



## 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: Austin Public Schools #492

Date of Last Revision: June 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.*

1. All of our classroom K-6 Reading Teachers, K-6 EL Teachers, K-6 Reading Intervention Teachers, and K-12 Special Education Teachers will complete the OL&LA or LETRS reading training by the end of the 2024-2025 school year and begin to implement the strategies into their instruction.
2. Fifty percent of our K-6 students will show aggressive growth towards proficiency in reading on the FastBridge CBM assessment on the spring benchmark assessment.
3. Thirty percent of our K-12 Special Education students will show typical growth towards proficiency in reading on the FastBridge CBM assessment on the spring benchmark assessment.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
  - DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition
  - FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
- \*We will use FastBridge starting in the 2024-2025 school year***

## 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. **We will use FastBridge starting in 2024-2025.**

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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<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.

*We will use FastBridge in 2024-2025 if approved by MDE.*

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?
<b>Name of Screener:</b> <b>FastBridge CBM</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" 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 checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input 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 type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b>	<input type="checkbox"/> Grade 4 <input 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 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)

## 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.*

Parents will receive their student's screening results and recommendations for how they can best support at students at home after the fall and spring benchmark periods. This information will be sent home to the parents. The school will also provide the strategies and programming used to support the students who are not at proficient in order to create student growth between the fall and spring screenings.

Strategies for parents to use at home:

### 1. Let kids pick out their own books

Book choice is a strong motivation for readers young and old. Let kids pick out books at the library or bookstore. It's almost a sure thing they'll want to read them. If you pick them out, they won't.

### 2. Set goals and reward reading

Reward reading with more reading, we've always said. Stop by the library or bookstore for the next book in your child's favorite series, or let your child shop for it online. Most kids agree, but they don't also see a problem with more ... well, extrinsic rewards.

### 3. Let your kids see you read

Read the newspaper over your morning coffee, take a magazine from the rack in a doctor's office while you wait, and stuff a paperback into your purse, pocket, or briefcase. Your kids will catch on to the fact that reading is something you like to do in your spare time.

### 4. Make reading together fun and memorable

Parents can convey important positive impressions about reading by making reading an experience their children will remember and cherish.

### 5. Create loving associations with books and reading

Reading together is a time for closeness and cuddling — another way to show your love as a parent, grandparent, or caring adult.

Readingrockets.org

## 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 3<sup>rd</sup> 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						
1 <sup>st</sup>						
2 <sup>nd</sup>						
3 <sup>rd</sup>						

**NOTE:** For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

## 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 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> Grade, above.

## 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	Benchmark Advanced  Heggerty	Comprehensive  Phonemic Awareness	20-30 min Whole Group  40-50 min Small Group  10 min Whole Group
1 <sup>st</sup>	Benchmark Advanced  Heggerty	Comprehensive  Phonemic Awareness	20-30 min Whole Group  40-50 min Small Group  10 min Whole Group
2 <sup>nd</sup>	Benchmark Advanced	Comprehensive	20-30 min Whole Group  90-100 min Small Group
3 <sup>rd</sup>	Benchmark Advanced	Comprehensive	20-30 min Whole Group  90-100 min Small Group
4 <sup>th</sup>	Benchmark Advanced	Comprehensive	20-30 min Whole Group  90-100 min Small Group
5 <sup>th</sup>	Savvas My View	Comprehensive	50 minutes

## 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 <sup>th</sup>	Savvas My Perspectives	Comprehensive	50 minutes
7 <sup>th</sup>	Savvas My Perspectives	Comprehensive	50 minutes
8 <sup>th</sup>	Savvas My Perspectives	Comprehensive	50 minutes
9 <sup>th</sup>	McGraw Hill Study Sync	Comprehensive	52 minutes
10 <sup>th</sup>	McGraw Hill Study Sync	Comprehensive	52 minutes
11 <sup>th</sup>	McGraw Hill Study Sync	Comprehensive	52 minutes
12 <sup>th</sup>	McGraw Hill Study Sync	Comprehensive	52 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.*

Throughout the 2023-2024 school year, building and district teams have completed the MDE MnMTSS professional learning cohorts. Each site and the district team completed the Self-Evaluation of MnMTSS. Key takeaways from this work, were that each site has established Supplemental Support Teams, Intensive Support Teams, and School Leadership Teams. One area for improvement will be creating more consistent processes for the schools as they determine which students need tier 2 and 3 supports. Each building has an instructional coach that has completed coaching cycles focused on reading instruction with teachers at each site. These conversations have allowed discussions as to how to improve reading outcomes for students.

Our district uses FastBridge and Star to gather benchmark data in the fall, winter, and spring. This data provides information as to which students need support beyond Tier 1. We use further diagnostic assessments to pinpoint the specific skills for which students need further instruction and practice. Using this data, we begin interventions aligned to specific growth goals to accomplish student growth. All students below proficiency are progress monitored bi-weekly to measure growth. Students receiving interventions are discussed at building SST meetings, to determine if the current intervention is causing growth or if the intervention needs to change or the student needs to move to a tier 3 intervention. The goal is that all students that are not proficient move from Tier 1 support to Tier2 support, before moving into Tier 3 support.

## 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.

### Overview Expectations for K-6 Teachers and K-12 SPED Teachers

- Teachers included:
  - Classroom Teachers K-6, EL, Reading Intervention, K-12 SPED
- General Expectations
  - Complete each module and included elements (estimated time for completion 44-60 hours of content and aligned work)
    - Pre-Post Course Self Surveys
    - Knowledge Pre-Checks
    - End of Module Knowledge checks with score of 80% or higher
    - Section Reflections (quizzes)
    - Quick Checks and Activities
    - Simulations
    - Write to Learn Activities
    - In-Practice Activities
    - Community Chat
    - Portfolio
  - Pass assessments at 80% accuracy.
  - Attend 3 1-hour in-person sessions.

