DEPARTMENT OF EDUCATION

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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Aspen Academy Charter School #4184-07

Date of Last Revision: June 5, 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.

Goals for 2024-2025
Aspen Academy's goal is to increase the number of students scoring in the low risk area from fall to spring on the overall reading composite in Grades K through 3rd (earlyReading K and 1; aReading/CBM 2nd and 3rd).

Kindergarten:
- By Spring, 80% of our kindergarten scholars will be in the low risk category for the overall earlyReading composite.
- By Spring, 85% of our kinders will know 13 or more sight words by spring assessment.
- Kindergarten scholars will increase their number of letter sounds with an average growth from fall to spring of 41 letter sounds. (this year 50)
- In the Fall, the target for the Letter Sounds benchmark assessment is 3 correct in 1 minute. In the Spring, 100% scholars in the "high risk" category for Letter Sounds in the fall will score above 27 letter sounds in the Spring, moving into the "some" risk category.

First Grade:
- By Spring, 75% of our first grade scholars will be in the low risk category for the overall early reading composite.
- By Spring, 75% of our first grade students will be at or above 65 sight words by Spring.
- By Spring, scholars with fall scores in the some and high risk categories on the Sight Words benchmark assessment will score above 40 words on the sight word assessment.
- By Winter, scholars with Fall Test of Nonsense Words scores in the "some risk" category will increase an average of at least 3 points on the Nonsense Words benchmark.
- By Spring, scholars with Fall scores in the "high risk" category, will increase at least 5 points on the Nonsense Words benchmark assessment.
- Scholars will increase their average growth from fall to spring of 12 nonsense words correct per minute. (this year 13)

Second Grade:
- By Spring, 75% of our second grade scholars will be in the low risk category for the overall aReading composite.
- By Spring, 2nd grade scholars in the "some" or "high" risk category in the fall will have an average increase of at least 34 words correct per week (1 word per week).
- By Spring, 70% of second grade students will be at or above the spring target of 101wpm on the CBMreading.
- Scholars will increase their correct words read per minute by 40 words from fall to spring. (this year 43)

Third Grade:
- By Spring, 80% of our third grade scholars will be in the low risk category for the overall aReading composite.
- By Spring, 3rd grade scholars in the "some" or "high" risk category in the fall will have an average increase of at least 34 words correct per week (1 word per week).
- By Spring, 83% of third grade students will be at or above the spring target of 125wpm on the CBMreading.
- Scholars will increase their correct words read per minute by 40 words from fall to spring. (this year 36)

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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☑ Grade K ☑ Grade 1 ☑ Grade 2 ☑ Grade 3	☑ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☐ Vocabulary ☐ Comprehension	☑ Universal Screening ☑ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (optional) ☑ 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 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?
Name of Screener: FastBridge aReading AutoReading	☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☑ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	☑ Universal Screening ☐ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (optional ☑ Last 6 weeks of School (Spring)
Name of Screener: FastBridge CBMReading (only 4-5)	☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☑ Oral Language ☐ Phonological Awareness ☐ Phonics ☑ Fluency ☐ Vocabulary ☑ Comprehension	☑ Universal Screening ☐ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (optional ☑ Last 6 weeks o 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.

Families are informed of our assessments and screenings three times per year, prior to testing, in addition to how the screening data is utilized. Additional explanations of assessments and results are provided during conferences via the use of the FASTBridge assessment report.

Intervention services notify parents or guardians via a letter, when children are identified as not reading at grade level. The letter explains the assessments administered and the grade level target scores. It states that the scholar of concern scored below the grade level target score. The related services that are provided include: Title 1, and/or Reading Corps, or an intervention group. Title 1 and Reading Corps have letters explaining the curriculum and/or intervention methods for the corresponding service. A standard letter will be developed regarding a scholar's need for service via an intervention group. A specific Title 1 FAQ sheet is provided to all families receiving Title services, and includes detailed descriptions of curricula and interventions provided to scholars.

Title 1 provides specific directions and the related materials to enable caregivers to engage with their scholars in reading at home. Scholars receiving reading support are provided specific directions regarding how to deliver versions of repeated reading practice, including how to provide error correction when listening to scholars read. Scholars have folders with stories or word lists corresponding to completed lessons. Incentives are provided to scholars to motivate and encourage reading practice at home. Title 1 also has a Family Math and Literacy night that is held at the school in the fall. Title 1 facilitators and classroom teachers engage scholars in sample reading/intervention lessons to show parents what scholars are learning and how they can support their scholar.

Reading Corps provides information to families once a month. This includes information about scholar progress and strengths, as well as information about at home reading/literacy activities scholars can do at home.

Universally, all caregivers with scholars in kindergarten through third grade will receive information about strategies they can use at home to support the growth of their beginning readers.

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.

Caution: This information without a detailed description of the instruction scholars have received can be very misleading.

