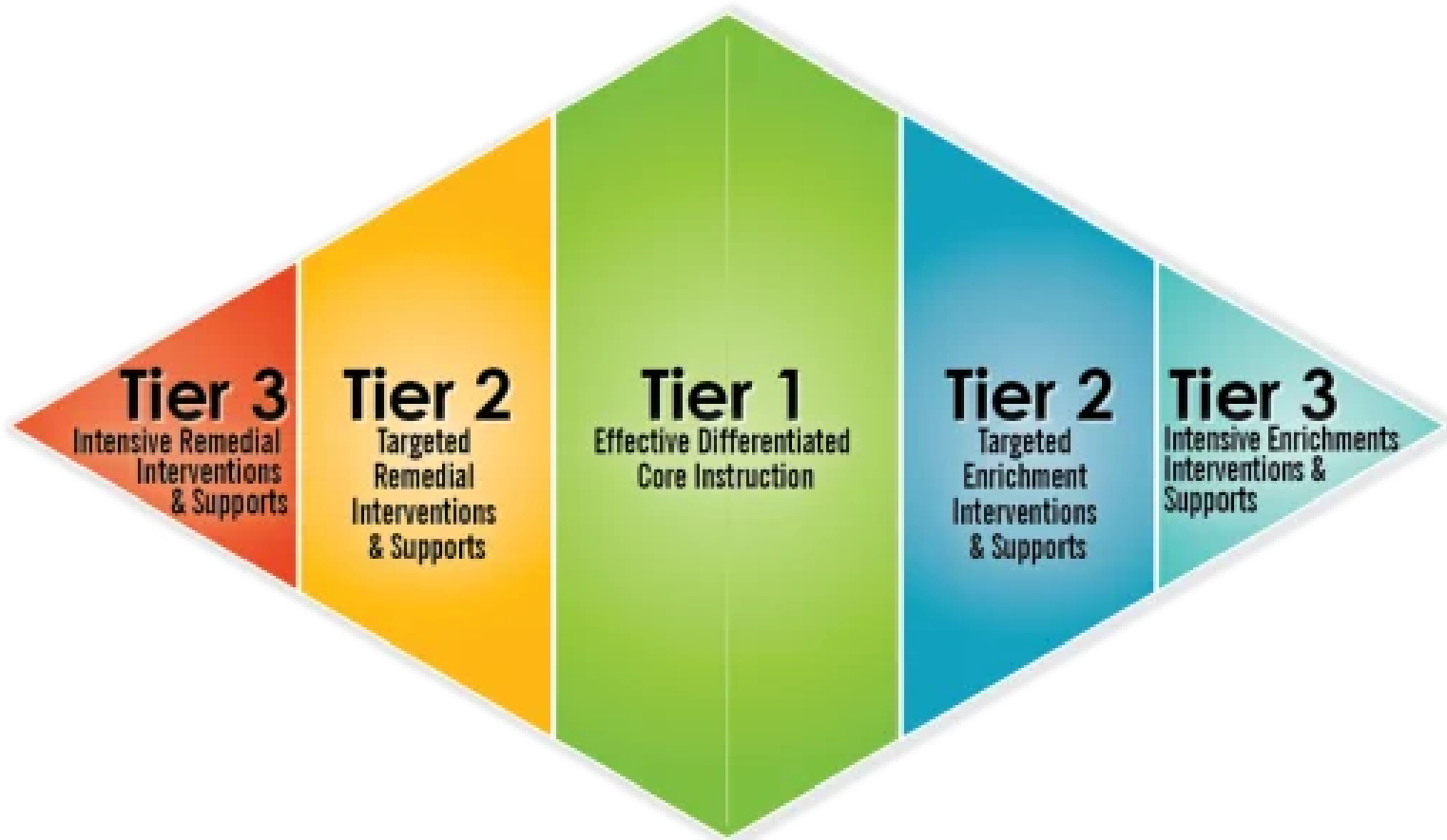
Albert Lea uses the Problem Solving Model (PSM), a structured process that guides decision-making. PSM employs five essential steps to help determine student needs and improve student outcomes. These cyclical steps help teams to engage in continuous school improvement as data are collected, and plans are monitored, refined and evaluated.

