

# Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Austin Public School District (0492-01)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Austin Public School District (0492-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

### Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

# 1. Read Act Goals

## District or Charter School Literacy Goals

Austin Public School District (0492-01)'s literacy goal(s) for the 2024-25 school year:

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.

The following was implemented or changed to make progress towards the goal(s):

1. 100% of our returning staff members in grades K-6 classrooms, K-6 EL staff, and K-12 sped staff have completed OL&LA training with a passing score. 100% of our EC staff (VPK and ECSE) have completed EC LETRS training. Our final co-hort of LETRS training completed year 2 of that training. These staff began LETRS before the Read Act was passed. 2. We aligned our screeners at K-3 to align with the approved screeners. We selected Fastbridge for these grade levels. Grades 4-8 use the STAR assessment to show progress in reading. For grades 9-12 we will use ROAR to screen students who may need to complete the Capti ReadBasix assessment. We have also examined ROAR as a possible tool to identify students not reading at grade level. 3. Using local trainers, we have been able to incorporate this information into our PLC model in grades K-4. We have completed PLC training and have implementation of PLC's for all grades beginning in 2025-2026. We will use the PLC's to begin to bridge our new learning in Reading into practice in our instruction.

The following describes how Austin Public School District (0492-01)'s current student performance differs from the literacy goal detailed in the READ Act:

According to spring 2025 benchmark assessments, 21% of our K-8 students scored at or above grade level on Fastbridge/STAR reading assessments. This is greatly below the goal in the READ Act. We have a data review system in place through our MTSS process that the K-4 buildings have used to identify students needed interventions and now that will now be an essential part of our process in grades 5-8, where it has lacked specificity in the past.

Austin Public School District (0492-01)'s literacy goal(s) for the 2025-26 school year:

1. Using the CBM and Early Reading Assessment from Fastbridge, 50% of students in grades K-3 will score in the Low Risk category by spring 2026. 2. Using the STAR CBM assessment, 50% of students in grades 4-8 will score in the At/Above Level by spring of 2026.

Local Literacy Plan for Austin Public School District (0492-01)

Austin Public School District (0492-01)'s Local Literacy Plan is posted on the district website at:

<https://www.austin.k12.mn.us/district-offices/teaching-and-learning/aps-local-literacy-plan>

## 2. Screening Tools K-3

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

The table below details the screening tool used by Austin Public School District (0492-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

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

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Austin Public School District (0492-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	392	167	388	151	378	140
Grade 1	367	95	366	79	357	84
Grade 2	361	151	362	126	305	129
Grade 3	377	174	381	138	375	140

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

## 4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Austin Public School District (0492-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Austin Public School District (0492-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

Other: Explain below

10th%ile and below

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	369	99
Grade 1	349	124
Grade 2	339	116
Grade 3	365	97

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

## 5. Screening Tools 4-12

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

The table below details the screening tool(s) used by Austin Public School District (0492-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

### Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	STAR Reading Test	Renissance	Labeled Intervention or Urgent Intervention
Grade 5	STAR Reading Test	Renissance	Labeled Intervention or Urgent Intervention
Grade 6	STAR Reading Test	Renissance	Labeled Intervention or Urgent Intervention
Grade 7	STAR Reading Test	Renissance	Labeled Intervention or Urgent Intervention
Grade 8	STAR Reading Test	Renissance	Labeled Intervention or Urgent Intervention
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

The following method will be used by Austin Public School District (0492-01) to determine which students in grades 4-12 are not reading at grade level:

By using the STAR reading assessment in grades 4-8 we will determine which students need to complete the Capti ReadBasix assessment. We use the STAR reading assessment to benchmark students in the fall, winter and spring. We do not have a benchmark assessment in 9-12 but will add ROAR assessment in the fall to screen students. Based on those results we will then assess students not performing at grade level, using Capti ReadBasix for 25-26.

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

We benchmark our students three times a year, fall, winter, spring for grades 4-8, using the STAR Reading assessment. Beginning in 2025-2026 we will use ROAR in the fall for students in grades 9-12 to determine students in need of further testing using Capti ReadBasix in the winter. This information will help us determine which students need further intervention in Reading to move them to reading at grade level.

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

The following table displays the number of students in Austin Public School District (0492-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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

## 7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Austin Public School District (0492-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

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

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

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

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

Local Literacy Plan for Austin Public School District (0492-01)

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

- Family engagement nights
- Parent teacher conferences
- School events

## 8. Data-Based Decision Making for Action

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

Austin Public School District (0492-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Following benchmark assessment periods, data is examined, focusing on each individual student's results.

