



Local Literacy Plan Template: 2024-25 School Year

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. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Albany Area Schools 745

Date of Last Revision: June 12, 2024

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 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

Albany Area Schools will provide research-based reading instruction, assessments, and curriculum aligned with the MN K-12 Academic Standards in English Language Arts for all students. Research based interventions based on Multi-Tiered Systems of Support will be provided for students not performing at grade level expectations. Students at risk of not reading at grade level will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring.

Albany Area School District has three specific goals for the 2024-25 school year

1. Early Literacy Focus - Emphasize phonics, vocabulary development, and comprehension strategies in early grades based on the Science of Reading and LETRS training, and provide additional support for students who fall behind.
2. Refine our Elementary MTSS model.
3. Professional Development - Provide LETRS Training for our PreK-5th grade teachers and OL&LA Training for our 6-12 Special Education Teachers.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: FastBridge	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: FastBridge	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Parent Teacher Conferences are held in the fall and winter to provide student progress to families. During this time, there is a focus on student progress in the area of reading, which includes sharing data from FastBridge, MCA testing, and locally designed and utilized assessments showing progress towards the Minnesota ELA standards. Conferences are strategically scheduled to follow the fall and winter testing windows. Elementary students who are identified as needing interventions in reading are provided with Tier 2 and Tier 3 reading interventions either from our building interventionists using research-based interventions. Parents are encouraged to set time aside to read with and to their children. Student reading levels are shared based on data collected from the FastBridge reading assessments. Parents are also provided with ideas for supporting their students' reading skills at home during parent-teacher conferences and at other points throughout the school year when specific needs are identified.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	105	63	105	70	105	10
1 st	120	46	119	54	120	30
2 nd	109	40	119	60	120	26
3 rd	131	76	129	75	131	20
4	128	68	70	26	128	18
5	141	77	34	8	141	16

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	128	35	128	18
5 th	140	45	141	16
6 th	149	47	0	NA
7 th	156	44	0	NA
8 th	159	56	0	NA
9 th	134	37	0	NA
10 th	139	48	0	NA
11 th	NA	NA	NA	NA
12 th	NA	NA	NA	NA

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI Reading Wonders	Foundational Skills Knowledge Building	120 Instructional Minutes 90 Whole Class 30 Differentiated
1 st	UFLI Reading Wonders	Foundational Skills Knowledge Building	120 Instructional Minutes 90 Whole Class 30 Differentiated
2 nd	UFLI Reading Wonders	Foundational Skills Knowledge Building	120 Instructional Minutes 90 Whole Class 30 Differentiated
3 rd	Reading Wonders	Comprehensive	120 Instructional Minutes 90 Whole Class 30 Differentiated
4 th	Reading Wonders	Comprehensive	120 Instructional Minutes 90 Whole Class 30 Differentiated
5 th	Reading Wonders	Comprehensive	85 Instructional Minutes 85 Whole Group

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Reading Wonders	Comprehensive	60 Whole Group Instructional Minutes
7 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	80 Whole Group Instructional Minutes
8 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	80 Whole Group Instructional Minutes
9 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	85 Whole Group Instructional Minutes
10 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	85 Whole Group Instructional Minutes
11 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	85 Whole Group Instructional Minutes
12 th	Teacher Created Literacy Units Aligned with State Standards	Comprehensive	85 Whole Group Instructional Minutes

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Albany Elementary, Avon Elementary, and the Albany Area Early Learning Center are using the MnMTSS framework to guide our reading instruction and interventions ([MTSS Guide ISD745](#)). All teachers in our district participate in regularly scheduled PLCs with their grade levels or departments. A team including administration and teachers participated in the 9 month MnMTSS professional learning and conducted the SEMI-DLT. During this process the following needs were identified: defining our referral process district-wide with a specific focus on tiered interventions at the elementary level, develop and grow a district leadership team, guide teachers in developing quality tier 1 classroom assessments, and increase teacher accessibility to accessible and integrated data systems.

Albany Area Schools emphasizes standards-based instruction as the defining feature of comprehensive and rigorous instruction. Priority standards have been identified from [MN and National Academic Standards](#). [Social Emotional Learning Standards](#) are utilized to support common expectations and instruction district-wide.