### READ Act Professional Learning Calendar 2024-2025

Month	Module
<b>Week of August 19</b> (date varies by building due to open house dates) 6 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Module 1: Welcome</li> <li>• Module 2: Big Picture-Spoken language, Reading, and Word Structure</li> <li>• Module 3: Effective Instruction: Language and Early Literacy</li> </ul>
<b>Weekly PLC time</b> 3 hours of OL&LA work time	<ul style="list-style-type: none"> <li>• Continue work on Modules 1-3</li> </ul>
<b>September 23</b> 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Continue work on Modules 1-3</li> </ul>
<b>Weekly PLC time</b> 3 hours of OL&LA work time	<ul style="list-style-type: none"> <li>• Continue work on Modules 1-3</li> </ul>
<b>October 16</b> 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Continue work on Modules 1-3</li> </ul>
<b>November 5</b> 1 hour training <ul style="list-style-type: none"> <li>• Discussion over content learned in cohort groups of 30</li> </ul>	<ul style="list-style-type: none"> <li>• Modules 1-3 Meeting (must have completed 1-3 prior to 11/5)</li> </ul>

5 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Module 4: Phonics, Decoding, and Irregular Words</li> <li>• Module 5: Multisyllabic Words, Spelling, and Fluency</li> <li>• Module 6: Vocabulary: Spoken and Written Language</li> </ul>
<b>November and December PLC Times</b> 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Work on Modules 4-6</li> </ul>
<b>January 20</b> 4 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Work on Modules 4-6</li> </ul>
<b>January and February PLC Times</b> 4.5 hours of OL&LA work time	<ul style="list-style-type: none"> <li>• Work on Modules 4-6</li> </ul>
<b>February 17</b> 1 hour training <ul style="list-style-type: none"> <li>• Discussion over content learned in cohort groups of 30</li> </ul> 5 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Modules 4-6 Meeting</li> <li>• Module 7: Syntax: The Structure of Language and Writing</li> <li>• Module 8: Comprehension: Language and Reading</li> <li>• Module 9: Assessing Reading</li> </ul>
<b>February, March, and April PLC times</b> 6 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Work on Modules 7-9</li> </ul>
<b>March 17</b> 4 hours of OL & LA work time	<ul style="list-style-type: none"> <li>• Work on Modules 7-9</li> </ul>
<b>April 21</b> 2 hours of OL & LA work time 1 hour training <ul style="list-style-type: none"> <li>• Discussion over content learned in cohort groups of 30</li> </ul> Additional time for PD	<ul style="list-style-type: none"> <li>• 2 hours of OL &amp; LA work time to wrap up modules and requirements.</li> <li>• Modules 7-9 Meeting</li> </ul>

**Additional Information**

- Trainers: APS 6 instructional coaches
  - Trainers complete the modules, conduct the 1-hour meetings throughout the year, and review staff application work required in each module
  - Trainer program begins end of March 2024, during their workday, attending weekly synchronous sessions on Thursday mornings
  - Trainers will be responsible for leading the three 1-hour training sessions for our staff during 2024-2025 (see calendar above)
  - Trainers will review application work from staff, as they must practice in each module their new learning—OL-LA states this is about 3 hours per week per 30 in a cohort
  - The cohorts will be groups of 30
- Non-Reading Teachers
  - Scope of work detailed from Teaching and Learning
- Para-educators
  - Legislative session is looking to adjust requirements for paras
  - If statute does not change, they will need to join the training described above

\*Any staff on an FMLA leave of absence from their position will timesheet these the number of OL&LA work hours missed and turn into the Teaching & Learning Office.

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.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	23	0	0	23
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	83	1	0	83
Grades 4-5 (or 6) Classroom Educators (if applicable)	43	0	0	43
K-12 Reading Interventionists	8	2	0	6
K-12 Special Education Educators responsible for reading instruction	76	22	5	49
Pre-K through grade 5 Curriculum Directors	6	0	0	6
Pre-K through grade 5 Instructional Support Staff who provide reading support	120	1	0	119

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	33	0	0	33
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	30	0	0	30
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	6	0	0	6
Grades 6-12 Instructional support staff who provide reading support	43	0	0	43
Grades 6-12 Curriculum Directors	2	1	0	1
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.*

The Teaching and Learning Department of the Austin Public Schools will be instrumental in the implementation of curriculum and instruction focused on the Science of Reading. Using our coaching cycles and updated teacher evaluation tools, there will be on-going support and expectations for application of the OL&LA training. As we review and update curriculum, the use of the tools from our MnMTSS and CAREI work will help guide as to best resources and processes for supporting students who need extra support to make the growth necessary. Our District Literacy Team is comprised of representatives from each building and the community, and they will be the sounding board offering guidance as we move forward with our new learning.

We are implementing the Heggerty Phonemic Awareness curriculum in grade 1 during the 2024-2025 school year, after seeing growth in kindergarten after year 1. We will monitor the need for future use of this program with the hopes of using it only as an intervention for grades 1-3. We continuously update our menu of interventions for all three tiers, making sure that we are using SOR aligned programs. We use our LETRS and OL&LA trained coaches to guide this work, as they are the experts in our district.

As the state provides guidance for our 7-12 staff reading training, we will create a PD plan to meet the requirements. Our secondary staff has had an overview of the Science of Reading but are anxiously awaiting the training that is relevant to their roles.