

# Minnesota READ Act Literacy Plan

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

For

Albert Lea Public School District (0241-01)

Date Submitted to the State 06/14/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Albert Lea Public School District (0241-01). 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

Albert Lea Public School District (0241-01)'s literacy goal(s) for the 2024-25 school year:

By the end of the 2024-2025 school year, the literacy proficiency rate for students of color, students from economically disadvantaged backgrounds, students identified as English Language Learners, students receiving special education services will increase by 15%, as measured by standardized reading assessments, through the implementation of targeted reading interventions for all identified students and strategies outlined in Individualized Education Plans, culturally responsive teaching practices, and increased access to literacy resources and support.

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

Students in grades Kâ€"2 received targeted phonics instruction and intervention supports. Students in grades 3â€"5 participated in Tier 1 accelerated instruction embedded within the core curriculum. For students in grades 6â€"8, targeted reading instruction was provided based on individual academic needs.

The following describes how Albert Lea Public School District (0241-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While we did not meet our established goals in any of the identified categories, there were significant shifts in student representation between the 2023â€"2024 and 2024â€"2025 school years. The percentage of students of color increased from 7.4% to 16.7%, reflecting a 9.3% gain. Students from economically disadvantaged backgrounds rose from 9.1% to 18.6%, an increase of 9.5%. The percentage of students identified as English language learners grew from 2.5% to 3.9%, a 1.4% increase. Conversely, the percentage of students receiving special education services decreased slightly from 2.0% to 1.8%, a 0.2% reduction.

Albert Lea Public School District (0241-01)'s literacy goal(s) for the 2025-26 school year:

The percentage of students in grades Kâ€"12 at Albert Lea Area Schools scoring in the "Low Risk" and "Advanced" categories on the FAST eReading or aReading standardized assessments will increase by 3% from Fall 2025 to Spring 2026.

Albert Lea Public School District (0241-01)'s Local Literacy Plan is posted on the district website at:

<https://www.alschools.org/df/academics-accountability/literacy>

## 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 Albert Lea Public School District (0241-01) 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	Fastbridge aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Fas

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

Universal screening for foundational reading skills for Albert Lea Public School District (0241-01) 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	192	85	201	81	203	88
Grade 1	173	46	178	52	185	71
Grade 2	227	80	237	77	245	93
Grade 3	209	106	214	95	218	107

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 Albert Lea Public School District (0241-01) 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.

Albert Lea Public School District (0241-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

Vendor composites using vendor benchmarks

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	203	111
Grade 1	185	120
Grade 2	245	146
Grade 3	218	134

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 Albert Lea Public School District (0241-01) 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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	CBMReading	Fastbridge	Fastbridge Vendor High Risk Level
Grade 5	CBMReading	Fastbridge	Fastbridge Vendor High Risk Level
Grade 6			
Grade 7			
Grade 8			
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 Albert Lea Public School District (0241-01) to determine which students in grades 4-12 are not reading at grade level:

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:

FastBridge aReading will be administered as a universal screening assessment to evaluate reading proficiency for all students in grades 4-8. Students in grades 9-12 will be assessed using either FastBridge aReading or the Rapid Online Assessment of Reading (ROAR) to determine their reading proficiency levels.

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

The following table displays the number of students in Albert Lea Public School District (0241-01) 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	223	120	120	0
5th	232	154	154	0
6th	262	0	0	0
7th	244	0	0	0
8th	229	0	0	0
9th	257	0	0	0
10th	241	0	0	0
11th	225	0	0	0
12th	180	0	0	0

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 Albert Lea Public School District (0241-01) 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	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
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
- Other - describe (Required)
  - No additional methods used

## Local Literacy Plan for Albert Lea Public School District (0241-01)

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
- Other - describe (Required)
  - Link to District Literacy Resources webpage provided

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

- Parent teacher conferences
- School events

### Continuous Improvement for Parent Notification

Albert Lea Public School District (0241-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents will be notified following each screening period if their child is not meeting the designated reading benchmark. Results from both universal and diagnostic screenings will be shared with families to ensure open communication and collaborative support. Family engagement will be fostered through Literacy Nights hosted at elementary schools, along with parent training sessions focused on effective reading strategies that can be implemented at home. These sessions will be offered at the elementary, middle, and high school levels.