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 Fall	Number Identified with Characteristics of Dyslexia
KG	75	55	77	63	75	20
1st	88	61	88	59	88	27
2nd	82	51	81	51	82	31
3rd	88	66	92	69	88	22

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Caution: This information without a detailed description of the instruction scholars have received can be very misleading.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level Fall	Number of Students Screened for Dyslexia Fall	Number of Students Identified with Characteristics of Dyslexia
4th	85	19	85	19
5th	73	20	73	20
6th	45	14	46	14
7th	35	9	35	9
8th	35	10	35	10

Core Reading Instruction and Curriculum Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curriculum 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	Collaborative Classroom: Making Meaning, Being a Reader	Foundational Skills, Knowledge Building, Comprehensive	Whole class direct instruction: 35 minutes daily Differentiated small groups: 60 minutes daily
KG	UFLI	Foundational Skills, Knowledge Building, Supplemental	Whole class and/or small group: 60 minutes weekly
KG	Heggerty	Foundational Skills, Knowledge Building, Supplemental	Whole class: 15 minutes daily
1st	Collaborative Classroom: Making Meaning, Being a Reader, vocabulary, shared reading	Foundational Skills, Knowledge Building, Comprehensive	Whole class direct instruction: 25 minutes daily Differentiated small groups: 80 minutes daily
1st	UFLI	Foundational Skills, Knowledge Building, Supplemental	Whole class and/or small group: 60 minutes weekly
1st	Heggerty	Foundational Skills, Knowledge Building, Supplemental	Whole class: 15 minutes daily
2nd	Collaborative Classroom: Making Meaning, Being a	Foundational Skills, Knowledge Building, Comprehensive	Whole class direct instruction: 35 minutes daily

	Reader, vocabulary, word study UFLI Foundations OR Bridge2Read: word study		Differentiated small groups: 60 minutes daily
3rd	Collaborative Classroom: Making Meaning, Being a Reader, vocabulary Bridge2Read: word study	Foundational Skills, Knowledge Building, Comprehensive	Whole class direct instruction: 30 minutes daily Differentiated small groups: 65 minutes daily Fluency passages from diverse sources; data-driven deliberate practice 10 minutes daily
4th	Collaborative Classroom: Making Meaning, Being a Reader, vocabulary, spelling	Foundational Skills, Knowledge Building, Comprehensive	Whole class direct instruction: 30 minutes daily (after Rewards is done) Differentiated small groups: 60 minutes daily Fluency passages from diverse sources; data-driven deliberate practice 10 minutes daily
4th	Rewards: phonics and fluency practice	Foundational Skills, Knowledge Building, Supplemental	Whole class direct instruction of Rewards for first two months of school - 30 minutes daily
5th	Core Knowledge Language Arts: Reading comprehension, vocabulary Latin and Greek Roots: vocabulary and etymology	Foundational Skills, Knowledge Building, Comprehensive	Reading instruction is leveled high, medium, and intervention High/medium - whole class direct instruction and group discussion: 40 minutes daily High/medium independent work: 20 minutes daily Intervention: after Rewards has finished, this group follows Core Knowledge at a modified pace and with differentiated instructional supports

			Intervention: fluency passages from diverse sources; data-driven deliberate practice 10 minutes daily
5th	Rewards: phonics and fluency practice	Foundational Skills, Knowledge Building, Supplemental	Intervention: whole class direct instruction of Rewards: 60 minutes daily until Rewards is done (about first 2-3 months of school)

Core ELA Instruction and Curricula Grades 6-12

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)
6th	Core Knowledge Language Arts	Reading comprehension, vocabulary, writing, grammar	Reading instruction is leveled: high and core High and core - whole class direct instruction and group discussion: 40 minutes daily High and core independent work: 20 minutes daily
7th	Core Knowledge Language Arts	Reading comprehension, vocabulary, writing, grammar	Reading instruction is leveled: high and core High and core - whole class direct instruction and group discussion: 40 minutes daily High and core independent work: 20 minutes daily
8th	Core Knowledge Language Arts	Reading comprehension, vocabulary, writing, grammar	Reading instruction is leveled: high and core High and core - whole class direct instruction and group discussion: 40 minutes daily High and core independent work: 20 minutes daily

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).

The MnMTSS framework provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Aspen Academy uses the Multi-Tiered Systems of Support (MTSS) which benefits scholars and teachers at all levels of instruction and is designed to help every teacher to know how to help scholars be successful. Implementation of this MTSS system allows Aspen teachers and staff to provide individual interventions based on a scholar's learning needs. The teacher is able to utilize the data and consider the scholar's social and behavioral needs to provide the best interventions.

In Tier 1, all scholars will receive high quality structured literacy with a focus on phonological awareness, phonics, fluency, vocabulary, and comprehension. Our core instruction includes evidence based curriculum and instruction that is aligned to ELA standards. Teachers will differentiate instruction in small groups and according to the individual needs of their diverse learners. This may include interventions provided by the classroom teacher.