Essential Problem Solving Questions at each Tier

PSM Steps	Tier 1	Tier 2	Tier 3
Problem Identification	Is the core program sufficient?	For which students is the core program not sufficient and why?	For which students is the core program not sufficient and why?
Problem Analysis	If the core program is not sufficient, why is it not?	What specific supplemental and instruction is needed?	What specific supplemental and intensive instruction is needed?
Plan Development	How will the needs identified in the core be addressed?	How will supplemental instruction be delivered?	How will supplemental and intensive instruction be delivered?
Plan Implementation	How will the effectiveness and efficiency of the core be monitored over time?	How will the effectiveness of supplemental instruction be monitored?	How will the effectiveness of supplemental and intensive instruction be monitored?
Plan Evaluation	Have improvement to the core been effective?	Which students need to move to a different level of instruction?	Which students need to move to a different level of instruction?

Problem Identification: Is the core program sufficient?

MET if 80% or more met the target AND if 95% maintained grade level performance

- Continue Tier 1 standards based instruction and practices

NOT MET if fewer than 80% of students met the target AND/OR fewer than 95% maintained grade level performance

- Conduct a class-wide intervention

Problem Analysis: If the core is not sufficient, why not?

NOT MET if fewer than 80% of students met the target AND/OR fewer than 95% maintained grade level performance.

- Identify class-wide needs using assessment data and priority standards.

Plan Development: How will the needs identified in the core be addressed?

- Use the FAST Screening to Intervention report to identify an evidence-based class-wide intervention aligned to needs.
- Document and standardize intervention procedures to ensure consistent implementation.

Plan Implementation: How will the effectiveness and efficiency of the core be monitored over time?

- Identify students in the some risk and high risk levels and conduct progress monitoring aligned with the class-wide intervention.
- Implement the class-wide intervention for 4-6 weeks. Implement the intervention in addition to core instruction.

Plan Evaluation: Has improvement to the core been effective?

- Review all screening data and formative assessments.
- Review progress monitoring data of students performing in the some risk and high risk levels and compare to growth targets and grade level expectations.

Problem Identification: For which students is the core program not sufficient and why?

Identify students performing at some-risk and high-risk levels according to benchmark assessments.

- Continue Tier 1 standards based instruction and practices

Problem Analysis: What specific supplemental instruction is needed?

Identify student needs using universal data and diagnostic assessments.

Plan Development: How will supplemental instruction be delivered?

Use the FAST Screening to Intervention report to identify an evidence-based intervention aligned to needs.

- Document and standardize intervention procedures to ensure consistent implementation.

Plan Implementation: How will the effectiveness of supplemental instruction be monitored?

Students in the some-risk and high-risk levels will be progress monitored to measure the effectiveness of the intervention.

- Implement the intervention for 8-12 weeks. Implement the intervention in addition to core instruction.

Plan Evaluation: Which students need to move to a different level of instruction?

Review progress monitoring data of students performing in the some risk and high risk levels and compare to growth targets and grade level expectations.

Problem Identification: For which students is the core program not sufficient and why?
Identify students performing at high-risk levels according to benchmark assessments.
- Continue Tier 1 standards based instruction and practices

Problem Analysis: What specific supplemental and intensive instruction is needed?
Identify student needs using universal data and diagnostic assessments.

Plan Development: How will supplemental and intensive instruction be delivered?
Use the FAST Screening to Intervention report to identify an evidence-based intervention aligned to needs.
- Document and standardize intervention procedures to ensure consistent implementation.
- Increase the number of opportunities to respond.
- Increase frequency and explicitness of feedback.
- Increase focus on discrete skill instruction within the targeted skill
- Increase attention transfer of skills taught to the contexts in which they are used
- Increase clarity and explicitness of language paired with examples and non-examples
- Increase pre-correction and prompting
- Enhance and target specific positive reinforcement

Plan Implementation: How will the effectiveness of supplemental and intensive instruction be monitored?
Students in the high-risk levels will be progress monitored to measure the effectiveness of the intervention.
- Implement the intervention for 8-12 weeks. Implement the intervention in addition to core instruction.
- Includes students with and without an Individualized Education Plan (IEP).

Plan Evaluation: Which students need to move to a different level of instruction?
Review progress monitoring data of students performing at the high-risk level and compare to growth targets and grade level expectations.

Monitoring student progress toward instructional objectives is an effective and efficient way to determine if a student's instructional plan is working. All students receiving Tier 2 and Tier 3 interventions will be progress monitored to allow teachers to make data-based decisions about the effectiveness of the intervention. Progress monitoring allows for timely modifications if necessary.