Additionally, for students not meeting reading proficiency benchmarks, letters will be sent home after each screening period. These letters will detail the interventions being provided at school and include resources and strategies that parents can use at home to support their child's reading development.

## 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.

Albert Lea Public School District (0241-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

For students in grades K–3, the FASTbridge Screening to Intervention (S2i) Report will be reviewed to determine appropriate next steps for targeted reading interventions. For students in grades 4–5, Capti assessment results will be analyzed to guide the selection and implementation of intervention strategies based on individual student needs.

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

As this is our first year implementing the Wit & Wisdom curriculum, our primary focus has been on supporting teacher implementation. We have conducted guided walkthroughs in collaboration with Wit & Wisdom implementation coaches. These walkthroughs have provided valuable insights into individual teacher strengths as well as areas for growth. While we have engaged in informal observations and coaching, formal fidelity checks for all teachers have not yet been completed during this initial year. Moving forward, a structured protocol for fidelity monitoring will be developed and implemented during the upcoming school year. To support this work, RGR provides fidelity checklists that administrators can utilize during classroom walkthroughs. In addition, both Instructional Coaches and MTSS Coaches are equipped to conduct fidelity checks as part of their support role. Our first step in differentiation involves monitoring the effectiveness of the core program and identifying potential concerns. This includes analyzing classroom-level data to determine whether a class-wide intervention is warranted, using the following process:

**Tier 1 Problem Identification:** Is the Core Program Sufficient? The core program is considered sufficient when 80% or more of students meet the target and 95% or more maintain grade-level performance. If these criteria are met, Tier 1 standards-based instruction and practices should continue. However, if fewer than 80% of students meet the target and/or fewer than 95% maintain grade-level performance, a class-wide intervention should be initiated.

**Problem Analysis:** If the Core Is Not Sufficient, Why Not? When the criteria for Tier 1 sufficiency are not met, a problem analysis should be conducted to identify underlying causes. Assessment data and priority standards should be used to determine class-wide instructional needs.

**Plan Development:** How Will Identified Needs Be Addressed? The FAST Screening to Intervention (S2i) report should be used to select an evidence-based, class-wide intervention aligned with the identified needs. Intervention procedures must be clearly documented and standardized to ensure consistent implementation across classrooms.

**Plan Implementation:** How Will the Core's Effectiveness Be Monitored Over Time? Students identified as performing at some risk or high risk should receive supports aligned with the class-wide intervention.

**Elementary (K–5):** The class-wide intervention should be implemented for a minimum of 8 weeks and must supplement—not replace—core instruction. Progress monitoring should occur at least every other week.

**Secondary (6–12):** The class-wide intervention

Local Literacy Plan for Albert Lea Public School District (0241-01)

should also be implemented for at least 8 weeks and should supplement the core instruction. Although formal progress monitoring is not required, formative assessments and student performance data should be regularly reviewed. Plan Evaluation: Has the Intervention Improved Core Instruction? To evaluate the effectiveness of the intervention, review universal screening and formative assessment data. Progress monitoring data for students in the some risk and high risk categories should also be analyzed. Results should be compared to targeted growth expectations and grade-level benchmarks to determine whether the intervention has successfully strengthened core instruction.

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

Elementary Criteria for Intervention Placement Students qualify for Tier 2 reading intervention if they meet any of the following criteria: scoring below benchmark on two or more FAST assessments (eReading, aReading, CBMR), or demonstrating characteristics of dyslexia on diagnostic screening. Students qualify for Tier 3 reading intervention if they are receiving reading instruction according to their Individualized Education Program (IEP), or if they are currently in Tier 2 but are not making adequate progress compared to their intervention group.

Secondary Criteria for Intervention Placement Tier 2 placement at the secondary level is determined using triangulated data, including FAST aReading universal screening, MCA reading scores, CAPTI diagnostic assessments, and a history of below-benchmark performance. Students qualify for Tier 2 if they fall below benchmark in two or more of these areas or exhibit characteristics of dyslexia on diagnostic screening. Students qualify for Tier 3 intervention if they are receiving IEP services for reading or if they are in Tier 2 but are not making sufficient progress relative to their peers.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

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

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:

Plan Evaluation: Who Needs a Change in Support Level? Progress monitoring data will be reviewed to evaluate student growth. Student progress will be compared against targeted growth rates and grade-level benchmarks to determine whether students are responding adequately and may return to less intensive support, require continued intervention, or need to be considered for more intensive services, such as Tier 3 intervention or special education evaluation.

