Minnesota READ Act Literacy Plan

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

For

Annandale Public School District (0876-01)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Annandale Public School District (0876-01). 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).

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1. Read Act Goals

District or Charter School Literacy Goals

Annandale Public School District (0876-01)'s literacy goal(s) for the 2024-25 school year:
In 2025, 57.3% of grades 3-5 students enrolled for at least half the year will achieve proficiency as measured by MCA-III Reading in all forms. In 2025, 63.9% of grades 6-8 students enrolled for at least half the year will achieve proficiency as measured by MCA-III Reading in all forms. In 2025, 50.9% of grade 10 students enrolled for at least half the year will achieve proficiency as measured by MCA-III Reading in all forms.

The following was implemented or changed to make progress towards the goal(s):
Dibels screening in Grades K-9. Interventions in 9th grade. Continued interventions grades 6-8 with increase in time.

The following describes how Annandale Public School District (0876-01)'s current student performance differs from the literacy goal detailed in the READ Act:
In the Annandale Public Schools our student performance in Grades 3-8 and Grade 10, have an overall proficient rate of 56.3% in 2024.

Annandale Public School District (0876-01)'s literacy goal(s) for the 2025-26 school year:
In the Annandale School District our literacy goal is for all students to progress towards proficiency in literacy.

Annandale Public School District (0876-01)'s Local Literacy Plan is posted on the district website at:
https://www.isd876.org/domain/98

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 Annandale Public School District (0876-01) 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	mClass with DIBELS 8th Edition	Other (describe below)	NA
Grade 1	DIBELS Data System (DDS) with DIBELS 8th Edition	Other (describe below)	NWEA
Grade 2	DIBELS Data System (DDS) with DIBELS 8th Edition	Other (describe below)	NWEA
Grade 3	DIBELS Data System (DDS) with DIBELS 8th Edition	Other (describe below)	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Annandale Public School District (0876-01) 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	130	130	129	122	128	119
Grade 1	135	94	133	97	130	101
Grade 2	140	102	138	121	135	120
Grade 3	155	133	158	140	157	142

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 Annandale Public School District (0876-01) 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.

Annandale Public School District (0876-01) 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:

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	126	4
Grade 1	134	6
Grade 2	144	18
Grade 3	170	19

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*

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Annandale Public School District (0876-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We have to use the Capti product for step 2.

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 Annandale Public School District (0876-01) 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	Dibels/8th Edition	Amplify	Vendor Composite
Grade 5	Dibels/8th Edition	Amplify	Vendor Composite
Grade 6	Dibels/8th Edition	Amplify	Vendor Composite
Grade 7	Dibels/8th Edition	Amplify	Vendor Composite
Grade 8	Dibels/8th Edition	Amplify	Vendor Composite
Grade 9	Dibels/8th Edition	Amplify	Vendor Composite
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 Annandale Public School District (0876-01) to determine which students in grades 4-12 are not reading at grade level:

Step 0 - Local Decision Step 1 - Dibels 8th Edition DDS Step 2 - Capti

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:

Capti - Winter & Spring

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

The following table displays the number of students in Annandale Public School District (0876-01) 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	160	26	0	0
5th	153	0	0	0
6th	159	26	0	0
7th	162	13	0	0
8th	135	15	2	0
9th	158	16	0	0
10th	152	0	0	0
11th	139	0	0	0
12th	138	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 Annandale Public School District (0876-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
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	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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Reading related services currently being provided to the student

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

- Family engagement nights
- Parent teacher conferences

Continuous Improvement for Parent Notification

Annandale Public School District (0876-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Increase the frequency of parent notification in AMS and AHS. Additional strategies and planning for all K-12 grades. At home practice added to teacher pages or publications given to parents.

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.