Students in the at-risk categories of either Fastbridge or STAR reading assessments may need further diagnostic assessment information. Reading Interventionists will use a variety of tools to determine the exact skill deficits (PRESS, UFLI, LETRS diagnostic assessments) and then group like students with like needs into small groups for reading interventions.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

We use coaching cycles to offer coaching after a classroom observation by the Literacy Coach. We also use our Teacher Evaluation process to identify staff needing extra support. We have a walk-through process but it is more focused on student engagement vs instruction so that is an area that we could focus future efforts on to provide more building-wide data. Annually Instructional Coaches review with staff the appropriate procedures for administering the benchmark assessments in an effort to be sure we are assessing with fidelity.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

This past year at grades K-4 we have used very similar processes to identify students that are in intervention/urgent intervention levels on their Fastbridge assessments. All students are examined through our SST teams and then based on historical data of interventions attempted previously and growth data, students showing a lack of response to previous interventions may be moved into the IST team for further examination and possible changes to interventions used for support.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

## Local Literacy Plan for Austin Public School District (0492-01)

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

All students who are receiving strategic (Tier II) or intensive (Tier III) interventions are progress monitored at weekly. Data is examined through our SST meeting bi-weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. There are standard protocols for administering each of these progress monitoring assessments. Progress monitoring data are reviewed at least every six weeks, often more frequently, to determine the next steps in serving students. Some students may no longer need intervention, they may need a change in intervention, or they may be making expected growth with the intervention.

Teachers use these data alongside classroom measures to support changes to services. At this time we do not have these systems in place for grades 5-12. Next year our 5th/6th grade building will adopt similar processes as the elementary school use to review data and interventions.

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

For a student to exit a particular intervention, they must achieve green checkmarks in the progress monitoring system in Fastbridge (above the aim line). Then the student would move to the next level of intervention unless they have moved through all of the levels and now are at grade level. We have moved from teacher perception of making progress to strictly using the PM system's data to identify students who are ready to move on. For students receiving special education services, the IEP dictates the next goal for the student. If needed the IEP can be amended to recognize growth beyond the current goals.

Does Austin Public School District (0492-01) use personal learning plans for literacy:

No

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

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

### Continuous Improvement for Data-Based Decision Making for Action

Austin Public School District (0492-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Based on the direction of MDE we will add screening for students not reading at grade level in grades 4-12. We will also add interventions for students who do not pass the screener whenever the state determines which interventions are appropriate for these grades.

## 9. Multi-tiered System of Supports (MTSS)

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

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

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

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

Austin Public School District (0492-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Austin Public School District (0492-01) has participated in MDE MnMTSS professional learning:

Yes

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

Austin Public School District (0492-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We are purchasing Educlimber which will greatly change how we access and use data for our reading programs. We are also implementing Functional Phonics & Morphology to supplement our foundational curriculum. We expect to see significant growth from our students in grades K-5 based on the implementation of both the core curriculum of FP&M but also access to other levels for small group instruction. At grades 5 and 6 we are moving away from a 7 period day to an elementary type schedule. Instructors will have 90 minutes for Reading instruction and be able to offer small group instruction as well as push-in support.

## 10. Core Curricular Resource Grades K-5

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

### Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Austin Public School District (0492-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	120
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	120
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	120
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	120
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligned)	Comprehensive	120
Grade 5	· Savvas	Comprehensive	45

### Continuous Improvement for Core Reading Instruction and Curricula

Austin Public School District (0492-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

In grades K-5 we will begin supplementing Benchmark Advanced and Savvas with Functional Phonics & Morphology in order to provide research-based phonics instruction to our students. In small group instruction staff in grades K-5 will be able to access below grade level lessons in Functional Phonics & Morphology to use in tier 2 classroom interventions.

## 11. Reading Interventions

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

### Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Austin Public School District (0492-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, ERI	Heggerty, ERI
Grade 1	Benchmark PHonics, UFLI, PRESS	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 2	Benchmark PHonics, UFLI, PRESS	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 3	Benchmark PHonics, UFLI, PRESS	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 4	Benchmark PHonics, UFLI, PRESS	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 5	None	UFLI, SIPPS, REWARDS, TAH, Soday System, Pathways to Reading
Grade 6	None	UFLI, SIPPS, REWARDS, TAH, Soday System, Pathways to Reading
Grade 7	None	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 8	None	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 9	None	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 10	None	UFLI, SIPPS, Soday System, Pathways to Reading
Grade 11	None	UFLI, SIPPS, Soday System, Pathways to Reading

Local Literacy Plan for Austin Public School District (0492-01)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 12	None	UFLI, SIPPS, Soliday System, Pathways to Reading

**Continuous Improvement for Reading Interventions**

Austin Public School District (0492-01) will make the following changes to reading interventions for the 2025-26 school year:

The district will be adding interventions to grades 5 and 6 next year using PRESS and UFLI for Tier 2. We are waiting to learn the approved interventions from MDE for implementation in grades 7-12 in the future.

