



Athlos Academy St. Cloud Literacy Plan: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat. 120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Athlos Academy St. Cloud

Date of Last Revision: June 4, 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 \(2023\)](#).

Athlos Academy St. Cloud Literacy Goal

In adherence to the Athlos school mission, it is the expectation for every student to be reading at or above grade level by the end of each school year. The Literacy Plan will support the school-wide goal of providing a learning program that supports every student in obtaining proficiency in reading, including reading instruction appropriate to the specific needs of English Learners. In the event that students are not reading at or above grade level by the end of each grade, the school will continue to provide interventions to the student as needed.

The Literacy Plan serves as a blueprint that demonstrates how current school initiatives and plans work together in a concerted effort to engage, inspire, educate, prepare and empower all students in partnership with their surrounding community to be successful in today's and tomorrow's society. As a result of school data, two evidence-based strategies have been identified as steps toward making significant gains in the following four categories:

1. Providing intentional professional development to increase teacher knowledge of foundational reading skill development in order to improve instructional pedagogy.
2. Promoting a literacy rich environment.
3. Increasing student engagement in learning.
4. Increasing student achievement in reading.

Athlos currently implements Heggerty Phonemic Awareness lessons in every K-2 classroom and intervention rooms. Ready Gen is used to provide a literacy rich environment with strong critical thinking skills. Goals going forward are centered on providing structured Literacy Instruction in all K-5th grade classrooms by purchasing a more comprehensive program.

Athlos will provide all classroom teachers K-5 and interventionists knowledge of the Science of Reading through districtwide CAREIALL Training.

As a data-driven school, Athlos teachers use disaggregated student achievement results from DIBELS and growth data to determine trends in performance levels. Further, teachers analyze student-specific data when determining the educational supports needed at the student level. Through benchmark assessments and continuous progress monitoring, teachers have a clear understanding of each student's current achievement data in the fall, and set measurable goals for accelerating progress toward the year-end proficiency goals.

Through our Multi-Tiered Systems of Support model, students that are not performing at grade level are then provided with extra supports to ensure a clear plan toward reading proficiency. Students are supported by the MnMTSS model in having access to a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These plans are implemented using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in all tiers of the MnMTSS model. The goals and student progress are discussed among teachers and administration and interventions are evaluated and adjusted as needed. Data is analyzed and teaching strategies are discussed and practiced for implementation.

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	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: DIBELS	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

At the beginning of the school year, parents will receive a welcome letter from each classroom teacher. Part of this letter will outline grade-level reading expectations, what parents can do to support literacy development at home, and a general overview of the year's curriculum. The school will also use this letter to inform parents of the Read Act initiative and include information on the school website.

Classroom teachers will communicate with parents at least once per reporting period. Once per trimester, along with report cards (available as a hard copy or on Infinite Campus), teachers will call or meet with parents, outlining their child's reading profile, proficiency targets, and strategies to support increased proficiency. Between conferencing and report cards, parents will be informed of the interventions available at school and steps to take to support each child's reading at home.

When a student is not meeting the proficiency standards (despite interventions, progress monitoring, and trimester meetings with parents/guardians) the teacher may decide to meet more frequently with families to educate about other available resources. Intervention and EL teachers will provide progress notes and/or set up parent meetings to discuss further steps.

As part of our school-wide initiative to involve parents, Athlos teachers and families participate in multiple events throughout the year. Occasions such as Family Nights, Open House Nights, World Culture Fair, and Family Conferences gives our community a sense of involvement and a feeling of pride.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	37	9	38	9	37	6
1 st	38	12	30	13	38	5
2 nd	49	25	46	21	49	11
3 rd	41	21	35	13	41	6

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	50	16	50	6
5 th	40	11	40	2
6 th	n/a	n/a	n/a	n/a
7 th	n/a	n/a	n/a	n/a
8 th	n/a	n/a	n/a	n/a
9 th	n/a	n/a	n/a	n/a
10 th	n/a	n/a	n/a	n/a
11 th	n/a	n/a	n/a	n/a
12 th	n/a	n/a	n/a	n/a