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

To exit Tier 2 intervention, students must demonstrate progress at grade-level expectations or targets on three consecutive progress monitoring assessments.

Does Albert Lea Public School District (0241-01) 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

Albert Lea Public School District (0241-01) 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:

**Intervention Duration and Monitoring by Grade Band** For elementary students in grades K-5, interventions will be implemented in 8-week cycles that align with the periods between benchmark assessments. Progress monitoring will be conducted throughout the intervention to guide instructional adjustments and evaluate student responsiveness. At the secondary level (grades 6-12), student progress will be reviewed more frequently through data meetings held before and midway through each intervention cycle. Specifically, middle school interventions will last a minimum of one quarter, while high school interventions will be implemented for a minimum of one semester to provide sufficient time for targeted instruction and measurable growth.

**Enhanced Diagnostic Capabilities with CAPTI** The addition of the CAPTI diagnostic screening assessment for students in grades 4-12 will enable the delivery of more targeted interventions and the implementation of specific progress monitoring protocols tailored to individual student needs. This is especially beneficial for students demonstrating characteristics of dyslexia, as it enhances our ability to align instruction with student needs and ensure early and appropriate intervention.

## 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.

Albert Lea Public School District (0241-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Albert Lea Public School District (0241-01) has participated in MDE MnMTSS professional learning:

Yes

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

Albert Lea Public School District (0241-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

In the 2025-2026 school year, there will be an increased emphasis on reading instruction and intervention within the MTSS framework. A broader range of reading interventions will be made available at the secondary level to address the diverse needs of students. Additionally, there will be a heightened focus on the implementation of Tier 1 classwide reading interventions, particularly in classrooms where fewer than 80% of students are meeting benchmark reading proficiency. These interventions will not be limited to Language Arts classes; they may also be implemented across content area classrooms at both the elementary and secondary levels to ensure reading support is embedded throughout the instructional day.

## 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 Albert Lea Public School District (0241-01), 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	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
	· Really Great Reading Handwriting	Other	25
Grade 1	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
	· Really Great Reading Handwriting	Other	25
Grade 2	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
	· Really Great Reading: Countdown, Kindergarten, 201	Foundational	30
	· Really Great Reading Handwriting	Other	25
Grade 3	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 4	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 5	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90

### Continuous Improvement for Core Reading Instruction and Curricula

Albert Lea Public School District (0241-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Based on insights gained from recent literacy training, our district is allocating dedicated time for teachers to prioritize foundational skills instruction. Teachers will utilize Really Great Reading as a core curricular resource, complemented by their LETRS training and expertise. Instructional time is allocated as follows: Wit and Wisdomâ€"70 minutes for Kindergarten through grade 2, 100 minutes for grade 2, and 150 minutes for grades 3 through 5; Really Great Reading Foundational Skillsâ€"55 minutes for grades Kâ€"2; and Really Great Reading Handwritingâ€"25 minutes for grades Kâ€"2.

## 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 Albert Lea Public School District (0241-01) 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	FAST, UFLI Foundations, PRESS	FAST, UFLI Foundations, PRESS
Grade 1	FAST, UFLI Foundations, PRESS	FAST, UFLI Foundations, PRESS
Grade 2	FAST, UFLI Foundations, PRESS	FAST, UFLI Foundations, PRESS
Grade 3	FAST, UFLI Foundations, HD Word, Small Group Instruction, Repeated Reading	FAST, UFLI Foundations, HD Word, Small Group Instruction, Repeated Reading
Grade 4	FAST, HD Word, Small Group Instruction, Repeated Reading	FAST, HD Word, Small Group Instruction, Repeated Reading
Grade 5	FAST, HD Word, Small Group Instruction, Repeated Reading	FAST, HD Word, Small Group Instruction, Repeated Reading
Grade 6	FAST, Small Group Instruction, Repeated Reading	FAST, Small Group Instruction, Repeated Reading
Grade 7	FAST, Small Group Instruction, Repeated Reading	FAST, Small Group Instruction, Repeated Reading
Grade 8	FAST, Small Group Instruction, Explicit Vocabulary Instruction	FAST, Small Group Instruction, Explicit Vocabulary Instruction
Grade 9	FAST, Small Group Instruction, Explicit Vocabulary Instruction	FAST, Small Group Instruction, Explicit Vocabulary Instruction
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

### Continuous Improvement for Reading Interventions

Albert Lea Public School District (0241-01) will make the following changes to reading interventions for the 2025-26 school year.