	Tier 1 Universal	Tier 2 Strategic Monitoring	Tier 3 Intensive Monitoring
Type of progress monitoring	aReading eReading	FastBridge PM Attendance data Observation	FastBridge PM Direct Behavior Rating Attendance data Observation
Who gets it?	All students	Students receiving tier 2 support or those identified as at-risk	Students receiving tier 3 support or those identified as at-risk, students receiving special education service
Frequency	3 times per year	Weekly to monthly	At minimum, weekly
Exit Criteria	Not applicable	Student meets 3 data points above aim line AND meets grade level benchmark	Student meets 3 data points above aim line

Monitoring Fidelity

Monitoring fidelity of progress monitoring is crucial to ensure that educational interventions are being implemented as intended and that the data collected is accurate and reliable. Here are five key components:

Adherence to Procedures: Ensuring that all prescribed steps and processes in the progress monitoring plan are followed consistently. This includes using the correct materials, following the specific administration guidelines, and adhering to the specified schedule.

Accuracy of Data Collection: Collecting data correctly and precisely as specified in the progress monitoring plan. This involves using the correct measurement tools, accurately recording student responses, and ensuring that the data reflects the student's performance without bias or error.

Frequency and Timing of Monitoring: Conducting progress monitoring assessments at the scheduled intervals. Consistent timing helps in tracking progress accurately and ensures that the data reflects true changes in student performance over time.

Consistency Across Different Implementers: Ensuring that different educators or individuals conducting the progress monitoring are trained and implement the monitoring procedures in the same way. This helps in maintaining reliability and reduces variability in data due to differences in implementation.

Documentation and Feedback: Keeping detailed records of the implementation process and the data collected. Providing regular feedback to the implementers about their adherence to the procedures and the accuracy of data collection can help improve fidelity over time. This includes reviewing the fidelity data, identifying areas for improvement, and providing necessary support or retraining.

We believe that a positive school-home relationship is vital in order to ensure students' success. We encourage parents to participate in their child's education by reading with their child every night, helping with homework, communicating with teachers, attending parent-teacher conferences, and encouraging consistent attendance.

PARENT NOTIFICATION: Student's reading proficiency as measured by benchmark assessments and universal screeners will be shared via mailings, parent teacher conferences/open house, and/or sent with students.

- Schools will provide ongoing communication and support regarding literacy instruction connected to the state standards.

- Share reading-related services (intervention) being provided to the student and progress in that.

- Share strategies that families can use at home to help their child succeed
  - Reading Universe
  - Reading Rockets
  - AdLit: All About Adolescent Literacy

- Strengthening partnerships and enhancing communication through Success Coaches

- Family Literacy events

- Enrichment resources for families on the district's Talent Development website (coming Fall of 2024)

- Academics & Accountability website:
  - Local Literacy Plan
  - World's Best Work Force / Striving for Comprehensive Achievement & Civic Readiness

- District Advisory Committee

RESOURCES FOR MULTI LANGUAGE LEARNERS

- Check with your child's teachers about what may be available locally for events, classes, groups
- Empowering ELL Parents and Families at Home
- Latino Family Literacy Project: Parents Reading in Home Language – Why it Helps Kids
- 5 ways immigrant parents support children's home language learning
- Free Multilingual/Multicultural Books online (list of various sites)

Albert Lea Area Schools is focused on research-based best practices. Educators have many opportunities to focus on these evidence validated practices through various professional development activities. Collaborative teamwork and the Marzano High Reliability Schools framework encourage teachers to continually grow and learn about literacy best practices to meet the needs of our diverse student body.

Additional Literacy Professional Development open to all licensed staff	
Collaborative Teamwork (PLC/CT)	Weekly: Aug-May
English Language Learner	November
Reading Preparation	February

Supporting the Implementation of Structured Literacy

1. Professional Development

- **Comprehensive Training:** Provide in-depth training for teachers on the principles and practices of structured literacy, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Albert Lea Area Schools has chosen LETRS for PK-3 Educators, as well as Intervention, Special Education and English Language Learner teachers. All other educators responsible for English Language Arts standards will receive CORE OL&LA professional development.
- **Ongoing Support:** MTSS/Literacy Specialists and Instructional Coaches will also be trained in structured literacy instruction equipping our district with ongoing coaching opportunities. Educators will continue to engage in collaborative planning sessions to refine and deepen teachers' understanding and skills.

2. Resource Allocation

- **Curriculum Materials:** Ensure that classrooms are equipped with high-quality structured literacy materials and resources, including textbooks, digital tools, and manipulatives. Albert Lea Area Schools has adopted Wit & Wisdom for K-5 and will be exploring curricular resources for 6 - 8 this coming school year.
- **Assessment Tools:** Provide reliable and validated assessment tools for monitoring student progress in literacy.

