



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: Alexandria Public Schools-206

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.

By the Spring each year the Alexandria Public Schools will increase the percent of students on target from the previous year as measured by the FAST Reading Assessment in grades K-3.

Universal Expectations:

- All students will make progress in reading each year, with a minimum target of one year of growth for each child.
 - Administrators and teachers will ensure proficiency for all students through the continued implementation of standards-based instruction, structured literacy instructional practices and the use of ongoing assessment tools. (Science of Reading and Minnesota 2020 ELA Academic Standards)

- Teachers will strive to ensure each child reaches his/her full potential and will maximize growth for each child.
- Teachers will plan and deliver instruction from a personalized learning approach, providing instruction appropriate for the needs of *each* child according to his/her present level of performance.
- Universal Screening tools will be utilized a minimum of three times per year, with more frequent measurements taken as needed for individual or small groups, and as designated for each grade level.
- Achievement data based on the proficiency of students will be analyzed at the district and building level data retreats, as well as during Student Intervention Team (SIT) meetings as needed to determine subsequent intervention strategies.

Core Curriculum and Instructional Practices:

Alexandria Public Schools maintains a continuous improvement model and annually utilizes district and building level data retreats, goal setting, and action planning for each school.

This process is carried out by Building Leadership Team (BLT) members and district level instructional coaches to ensure shared responsibility and accountability for high achievement for all learners throughout the district.

- Evidence based interventions are implemented for students who are performing below grade level in reading with these students receiving additional instruction compared to their same age peers.
- At each site, reading support is offered at various times throughout the day.
- Student Intervention Teams (SIT) determine appropriate interventions for each child according to individual needs.
- Well-trained teachers provide evidence-based interventions that support the content standards and accelerate learning.
- High quality literacy rich environments foster positive classroom learning experiences at all ages and grade levels.
- Classroom literacy instruction includes 120 minutes of Language Arts in grades K-3.
- District and BLT members actively seek, select and cultivate personnel by using resources and ingenuity to attract highly qualified personnel. Leaders select staff based on their belief that all students can achieve.
 - Leadership assigns teachers to work with students based on a match between their competency, training and student needs.
 - Instructional coaches provide rigorous job embedded professional development in best practice literacy instruction.
- Instructional leaders, district and schoolwide, promote the use of innovative practices that engage all learners in meaningful and relevant learning activities.
 - Leadership members have technical and practical knowledge of current best practices.
 - Integration of technologies is designed to meet students' needs and make instruction accessible for all students across ability levels.
 - District and schoolwide leaders regularly analyze services provided and make informed decisions when practices and programs need to be changed or modified.

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 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: STAR by Renaissance	<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 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)
Name of Screener:	<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.

Goal Statement: Alexandria Public Schools staff will effectively communicate with parents about their child's current level of performance and ways to enhance their child's literacy development.

Universal Expectations:

- Staff in Alexandria Public Schools (APS) notify and involve parents/families in their child's literacy development in multiple ways:
 - Using report cards (two times a year) parents/families are informed of their child's growth of the English Language Arts standards. This information is available electronically.
 - Through family-teacher conferences and on-going communication, parents are informed of the assessments and instructional practices used to promote their child's reading achievement.
 - A variety of resources and tools are available for families, caregivers, and/or community members to support literacy practices at home.
- Assessment results are placed in our student management system after the assessment window closes and parents/guardians can access them in ParentVue.
- Written notice is made to families of children receiving reading intervention in grades K-8, including their child's assessment results.
- The school-wide Title I sites provide academic notice to the parents/guardians through the Continuous Learning Plan (Woodland, Voyager, Lincoln and Carlos).

Core Curriculum and Instructional Practices:

- Letters go home to all families at the beginning of each K-5 literacy unit sharing how the family can support the child throughout the unit and what the child will be learning throughout the unit.
- Parents/caregivers are informed of ways they can support their child's literacy development in and out of school.
- Student data is regularly communicated with parents/families to inform them of their child's progress toward grade level reading goals.