Interventions for reading will be expanded to include students in grades 9-12, in addition to those currently served in grades K-8.

## 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.

Albert Lea Public School District (0241-01) 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:

- Vendor Provided Facilitator
- Local Certified Trainee

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:

Currently none of our teachers have completed approved training below the vendor recommended 80% proficiency level.

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:

As almost all of our teachers for Phase I were in training throughout the 2024-25 school year, we did not collect fidelity data during the school year. That is something we are planning on implementing during the 2025-26 school year.

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:

As almost all of our teachers for Phase I were in training throughout the 2024-25 school year, we did not yet provide coaching during the school year. That is something we are planning on implementing during the 2025-26 school year.

The following changes in instructional practices have impacted students :

During the 2024-2025 school year, our Kindergarten teachers were in the second year of LETRS training, and we observed a significant positive impact on their phonics instruction. Notably, one Kindergarten classroom demonstrated a substantial increase in reading proficiency, rising from 35% in the fall to 68% in the spring. Our first-grade teachers completed their first year of LETRS training this year. As a result, district-wide reading proficiency among first-grade students improved from 27% in the fall to 39% in the spring, indicating early gains aligned with the implementation of structured literacy practices.

## Local Literacy Plan for Albert Lea Public School District (0241-01)

Albert Lea Public School District (0241-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Professional development for culturally responsive literacy practices has not explicitly been implemented at this time. Three culturally responsive literacy practices that support engagement, comprehension, and inclusion for diverse student populations are use of culturally relevant texts, funds of knowledge integration and dialogic reading and storytelling. Each of these culturally responsive literacy practices tie directly to culturally responsive elements in our instructional model for which our staff has engaged in explicit professional development. These elements are: Providing Opportunities for Students to Talk About Themselves, Motivating and Inspiring Students, Understanding Students' Backgrounds and Interests, and Demonstrating Value and Respect for Reluctant Learners.

Albert Lea Public School District (0241-01) 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):

Reading strategies courses offering CEUs for licensure will be available twice per year at both the elementary and secondary levels. Interventionists, Special Education, and Multilingual (ML) teachers will participate in specialized training focused on the implementation of reading interventions and data-based decision-making. LETRS training will be provided for teachers in grades K-3, while CORE Online Language & Literacy Academy (OL&LA) training will be offered to teachers in grades 4-5. In addition, Special Education, intervention, and ML teachers will receive training in either LETRS or CORE OL&LA, depending on their assigned grade levels and instructional roles.

## Continuous Improvement for Professional Development Plan

Albert Lea Public School District (0241-01) will make the following changes to the professional development plan for the 2025-26 school year:

Structured literacy training will be implemented for paraprofessionals and volunteers who provide reading interventions, ensuring they are equipped with the knowledge and skills necessary to deliver effective, evidence-based instruction.

### 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	16	16	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	11	3	2	6
K-3 Classroom Educators	40	9	29	2
Grades 4-5 (or 6) Classroom Educators (as determined by district)	16	15	0	1
K-12 Reading Interventionists	7	3	2	2
K-12 Special Education Educators responsible for reading instruction	28	3	4	21
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	76	10	1	65

#### 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 Albert Lea Public School District (0241-01)

Grades 4-12 Classroom Educators responsible for reading instruction	16	1	0	15
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	0	2
Grades 6-12 Instructional support staff who provide reading support	44	0	0	44
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Albert Lea Public School District (0241-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$132,583.00

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

\$52,784.36

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

- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Albert Lea Public School District (0241-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$133,320.00

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

- Stipends for teachers completing literacy training
- Curriculum reviewed by MDE that was rated as highly aligned

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

\$10025

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

Remaining funds will be allocated toward approved curriculum resources and staff development initiatives to support literacy instruction and professional growth.