## 12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Austin Public School District (0492-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

At this point, all staff that were enrolled and are returning to APS have completed and passed OL&LA training. As we hire new staff that have not completed training, we plan to support their instructional practices through our PLCs and Instructional Coaching. Our 25-26 calendar has 8 professional development days embedded into the calendar and a primary focus shall be bridging the learning from 24.25 into practice. We will be enrolling new staff into OL&LA training after they complete year 1 with our district.

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

We have not collected this data yet as we have just completed the learning. Professional development for Instructional Coaches and principals will include creating walk-through documents to use for collecting fidelity data. As we implement our new Functional Phonics & Morphology curriculum fidelity checks and on-going PD will be included in our implementation plan.

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

At APS we have implemented Coaching Cycles. With the completion of our OL&LA training, all reading instructional staff will complete a minimum of two Coaching Cycles with the instructional coach, with one cycle focused on Reading instruction.

The following changes in instructional practices have impacted students :

2024-2025 was the first year we have trained all reading staff K-6 so it would be difficult to measure how this learning has impacted students. During our PLC discussions awareness of revised instructional practices was frequently discussed. We look forward to noting student impacts to reading scores in the future with continued

Local Literacy Plan for Austin Public School District (0492-01)

focus on changing instructional practices and using curriculum that aligns to SOR.

Austin Public School District (0492-01) has implemented the following professional development and support for teachers around culturally responsive practices:

For the past several years there has been a focus on reviewing our materials to reflect culturally responsive literature. The past year our PK-12 administrators focused on culturally responsive leadership and the upcoming year will focus on moving their learning into the buildings through PLCs and Professional Development.

Austin Public School District (0492-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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

Austin Public Schools has been focused on Highly Impactful Teaching Strategies during their professional development days for grades 7-12. The upcoming year this PD will begin at the PK-6 grade level. While the HITS aren't specific to literacy development, they do lend themselves to the how of implementing best practices of reading instruction. Prior to the OL&LA training the instructional coaches in the system have aligned their coaching cycles to SOR, but after the staff has completed the OL&LA training this will be much more granular in focus during the cycles.

Continuous Improvement for Professional Development Plan

Austin Public School District (0492-01) will make the following changes to the professional development plan for the 2025-26 school year:

All staff that have completed OL&LA training will have PD aligned to moving their learning into practice. Staff that haven't completed OL&LA training and are not new to the district, will be in a small cohort next year, utilizing one of our locally trained facilitators. All new to district staff that fall in the categories for Phase I training, will focus on acclimating to the district and following the successful completion of year 1, they will be enrolled in phase I training the following year.

### 13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

#### Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	20	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	29	17	0	12
K-3 Classroom Educators	59	59	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	24	24	0	0
K-12 Reading Interventionists	8	8	0	0
K-12 Special Education Educators responsible for reading instruction	75	74	0	1
PreK through grade 5 Curriculum Directors	2	2	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	135	0	0	135

#### Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
------------------------	--	---------------------------------------	-------------------------------------	-----------------------------

Local Literacy Plan for Austin Public School District (0492-01)

Grades 4-12 Classroom Educators responsible for reading instruction	14	1	0	13
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5	0	0	5
Grades 6-12 Instructional support staff who provide reading support	44	0	0	44
Grades 6-12 Curriculum Directors	2	0	0	0
Employees who select literacy instructional materials for Grades 6-12	4	2	0	2

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Austin Public School District (0492-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$205,988.93

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

\$24,967.67

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Cost of substitute teachers to allow teachers to complete literacy professional development

### READ Act Literacy Aid

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

Austin Public School District (0492-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$0.00

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

- Not applicable

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

\$204842

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

We will be using funds to purchase Functional Phonics & Morphology for grades K-5. This will consume about \$85,000 and will arrive in time to train and implement during the 2025-2026 school year. We have curriculum writing occurring this summer to align Benchmark Advanced with Functional Phonics & Morphology (removing the overlapping skills from Benchmark replacing with FP&M). We also have added curriculum for reading at our intermediate level as they are moving to an elementary model next year. We will also use these funds to purchase screeners for our secondary students. Stipends for new staff that need training will be coming from this code. We will also be purchasing Freckle and Lalilo for reading support in the K-6 classrooms. In the future we intend to use some of these dollars to employ a Reading Specialist.