Annandale Public School District (0876-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
AES -Classroom teachers submit assessment data in the areas of need for each student performing below grade level. The data is used to provide the appropriate intervention for each student. AMS AHS - Student data from formative and summative assessments as well as teacher observations will be triangulated. Through use of multiple data points, teachers will refer students to the Student Assistance Team (SAT). The teacher, team, in communication with parents/guardians will utilize data to determine the best intervention for the student and lay out a progress monitoring process to determine the effectiveness of the intervention.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
AES - Grade level meetings are used to discuss data and instruction throughout the school year. Teachers are also observed by the principal and the literacy specialist/coach to support classroom instruction. AMS - Tier 1 instruction is provided to all students within the general education classroom. Teachers use differentiation strategies to meet the diverse needs of learners, incorporating reinforcement activities, small group instruction, and individual support as needed. AHS -The classroom teacher and interventionist will track data and determine necessary adjustments based on the effectiveness of the intervention. Students may have breakout groups, individual check-ins, and / or scaffolding to facilitate the implementation of the intervention strategy. At the end of the first six week cycle, in communication with the family will review data to determine its effectiveness and next steps.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
AES - Students who perform below grade level in two or more of the following areas are considered for entrance in a Tier 2 or Tier 3 Reading Intervention. DIBELS Oral Reading Fluency, DIBELS Nonsense Word Fluency, DIBELS Phoneme Segmentation Fluency, DIBELS Letter Naming Fluency, Reading Level, NWEA Score, MCA score. AMS - Students are identified for reading intervention using a combination of local and state assessment data. This includes DIBELS (Dynamic Indicators of Basic Early Literacy Skills), ELA unit assessments, daily classroom work, and MCA (Minnesota Comprehensive Assessments) results. Based on these data points, students demonstrating reading difficulties are placed into Tier 2 or Tier 3 interventions, depending on the level of support needed. These interventions are designed to target specific reading skill gaps. Progress monitoring is conducted quarterly using the same assessments that were used for initial identification. AHS -Students who did not meet benchmark proficiency standards on the Pre-ACT Reading, MCA- Reading, and ACT / ASVAB reading assessments will be screened using DIBELS. The results of the screening will determine the next pathway to the students success.

Local Literacy Plan for Annandale Public School District (0876-01)

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

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:

There is not one in place. Working on MTSS in 25-26

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

Criteria is not set for district. Working on MTSS in 25-26.

Does Annandale Public School District (0876-01) 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

Annandale Public School District (0876-01) 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:

Annandale School District will begin MTSS training in August for the 25-26 school year.

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.

Annandale Public School District (0876-01) is implementing a multi-tiered system of support framework:

No

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 Annandale Public School District (0876-01), 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 Literacy	Comprehensive	90
Grade 1	· Benchmark Literacy	Comprehensive	90
Grade 2	· Benchmark Literacy	Comprehensive	90
Grade 3	· Benchmark Literacy	Comprehensive	90
Grade 4	· Benchmark Literacy	Comprehensive	90
Grade 5	· Benchmark Literacy	Comprehensive	90

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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 Annandale Public School District (0876-01) 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	Local curiculum	Orton Gillingham
Grade 1	Leveled Literacy Intervention	Orton Gillingham
Grade 2	Leveled Literacy Intervention	Orton Gillingham
Grade 3	Leveled Literacy Intervention	Orton Gillingham
Grade 4	Leveled Literacy Intervention	Orton Gillingham
Grade 5	Local curriculum	Orton Gillingham
Grade 6	Mega Words	Rewards
Grade 7	Mega Words	Rewards
Grade 8	Mega Words	Rewards
Grade 9	Mega Words	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

Annandale Public School District (0876-01) will make the following changes to reading interventions for the 2025-26 school ye

Mega Words will be Tier 2 interventions grades 6-12.

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.

Annandale Public School District (0876-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/05/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

All (73 staff) completed the professional development training with 80% or higher,

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:

Literacy Coach and Literacy Interventionists at AES. Literacy Interventionist at AMS and AHS.

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:

Teacher observations through coaching, qcomp, and principals. Provide professional development during PD days.

The following changes in instructional practices have impacted students :

We were in the process of OLLA training this year. It is too new to say how this will impact students. Data and changes will come next year.

Annandale Public School District (0876-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Will train starting next year. Working with Resource Training and Solutions in St Cloud.

Annandale Public School District (0876-01) 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):

None

Continuous Improvement for Professional Development Plan

Annandale Public School District (0876-01) will make the following changes to the professional development plan for the 2025-26 school year:

We will work with Resource Training and Solutions on both MTSS and Culutral Responsive teaching practices. We are going to work with Tim Finkbeiner and Jason Welch. Our district admin team will be staring the MTSS 6 sessions in the fall.

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	5	5	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	31	31	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	12	12	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	18	18	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	19	14	0	5

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

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

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Annandale Public School District (0876-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$106,320.00

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

$88,433.00

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

- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

Annandale Public School District (0876-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$81,837.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist

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

$22723

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

Stipends for literacy training (professional development) for the Read Act.