For K-third grade, scholars are assessed in the fall to determine who is at and above benchmarks. Those scholars that are below targets are identified as needing differentiated instruction in Tier 2 and 3: Title 1 Reading (Tier 2/3) or Reading Corps (Tier 2) interventions. Weekly progress monitoring, specifically Letter sounds and/or Word Segmenting (K), Test of Nonsense Words (1), and CBMReading (1-3), is completed to determine the response to instruction. If needed, interventions are adaptive or modified as necessary. Progress monitoring data may lead to a decision to move scholars between intervention services. Aspen Academy also collects data throughout the year to identify groups of scholars showing slow growth, indicating a need for a change in instruction or intervention services.

Scholars exit intervention when their a) progress monitoring data (i.e., Letter Sounds, Test of Nonsense Words, CBMReading) and b) classroom performance data indicate they are making sufficient progress.

Scholars in Tier 2 and Tier 3 interventions that are not progressing are referred to our Student Support Team (SST). This team meets weekly to discuss scholars and develops individualized and more intensive evidence-based interventions designed to match the student need. Ongoing review of the progress

monitoring data is conducted, where the team determines if a referral to the Child Study team for possible special education evaluation, or another intervention needs to be implemented.

Additionally, our multilingual scholars are supported through our English Learner Program at Aspen Academy. The program is designed in accordance with Minnesota Guidelines and English Language Proficiency Standards. Depending on individual need, scholars receive Tier 2 and Tier 3 interventions in addition to EL Support, in which the EL teacher works with the scholar outside of the mainstream classroom, or push-in to support the scholar in his or her mainstream classroom. At Aspen Academy, the goal is to maximize the time multilingual scholars spend in the mainstream classroom, developing English skills through content learning with the support of the EL teacher. However, scholars with very low English proficiency may be best served with a portion of their school day spent receiving EL instruction outside of their classroom. In all cases, EL instruction is aligned with the grade level curriculum.

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.

We have selected the LETRS for Educators professional course for our staff that have not already gone through this extensive professional development program (39 staff members). Additionally, we have 5 of our staff, who have previously gone through the LETRS PD, that will be taking the CAREI - Advancing Language and Literacy (CAREIALL) professional development course to support their further growth.

The CAREIALL course begins in June 2024 for those enrolled and our LETRS Professional development will begin in August 2024. Our LETRS synchronous training sessions will begin in August and will continue once a month to support staff completing the necessary reading, online modules, and bridge to practice activities. Both professional development courses have built in support to keep staff on track with their learning. Additionally, we intend to have smaller professional learning groups to facilitate dialogue and further learning regarding structured literacy and evidenced based literacy instruction. We are continuing to finalize specific details about our LETRS professional development plan with our LETRS State Success Manager.

We will be observing full literacy blocks in K-3 to measure implementation of instructional strategies and curricular materials that are evidence-based and designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. These observations and qualitative data will direct our instructional coaching conversations and lead to

instructional goal setting. As we gain skills and knowledge in K-3, our support will move to observations of literacy instruction in grades 4 - 8.

After completion of LETRS for Educators, Aspen Academy will have a teaching staff with a depth of knowledge in the content and principles of effective reading, language, and literacy instruction that will benefit all scholars.

Please see the Action Planning for Continuous Improvement section for more details regarding our improvement plan.

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)	17	4	0	13
Grades 4-5 (or 6) Classroom Educators (if applicable)	9	1	0	8
K-12 Reading Interventionists	3	1	0	2
K-12 Special Education Educators responsible for reading instruction	9	0	0	9
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	0	3

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	1	0	0	1
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	0	0	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 - INCLUDED OUR ADMIN TEAM HERE	2	0	0	2

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.

In general, we are continuing with the instructional and curricula materials and strategies we have used this year in most grade levels. Grades K, 1, 3, and 4 will be in year two of a robust literacy instructional delivery model and materials that we believe will continue to show strong scholar gains. Grade 2 will be incorporating enhancements to the Tier 1 literacy instruction, including extensive phonological awareness activities with a systematic scope and sequence, intensive code based instruction for the whole classroom, and intentional focus on letter formation and foundational writing skills. We will also work to ensure students receive interventions in a flexible instructional grouping system.

As we continue to improve and align our evidenced based literacy instruction for our youngest scholars, we will transition our focus to the intermediate and middle school language and literacy instruction. Through individual instructional coaching, collaborative instructional planning meetings, and professional learning communities, we will work to close the gap between the information and knowledge staff are gaining through the professional development courses they receive and the implementation of structured literacy practices. This includes ensuring we are implementing the appropriate and necessary curricular materials and classroom instructional strategies, as well as increasing our collaboration with families regarding activities at home. To increase teachers' implementation of new evidenced based strategies, we will work to provide more coaching and fidelity observations accompanied by constructive feedback sessions.

We will be observing full literacy blocks in K-3 to measure implementation of instructional strategies and curricular materials that are evidence-based and designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. These observations and qualitative data will direct our instructional coaching conversations and lead to instructional goal setting. As we gain skills and knowledge in K-3, our support will move to observations of literacy instruction in grades 4 - 8.