Priority standards communicate to staff, students and families the skills and learning content Albany Area Schools students are expected to master by the end of each school year. Although other standards may be integrated throughout the school year, priority standards will drive instructional planning to ensure that students achieve these essential skills.

Evidence-based interventions or extensions are practices or programs that have peer-reviewed, documented empirical evidence of effectiveness. Each intervention or extension uses a continuum of integrated strategies,

activities, and services whose effectiveness has been proven or informed by research and evaluation. ([ELA Tiered Flowchart](#))

- Tier 1- (All Students) Are intentional instructional practices applied by highly trained educators in the general education classroom to prepare students to meet proficiency on grade level standards. Tier 1 building level interventions are focused on balancing the needs of the entire student population as well as resources available in the building. Critical areas for teams to examine include identification of student needs and the effectiveness of the core instruction or the instruction that all students receive every day.
- Tier 2 - (Some Students) Are targeted interventions delivered by experienced educators with backgrounds in reading, math and behavioral instruction. Tier 2 interventions are delivered in small group settings consisting of 3 to 5 students and a licensed educator. Each intervention requires weekly evidence based sessions which range from a minimum of 2 days per week to daily.
- Tier 3 - (Few Students) Are intensive interventions delivered by skilled intervention, special education, and social work staff with backgrounds in all areas of educational systems. Tier 3 interventions are delivered in small groups of 1-3 students and a licensed professional staff member. Each student in tier 3 instruction requires daily intervention at a minimum of 20 minutes.

[District benchmark targets](#) are used to identify students who qualify for Tier 2 and Tier 3 interventions.

	Fall	Winter	Spring
Kdg	<ul style="list-style-type: none"> • Early Reading (36) <ul style="list-style-type: none"> • Concepts of Print (9) • Onset Sounds (14) • Letter Names (28) • Letter Sounds (10) • Early Math (38) <ul style="list-style-type: none"> • Match Quantity (9) • Numeral Identification (17) • Number Sequence (7) • SAEBRS 	<ul style="list-style-type: none"> • Early Reading (55) <ul style="list-style-type: none"> • Onset Sounds (16) • Letter Sounds (36) • Word Segmenting (29) • Nonsense Words (11) • Early Math (62) <ul style="list-style-type: none"> • Decomposing (6) • Numeral Identification (31) • Number Sequence (9) • SAEBRS 	<ul style="list-style-type: none"> • Early Reading (70) <ul style="list-style-type: none"> • Letter Sounds (50) • Word Segmenting (32) • Nonsense Words (16) • Sight Words (30) • Early Math (77) <ul style="list-style-type: none"> • Decomposing (8) • Numeral Identification (42) • Number Sequence (11) • SAEBRS
1st	<ul style="list-style-type: none"> • Early Reading (45) <ul style="list-style-type: none"> • Word Segmenting (31) • Nonsense Words (15) • Sight Words (41) • Sentence Reading (25) • Early Math (51) <ul style="list-style-type: none"> • Decomposing (6) • Numeral Identification (33) • Number Sequence (7) • SAEBRS 	<ul style="list-style-type: none"> • Early Reading (68) <ul style="list-style-type: none"> • Word Segmenting (33) • Nonsense Words (24) • Sight Words (65) • R-CBM (68) • Early Math (66) <ul style="list-style-type: none"> • Decomposing (9) • Place Value (4) • Number Sequence (11) • SAEBRS 	<ul style="list-style-type: none"> • Early Reading (83) <ul style="list-style-type: none"> • Word Segmenting (34) • Nonsense Words (31) • Sight Words (80) • R-CBM (91) • Early Math (72) <ul style="list-style-type: none"> • Decomposing (11) • Place Value (5) • Visual Story Problems (5) • SAEBRS

