

Minnesota READ Act Literacy Plan for 2024-25

For

Ashby Public School District (0261-01)

Date Submitted to the State 05/30/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Ashby Public School District (0261-01). 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

Ashby Public School District (0261-01)'s literacy goal(s) for the 2024-25 school year:

The Ashby literacy goal is to have every student 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.

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

1. All reading teachers (preschool-high school) participated in CORE OL&LA professional development. 2. A literacy coach was hired to facilitate CORE PD and to coach teachers to support the implementation of the Science of Reading in all classrooms. 3. Additional instruction in phonemic awareness and phonics were implemented in the general classrooms as well as during intervention time in grades K-4. 4. Research was done to choose a new core curriculum that better aligns with the Science of Reading.

The following describes how Ashby Public School District (0261-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While our students made significant progress towards reading proficiency from fall to spring (46% in need of intervention in the fall to 30% in the spring), we still have more work to do to assure all students are reading at grade level.

Ashby Public School District (0261-01)'s literacy goal(s) for the 2025-26 school year:

The Ashby literacy goal is to have every student 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.

Ashby Public School District (0261-01)'s Local Literacy Plan is posted on the district website at:

<https://www.ashby.k12.mn.us/literacyplan>

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 Ashby Public School District (0261-01) 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	STAR Phonics
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	STAR Phonics
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	STAR Phonics

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Ashby Public School District (0261-01) 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	25	19	25	17	25	19
Grade 1	16	CTSTR	16	CTSTR	16	11
Grade 2	21	CTSTR	21	15	21	15
Grade 3	30	18	32	21	33	23

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 Ashby Public School District (0261-01) 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.

Ashby Public School District (0261-01) 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	25	CTSTR
Grade 1	16	CTSTR
Grade 2	21	CTSTR
Grade 3	33	CTSTR

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 Ashby Public School District (0261-01) 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	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 5	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 6	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 7	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 8	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 9	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 10	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
Grade 11	Fastbridge Fastrack Reading	Fastbridge	Vendor Benchmarks
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 Ashby Public School District (0261-01) 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:

We will screen all students in grade 4-11 using Fastbridge aReading and autoReading. We will look at student results as well as their MCA scores from the spring to determine which students are reading below grade level. If students are determined to not be reading at grade level, we will assess them using Capti ReadBasix to determine which students may have characteristics of dyslexia.

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

The following table displays the number of students in Ashby Public School District (0261-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

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 Ashby Public School District (0261-01) 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	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
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

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

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

- Parent teacher conferences

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.

Ashby Public School District (0261-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

After students are screened, any students that are not performing at grade level are given further diagnostic assessments using CORE diagnostics to determine their current level of performance and what skills they need to work on during their intervention time.

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

Starting in the fall of 2025, we are implementing a new reading curriculum for Tier 1 instruction that is aligned with the science of reading. The resources include many opportunities to differentiate instruction to meet the needs of learners. Teachers will work together to assure proper pacing. A literacy coach will work with the teachers to plan effectively and will observe in classrooms regularly to assure fidelity.

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

At data meetings, teachers will look at screening and diagnostic assessment data to determine which students are in need to additional intervention support. Selected students score below grade level expectations on the screener. Students are then grouped for interventions based on their performance on the diagnostic assessments that were used to determine their current performance on selected phonemic awareness, phonics, fluency and comprehension skills.

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

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:

Fastbridge Progress Monitoring.

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

Students receiving supplemental and intensive intervention are progress monitored weekly to determine if the intervention is effective. Students are fully screened using Fastbridge at the midpoint between district-wide screenings to determine if any students have achieved grade level proficiency and can exit interventions. The interventions are monitored for fidelity and the data is analyzed to ensure students are reaching grade level learning goals.

Does Ashby Public School District (0261-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

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· No data entered

The following components are included in the personal learning plans, if used:

No data entered

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.

Ashby Public School District (0261-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Ashby Public School District (0261-01) has participated in MDE MnMTSS professional learning:

No data entered

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 Ashby Public School District (0261-01), how the resource 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	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	120
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	90
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	75

Continuous Improvement for Core Reading Instruction and Curricula

Ashby Public School District (0261-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

HMH Into Reading will be a new core curricular resource in the 2025-26 school year.

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 Ashby Public School District (0261-01) 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	UFLI, Heggerty	UFLI, Heggerty
Grade 1	UFLI	UFLI, Barton
Grade 2	UFLI	UFLI, Barton
Grade 3	UFLI, Functional Phonics	UFLI, Barton
Grade 4	UFLI, Functional Phonics	UFLI, Barton
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Ashby Public School District (0261-01) will make the following changes to reading interventions for the 2025-26 school year:

We will be looking at the recommended intervention programs for 4-12 that MDE will release in November to determine which i

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.

Ashby Public School District (0261-01) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/09/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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:

All teachers completed the training with over 80% proficiency. We will have a CORE OL&LA cohort for new teachers starting in the fall to assure all teachers have the training.

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:

Local Literacy Lead is developing a "Classroom Look Fors" form that will be used for classroom observations to specifically focus on implementation of evidence-based practices in the five areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

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:

The district will continue to employ a literacy coach that is a certified CORE trainer. The coach will meet regularly with teachers to discuss implementation of our new reading curriculum and the alignment of the science of reading in the implementation. The literacy coach will observe regularly in classrooms to provide support for teachers through model lessons and co-teaching as well as observing lessons and giving targeted feedback.

The following changes in instructional practices have impacted students :

Our training and focus on the evidence-based practices has really shifted our instruction to being much more explicit. Teachers are using what they have learned through the CORE training to provide strong Tier 1 instruction in the classroom as well as working to identify students that need additional intervention support.

Ashby Public School District (0261-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The CORE OL&LA training provided teachers with many examples and practice with culturally responsive

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practices. Their focus on supporting multi-lingual students was very helpful for teachers that have not had many multi-lingual students in their classrooms in the past.

Ashby Public School District (0261-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community
 - 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):

As we work to implement a new reading series, we will also work to be sure our instruction and assessments are aligned with the ELA standards. We plan to meet regularly to discuss implementation of our new materials to assure they are implemented with fidelity. Paraprofessionals will be trained by the literacy coach during back to school workshop using the MDE paraprofessional training plan.

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	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	6	6	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	2	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	2	2	0	0

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

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Grades 4-12 Classroom Educators responsible for reading instruction	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	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Ashby Public School District (0261-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$12,780.80

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

\$12,780.00

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

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

READ Act Literacy Aid

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

Ashby Public School District (0261-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$11,539.20

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Stipends for teachers completing literacy training

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

\$0

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

No funds remain