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Ready Gen Heggerty Phonemic Awareness	Comprehensive Foundational Skills	Whole group: 85 min 2 small group differentiated instruction: 30 min each
1 st	Ready Gen Heggerty Phonemic Awareness	Comprehensive Foundational Skills	Whole group: 85 min 2 small group differentiated instruction: 30 min each
2 nd	Ready Gen Heggerty Phonemic Awareness	Comprehensive Foundational Skills	Whole group: 85 min 2 small group differentiated instruction: 30 min each
3 rd	Ready Gen	Comprehensive	Whole group: 85 min 2 small group differentiated instruction: 30 min each
4 th	Ready Gen	Comprehensive	Whole group: 95 min Small group differentiated instruction: 30 min
5 th	Ready Gen	Comprehensive	Whole group: 95 min Small group differentiated instruction: 30 min

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)
6 th	My Perspectives	Comprehension, Vocab, writing	Block Schedule: 60 min Small Group differentiated: 30 min
7 th	My Perspectives	Comprehension, Vocab, writing	Block Schedule: 60 min Small Group differentiated: 30 min
8 th	My Perspectives	Comprehension, Vocab, writing	Block Schedule: 60 min Small Group differentiated: 30 min
9 th	n/a	n/a	n/a
10 th	n/a	n/a	n/a
11 th	n/a	n/a	n/a
12 th	n/a	n/a	n/a

Data-Based Decision Making for Literacy Interventions

Athlos St. Cloud has adopted the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework includes a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

With MnMTSS, Athlos Academy uses data-based decision making and professional development/PLCs to identify student instructional needs, continually monitor student progress, and provide evidence-based interventions and to adjust the intensity and nature of those interventions depending on a student's responsiveness to the intervention. Athlos Academy is in the first year of establishing and facilitating an MTSS under a MnMTSS framework. The goal of Athlos St. Cloud is to attend professional learning and conduct the Self-Evaluation of MnMTSS fall of 2024.

Tier 1-Primary/Universal Level of Support (Core Classroom Level)-This is the level at which all students receive high quality instruction in our core curriculum as well as receive classroom-level behavioral, academic, and social-emotional supports. Students who require targeted or intensive interventions due to learning difficulties will still continue to receive instructional supports in the core curriculum. It is the expectation that differentiated instruction occurs at the core classroom level to ensure optimal growth, support, and proficiency. The lengths of core curriculum instructional periods are determined by the Principal. Instruction is planned by the core subject teacher. High-quality, differentiated core classroom instruction is the foundation of all grade-level learning. It is the expectation for the classroom teacher to provide differentiated support to meet the needs of all students in order to reduce the need for Tier 2 or Tier 3 support. The primary/universal level of support includes:

- A researched based core curriculum.
- Culturally and linguistically responsive instructional practices.
- Universal screening. (Assessment Plan using DIBELS)
- Differentiated instruction and differentiated learning activities
- Accommodations to ensure all students have access to the instructional program.
- Problem solving to identify interventions, as needed, to address any behavioral problems that prevent students from demonstrating the academic skills they possess.

Tier 2-Secondary/Targeted Support- Targeted support is what *some* students receive in addition to full Tier 1 core classroom support. If students struggle to succeed within the Tier 1 core classroom support framework, they then receive targeted support at the secondary level. The purpose and goal of Tier 2 targeted support is to improve student performance to a degree that the student is performing at or above grade level and no longer needs targeted support. Tier 2 services are more intense (more time or narrowed focus of instruction/intervention) than Tier 1 interventions. Tier 2 services can be provided by a variety of professionals (e.g. classroom teacher, intervention specialist) and in any setting (e.g. general education classroom, pull-out setting, and home). This tier typically includes small group instruction that is delivered as part of the general education curriculum. Tier 2 instruction could be provided by the general education teacher or an intervention specialist, but the number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus.