3. Administrative Support

- **Leadership Involvement:** School leaders will be fully engaged in the implementation process, ensuring they understand and support structured literacy initiatives.
- **Development of Practices/Procedures**: Prioritize structured literacy instruction through strategic response to scheduling dedicated time for literacy instruction and intervention.

4. Collaborative Culture

- **Professional Learning Communities (PLCs)**: Foster collaboration among teachers through PLCs where they can share strategies, analyze data, and discuss best practices.
- **Parental Involvement:** Engage parents by providing them with information and resources to support literacy development at home.

Data Collection for Continuous Improvement

1. Student Performance Data
- **Benchmark Assessments:** Administer assessments at the beginning, middle, and end of the academic year to gauge student progress and set goals.
- **Formative Assessments:** Use regular, informal assessments to monitor students' understanding and guide instruction.
- **Summative Assessments:** Evaluate overall student learning at the end of instructional units or the school year to determine the effectiveness of instruction.

2. Fidelity of Implementation
- **Observation Checklists:** Use checklists to observe and document the fidelity with which teachers are implementing structured literacy practices.
- **Teacher Self-Reports**: Have teachers regularly self-assess their adherence to structured literacy methods and reflect on their instructional practices.

3. Professional Development Metrics
- **Participation Records:** Track attendance and participation in professional development activities.
- **Feedback Surveys**: Collect feedback from teachers regarding the quality and impact of professional development sessions.

4. Student Engagement Data
- **Classroom Observations**: Conduct observations to assess student engagement during literacy instruction.

Using Data for Continuous Improvement

1. Data Analysis

- **Data Meetings:** Hold regular data meetings where teachers and administrators analyze assessment data to identify trends, strengths, and areas for improvement.
- **Data Dashboards:** Utilize data dashboards to visually represent student progress and instructional fidelity, making it easier to spot patterns and areas needing attention.

2. Instructional Adjustments

- **Targeted Interventions**: Use data to identify students who need additional support and provide targeted interventions based on their specific needs.
- **Instructional Pivots:** Adjust instructional strategies and practices based on data insights to better meet the needs of all students.

3. Professional Development Refinement

- **Customized Training:** Tailor professional development offerings based on data indicating areas where teachers need further support or improvement.
- **Peer Mentoring & Instructional Coaching:** Establish peer mentoring programs where teachers with strong data outcomes can support those needing improvement.

4. Stakeholder Communication

- **Regular Updates:** Provide regular updates to all stakeholders, including teachers, parents, and the school board, about the progress and outcomes of the structured literacy initiative.
- **Celebrating Successes**: Highlight and celebrate successes and improvements to maintain motivation and commitment to the structured literacy approach.

PHASE I - STRUCTURED LITERACY

Phase 1: Educator Role	Total #	Completed	In Progress	Training Type	Timeline
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators	17	0	8	LETRS	Summer 2024 start
Kindergarten Classroom Educators	11	0	11	LETRS	Completion Spring 2025
Grade 1 Classroom Educators	11	0	11	LETRS	Completion WInter 2025
Grade 2 Classroom Educators	10	0	0	LETRS	Completion Spring 2026
Grade 3 Classroom Educators	10	0	0	LETRS	Completion Spring 2026
K-12 Reading Interventionists	10	0	5	LETRS	Staggered Completion Winter 2025 & Spring 2026
K - 12 Special Education Educators	22	4	3	LETRS	Staggered Completion Winter 2025 & Spring 2026
Pre-K through grade 5 Curriculum Directors	1	0	1	LETRS for Admin	Completion Spring 2025
Pre-K through grade 5 Instructional Support Staff	20	0	0	TBD	TBD
K - 5 Instructional Coaches	4	0	4	LETRS	Completion Spring 2025
K - 5 MTSS/Literacy Specialists	4	0	4	LETRS	Completion Spring 2025
K-5 Admin and Coordinators	7	2	4	LETRS	Completion Spring 2025

Phase 2: Educator Role	Total #	Completed	In Progress	Training Type
Grades 4-5 Classroom Educators	20	0	0	CORE OL&LA
Grades 6- 7 English Language Arts Educator	4	0	0	CORE OL&LA
Grades 8 - 12 English Language Arts Educator	11	0	0	CORE OL&LA
Pre-K through 12 Licensed ELL teachers	11	0	3	LETRS
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	0	CORE OL&LA
Grades 6-12 Instructional support staff	15	0	0	TBD
Grades 6-12 Curriculum Director	Curriculum Director is PK-12 (accounted for on previous page)			
Employees who select literacy instructional materials for Grades 6-12	Accounted for within licensed classroom educators			

EQUITY AND ACCESS

Albert Lea Area Schools embraces the uniqueness of our student learners and aspires to create an environment where all learners have the opportunity to achieve our district mission of individual academic, social and emotional growth that leads to engaged citizens and lifelong learners.