2nd	<ul style="list-style-type: none"> • aReading (485) • RCBM (82) • FastTrack Math & aMath (202) • SAEBRS 	<ul style="list-style-type: none"> • aReading (496) • RCBM (108) • FastTrack Math & aMath (205) • SAEBRS 	<ul style="list-style-type: none"> • aReading (503) • RCBM (126) • FastTrack Math & aMath (208) • SAEBRS
3rd	<ul style="list-style-type: none"> • aReading (503) • RCBM (112) • FastTrack Math & aMath (208) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • aReading (510) • RCBM (133) • FastTrack Math & aMath (211) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • aReading (515) • RCBM (147) • FastTrack Math & aMath (214) • SAEBRS
4th	<ul style="list-style-type: none"> • AutoReading (515) • FastTrack Rdg & aRdg (515) • RCBM (139) • FastTrack Math & aMath (213) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • AutoReading (520) • FastTrack Rdg & aRdg (520) • RCBM (156) • FastTrack Math & aMath (216) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • AutoReading (524) • FastTrack Rdg & aRdg (524) • RCBM (170) • FastTrack Math & aMath (220) • SAEBRS
5th	<ul style="list-style-type: none"> • AutoReading (525) • FastTrack Rdg & aRdg (525) • RCBM (157) • FastTrack Math & aMath (219) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • AutoReading (529) • FastTrack Rdg & aRdg (529) • RCBM (172) • FastTrack Math & aMath (223) • SAEBRS/My SAEBRS 	<ul style="list-style-type: none"> • AutoReading (534) • FastTrack Rdg & aRdg (534) • RCBM (187) • FastTrack Math & aMath (227) • SAEBRS

Progress Monitoring Exit Criteria

Students who are consistently making good progress should be exited from progress monitoring. The goal of teachers providing interventions is to successfully improve the progress of students by reviewing student graphs regularly and thoughtfully making intervention changes.

Grade Level	Progress Monitoring Exit Criteria
Kindergarten	LSF: 4 consecutive scores above the aim-line AND two scores at or above the upcoming season target
1st grade Fall (Sept.-Jan.)	<ol style="list-style-type: none"> 1. NWF: 4 consecutive scores above the aim-line AND two scores at or above the upcoming seasonal target And/or- <ol style="list-style-type: none"> 2. RCBM: 4 consecutive scores above the aim-line AND two scores at or above the upcoming seasonal target
1st grade Winter/Spring	<ol style="list-style-type: none"> 1. RCBM: 4 consecutive scores above the aim-line AND two scores at or above the upcoming seasonal target
2nd grade - 5th grade	<ol style="list-style-type: none"> 1. RCBM: 4 consecutive scores above the aim-line AND two scores at or above the upcoming seasonal target Ensure grade level comprehension using any of the following: <ol style="list-style-type: none"> 2. ELEM: Classroom assessments to ensure grade level comprehension.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

The Albany Area School District started LETRS training with Primary Teachers in 2021 and at this time we have all of our K-2 teachers trained. Moving forward, we will utilize the following training schedule, as required by the MN READ Act.

PHASE 1

- PreK Classroom Educators – *EC LETRS - beginning Fall 2024 - completed Spring 2025*
- 3-5 Classroom Educators - *LETRS - beginning Fall 2024 - completed Spring 2026*
- Grades K–5 Special Education Educators responsible for reading instruction - *LETRS - beginning fall 2024 - completed Spring 2026*
- Grades 6-12 Special Education Educators responsible for reading instruction - *OL&LA - beginning fall 2024 - completed Spring 2025*
- Grades PreK–5 Curriculum Directors - *LETRS for Administrators - beginning Fall 2024 - completed Spring 2025*
- Grades PreK–5 Instructional support staff who provide reading support. - *waiting for guidance from MDE*
- Employees who select literacy instructional materials for grades PreK–5 - *LETRS for Administrators - beginning Fall 2024 - completed Spring 2025*

We are awaiting additional guidance from MDE to plan for our Phase 2 educators.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	7	0	1	6
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	24	14	6	4
Grades 4-5 (or 6) Classroom Educators (if applicable)	12	1	2	9
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	20	3	3	14
Pre-K through grade 5 Curriculum Directors	3	0	0	3
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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	23	1	2	20
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
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	0	0	0	0
Grades 6-12 Curriculum Directors	3	0	0	3
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Albany Area School District continuously monitors and adjusts our instructional practices as needed. Throughout the process of implementing evidence-based literacy instruction, we will do the following:

- Ensure all staff required to participate in READ Act PD complete their SOR training
- Work to extend the learning of those who have completed training
- Work with staff and our curriculum review committees to choose and implement ELA curriculum that aligns with the MN ELA Standards
- Engage staff in data-based decision making discussions during PLCs, data retreats and grade level team meetings
- Monitor the implementation of research-based instructional resources and practices for fidelity