



Austin Albert Lea Area Special Education Cooperative Local Literacy Plan: 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 Albert Lea Area Special Education Cooperative 6095-52

Date of Last Revision: 6/10/24

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 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-8 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 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th 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.

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 CBM	<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)
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.

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.

Credit: 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 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						
1 st						
2 nd						
3 rd						

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

See NOTE, under Summary Data Kindergarten through 3rd 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)
K	Reading Street	Comprehensive	35-45 minutes whole group 35-45 minutes small group
1	Reading Street	Comprehensive	35-45 minutes whole group 35-45 minutes small group
2	Reading Street	Comprehensive	35-45 minutes whole group 35-45 minutes small group
3	Reading Street	Comprehensive	25-35 minutes whole group

	Read 180/System 44	Foundational Skills	35-45 minutes small group 90 minutes differentiated
4	Reading Street Read 180/System 44	Comprehensive Foundational Skills	25-35 minutes whole group 35-45 minutes small group 90 minutes differentiated
5	Reading Street Read 180/System 44	Comprehensive Foundational Skills	25-35 minutes whole group 35-45 minutes small group 90 minutes differentiated

			45-55 minutes differentiated
10	Into Literature Read 180	Comprehensive Foundational Skills	45-55 minutes small group 45-55 minutes differentiated
11	Into Literature Read 180	Comprehensive Foundational Skills	45-55 minutes small group 45-55 minutes differentiated
12	Into Literature Read 180	Comprehensive Foundational Skills	45-55 minutes small group 45-55 minutes differentiated

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, the building team has completed the MDE MnMTSS professional learning cohort. The site completed the Self-Evaluation of MnMTSS. A key takeaway from this work was to establish a Supplemental Support Team, Intensive Support Team, and School Leadership Team. One area for improvement will be creating more consistent processes to determine which students need tier 2 and 3 supports. The building has benefited from a SPED instructional coach that has completed coaching cycles focused on reading instruction with teachers at the site. These conversations have allowed discussions as to how to improve reading outcomes for students.

The cooperative uses FastBridge and Star to gather benchmark data in the fall, winter, and spring. This data provides information as to which students need additional support. 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 Tier 2 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.

- Teachers included:
 - 5 Special Education teachers have met READ Act Requirements by becoming fully certified in LETRS
 - 1 Special Education teacher has completed the first volume of LETRS and will complete volume 2 during the 2024-2025 school year
 - The remaining 3 Special education teachers K-12+ will complete OL & LA training during the 2024-2025 school year
- General Expectations for teachers attending OL & LA training:
 - 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 three 1-hour in-person sessions.

READ Act Professional Learning Calendar 2024-2025

Month	Module
Week of August 19 6 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Module 1: Welcome ▪ Module 2: Big Picture-Spoken language, Reading, and Word Structure ▪ Module 3: Effective Instruction: Language and Early Literacy
Weekly PLC time 3 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Continue work on Modules 1-3
September 23 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Continue work on Modules 1-3
Weekly PLC time	<ul style="list-style-type: none"> ▪ Continue work on Modules 1-3

3 hours of OL & LA work time	
October 16 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Continue work on Modules 1-3
November 5 1 hour training <ul style="list-style-type: none"> ▪ Discussion over content learned in cohort group 5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Modules 1-3 Meeting (must have completed 1-3 prior to 11/5) ▪ Module 4: Phonics, Decoding, and Irregular Words ▪ Module 5: Multisyllabic Words, Spelling, and Fluency ▪ Module 6: Vocabulary: Spoken and Written Language
November and December PLC Times 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Work on Modules 4-6
January 20 4 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Work on Modules 4-6
January and February PLC times 4.5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Work on Modules 4-6
February 17 February, March, and April PLC times 1 hour training <ul style="list-style-type: none"> ▪ Discussion over content learned in cohort group 5 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Modules 4-6 Meeting ▪ Module 7: Syntax: The Structure of Language and Writing ▪ Module 8: Comprehension: Language and Reading ▪ Module 9: Assessing Reading
February, March, and April PLC times 6 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Work on Modules 7-9
March 17 4 hours of OL & LA work time	<ul style="list-style-type: none"> ▪ Work on Modules 7-9
April 21 2 hours of OL & LA work time 1 hour training <ul style="list-style-type: none"> ▪ Discussion over content learned in cohort group Additional time for PD	<ul style="list-style-type: none"> ▪ 2 hours of OL & LA work time to wrap up modules and requirements ▪ Modules 7-9 Meeting

Additional Information

- Trainer: Austin Public Schools SPED instructional coach
 - Trainer completes the modules, conducts the 1-hour meetings throughout the year, and reviews staff application work required in each module
 - Trainer program began end of March 2024, during their workday, attending weekly synchronous sessions on Thursday mornings
 - Trainer will be responsible for leading the three 1-hour training sessions for our staff during 2024-2025 (see calendar above)

- Trainer will review application work from staff, as they must practice in each module their new learning—this will take about half an hour for the cohort of 3
- Para-educators—will attend alternative training per adjustment in requirements during the legislative session

*Any staff on an FMLA leave of absence from their position will timesheet the number of OL & LA work hours missed

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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	9	5	1	3
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	20	0	0	20

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	0	0	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

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.

Austin Albert Lea Area Special Education Cooperative will work in partnership with the Teaching and Learning Department of Austin Public Schools in the implementation of curriculum and instruction focused on the Science of Reading. Using coaching cycles and updated teacher evaluation tools, there will be on-going support and expectations for the application of the OL & LA and LETRS 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. This work will be supported by the Austin Public Schools District Literacy Team, which is comprised of representatives from each building and the community. They will be the sounding board offering guidance as we move forward with our new learning.

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.