We celebrate the 23 home languages represented by our student body and support the growth of English Language Learners through the use of the 2020 K-12 English Language Development (ELD) Standards Framework and a locally-developed Language Instruction Education Program (LIEP) plan which is revised annually.

Success Coaches and Educational Aides in the district provide educational support services to students through our MTSS model (multi-tiered systems of support).

Albert Lea is recognizing the biliteracy of our multilingual students through the Minnesota Bilingual Seals Program.

By focusing on the key equity levers, Albert Lea Area Schools educators and administrators can work towards creating a more equitable literacy instructional environment that meets the needs of all students and helps close achievement gaps ensuring that all students have equal opportunities to succeed.

1. Access to High-Quality Instructional Materials

- Culturally Relevant Texts: Provide a diverse range of texts that reflect the backgrounds, cultures, and experiences of all students to engage them more deeply and make learning more relevant.
- Differentiated Resources: Ensure that instructional materials are available at varying levels of difficulty to meet the diverse needs of learners, including those with varying abilities and English Language Learners.

2. Professional Development and Support for Educators

- Training on Equity and Inclusion: Offer professional development that focuses on understanding and addressing implicit biases, cultural responsiveness, and inclusive teaching strategies.
- Ongoing Coaching and Mentoring: Provide continuous support for teachers through coaching and mentoring programs to help them implement equitable literacy practices effectively.

3. Assessment and Data-Driven Instruction

- Equitable Assessment Practices: Use assessments that are culturally and linguistically responsive to accurately measure the literacy skills of all students without bias.
- Data Utilization: Regularly analyze disaggregated data to identify achievement gaps and tailor instruction to meet the specific needs of underserved student populations.

4. Family and Community Engagement

- Partnerships with Families: Develop strong partnerships with families by involving them in their children's literacy development and providing them with resources and strategies to support learning at home.
- Community Resources: Leverage community resources and organizations to provide additional support and enrichment opportunities for students outside of school.

5. Inclusive Curriculum and Pedagogy
- Student-Centered Learning: Implement instructional strategies that are student-centered, allowing for differentiation and personalized learning pathways that respect and build on each student's strengths and interests.
- Inclusive Practices: Foster an inclusive classroom environment where all students feel valued and supported, ensuring that instructional practices and classroom interactions promote equity and respect for diversity,.including but not limited to:
  - Cultural Diversity: Recognize and celebrate students' different cultural backgrounds and traditions.
  - Linguistic Diversity: Support students who speak various languages and dialects, ensuring they have access to resources in their native language when necessary.
  - Socioeconomic Diversity: Acknowledge and address the varying economic backgrounds of students, providing additional resources and support to those who may need them.
  - Ability Diversity: Ensure that students with different physical, cognitive, and learning abilities receive appropriate accommodations and modifications to succeed.
  - Gender Diversity: Create a safe and supportive environment for students of all gender identities and expressions.
  - Racial and Ethnic Diversity: Promote a curriculum and classroom culture that respects and reflects the racial and ethnic backgrounds of all students.
  - Religious Diversity: Respect and accommodate the religious beliefs and practices of students.
  - Family Structure Diversity: Recognize and respect the different family structures from which students come, including single-parent households, blended families, and guardianships.
  - Neurodiversity: Understand and accommodate students with various neurological conditions, such as autism spectrum disorder, ADHD, and other neurodivergent profiles.

By considering these types of diversity, educators can create a more inclusive and equitable classroom environment for all students

Albert Lea Area Schools reports annually to the Minnesota Department of Education through a World's Best Workforce / Striving for Comprehensive Achievement & Civic Readiness report, an annual Literacy Plan, and a summary which includes the following:

- Reading Assessment Results
- Description of the district's efforts to screen and identify students with dyslexia.
- Description of the district's efforts to screen and identify students with convergence insufficiency disorder.

Visit Albert Lea Area Schools, Academics & Accountability for additional reports.