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	295	269	275	219	97	56
1 st	258	153	263	162	119	54

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 Tested	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				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

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 Advance 2022	Comprehensive	120 minutes
1 st	Benchmark Advance 2022	Comprehensive	120 minutes
2 nd	Benchmark Advance 2022	Comprehensive	120 minutes
3 rd	Benchmark Advance 2022	Comprehensive	120 minutes
4 th	Benchmark Advance 2022	Comprehensive	120 minutes
5 th	Benchmark Advance 2022	Comprehensive	120 minutes

Core ELA Instruction and Curricula Grades 6-12 (24-25 school year)

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	myPerspectives	Comprehensive	50-55 minute periods-5 days a week
7 th	myPerspectives	Comprehensive	50-55 minute periods-5 days a week
8 th	myPerspectives	Comprehensive	50-55 minute periods-5 days a week
9 th	Various resources listed on UbDs and syllabuses	Comprehensive	87 minutes-block schedule-all year
10 th	Various resources listed on UbDs and syllabuses	Comprehensive	87 minutes-block schedule-all year
11 th	Various resources listed on UbDs and syllabuses	Comprehensive	87 minutes-block schedule-all year
12 th	Various resources listed on UbDs and syllabuses	Comprehensive	87 minutes-block schedule-all year

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?

Alexandria Public Schools are implementing the multi-tiered system (MTSS) of support framework and has been for a number of years. The MTSS district team has participated in training conducted by the University of Minnesota CAREi and the Minnesota Department of Education. In the 2022-2023 school year the District MTSS team conducted an audit at each site of the MTSS system. The team used the tool Self-Assessment of MTSS Implementation (SAM) from Florida to conduct the audit. Based on the audit there were several celebrations and challenges identified which the team began to work on addressing.

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.

We have chosen evidence-based literacy materials, Benchmark Advance 2022. Staff have been trained in using the resource along with being trained in structured literacy. APS has six (6) elementary instructional coaches who consistently work with the teachers to ensure the literacy program is implemented with fidelity and integrity. The materials are aligned to the Minnesota Department of Education English Language Art standards 2021. Multiple data points are collected and reviewed including unit assessments, classroom work and benchmark screening. We have three benchmark screening windows during the year. After the benchmark screening window is completed, the data is analyzed by the teachers, coaches and principals. If a class does not have at least 50% of the students above the 40th percentile, the coach collaborates with the teacher to implement a classwide intervention. Students are progress monitored when the classwide intervention is completed. In addition, the instructional coaches work with the classroom teachers and paraprofessionals to ensure class, small group and individual student needs are being met. The classroom teachers, principals, assistant superintendent and instructional coaches review the data to determine the needs of the Tier I program. Individual students whose score is below the 30th percentile on the universal screener are screened further to determine if there is a need for an intervention.

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.

If students are not scoring above the 30th percentile on the universal screener they receive further diagnostic assessment (PAST and LETRS phonics assessment) to determine if the student qualifies for an intervention. APS has an instructional coach who works with the Tier 2 and Tier 3 teachers to monitor the fidelity of implementation of the intervention. Progress monitoring is completed every two weeks during the intervention. Multiple pieces of data are utilized to exit the student including the progress monitoring (FASTbridge), the universal screening and the program assessment data.

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.

APS has a tiered program for completing the READ Act professional development. We have several teachers who have completed LETRS (Language Essentials for Teachers of Reading and Spelling) version 2 already. We have staff who have completed LETRS version 3. We will be going forward with our classroom teachers to train them in OL & LA-CORE (Online Language and Literacy Academy-Consortium on Reaching Excellence in Education (CORE). The timeline we will meet is the timeline the Legislator sets forth.

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 current comprehensive curriculum Benchmark Advance 2022 will be utilized to implement structured literacy. APS will be collecting data from the unit assessments and the universal screening to continue evaluate the effectiveness of our literacy program. Also, the instructional coaches will continually be assessing what is happening in the classrooms to ensure structured literacy is implemented.

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	17	6	0	11
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	59	22	0	35
Grades 4-5 (or 6) Classroom Educators (if applicable)	24	1	0	23
K-12 Reading Interventionists	9	8	0	1
K-12 Special Education Educators responsible for reading instruction	47	22	0	25
Pre-K through grade 5 Curriculum Directors	2	2	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	80	4	0	76

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	18	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Listed above			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	5			
Grades 6-12 Instructional support staff who provide reading support	14	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE
Grades 6-12 Curriculum Directors	Listed above			
Employees who select literacy instructional materials for Grades 6-12	2	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE	TBD based on what the training requirement is determined by MDE

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.

APS will continue to implement the programs across the grade levels. We have been collecting data for each grade level at the end of each unit to determine the additional needs we have to meet the ELA standards. We will review the information to determine what additional needs we have to meet the ELA standards. We will continue this to grow into the middle school with adopting a comprehensive curriculum for the 24-25 school year. In addition we will continue to use our universal screening and respond to the universal screening data to determine challenges and needs and address those challenges and needs.