Providers of Tier 2 instruction incorporate the instructional language and materials of Tier 1. For example, an intervention specialist may be called upon to lead a 12-week daily reading group within the core classroom's reader's workshop block, to ensure that a group of 5-8 students have access to an intensive daily reading group as opposed to being part of the standard classroom group rotation. Or, for example, a small group reading intervention may consist of 10 weeks of 30-minute sessions, 3 times per week that takes place outside of core instruction/direct instruction. The instructional interventions are evidence-based, adult-led, clearly articulated, data-driven, and directly related to student needs as indicated on student formative and summative assessments. Once a student has mastered the skill target in a Tier 2 target support group and progress monitoring shows their progress, the student should be exited from the intervention. These targeted supports can be provided by the classroom teacher or an intervention specialist, but are not to replace or take place during core instruction periods unless the core instruction teacher has formatted the time frame to include small group instruction. Tier 2 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 2 services, combined with Tier 1, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by Athlos and graduate from needing Tier 2 interventions.

Tier 3-Tertiary/Intensive Support- (Non-IEP related intensive supports) Intensive support is what *few* students receive and is the most intense non-IEP-related service level provided by Athlos. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the general education and specialized staff providing support services to the students. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) as established by Athlos, and will graduate from needing Tier 3 or Tier 2 intervention supports. The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is characterized by:

- More instructional time
- Smaller instructional groups (or individuals)
- More precisely targeted lessons based on individual student needs as identified through summative and formative assessments.
- More extensive opportunities for practice, error correction, and feedback.
- Frequent formative assessments to assess micro-level skills in order to rapidly address learning challenges or barriers to reaching success in Tiers 2 and 1.
- General rule: The more a student is behind in Tier 1 performance expectations and the less responsive a student is to Tier 1/Tier 2 interventions, the more frequent and varied the formative assessments should be to ensure that instructional supports are matched to the student's needs in order to "catch up" to grade level expectations.

At Athlos, students receive reading interventions that align with their individual reading profile. Classroom teachers, specialists, and intervention teachers meet in weekly PLCs where they discuss student progress and adjust instructional interventions if needed. Flexible grouping and regrouping allow teachers and specialists to move students to the teacher that best meets their instructional needs.

Professional Development Plan

Athlos Academy St. Cloud will be using the CAREIALL program for the 2024-25 school year to train educators on structured literacy. This program will cover the following components: MTSS, assessment, literacy development, instructional considerations, oral language, phonemic awareness, phonics, fluency, morphology, vocabulary, reading comprehension and writing. Educators will start the training during August professional development days. Throughout the school year, educators will participate in asynchronous and synchronous components. The training will be completed by May 2025.

Athlos Academy St. Cloud supports their educators during the implementation of structured literacy by having training on half days and/or allowing educators time to complete modules. Athlos will go through an implementation period of adding more foundational curriculums to support structured literacy.

Using DIBELS data system, students will be monitored three times a year to assess their progress in literacy development. If a student(s) need additional support, not only will interventions be put in to place, but progress monitoring through the DIBELS system will also be done. These charts and continuous data will be reviewed and discussed at PLC meetings as well as MTSS meetings do decide which course of action would be next.

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)	16	0	0	16
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	4	0	0	4
K-12 Special Education Educators responsible for reading instruction	4	0	0	4
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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	2	0	0	2
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	0	0	0	0

Action Planning for Continuous Improvement

Athlos Academy St. Cloud will collaborate during weekly PLC and administrative data meetings to study the ongoing literacy progress. This data will also be used to monitor students at risk during weekly MTSS meetings. Based on data, decisions will be made to continue RTI and additional interventions within small groups in the classrooms and/or use of small group intervention rooms.

Moving forward, Athlos Academy St. Cloud administration will continue to support educators and provide feedback as implementation of evidence-based literacy is used. Over the next couple of years, Athlos will adopt a new comprehensive or foundational skills curriculum to support structured literacy.