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Local Literacy Plan Report

PDF

The Minnesota Department of Education posts each district and charter school's Local Literacy Plan report. This report is required by the Minnesota READ Act, MINN. STAT. 120.B12 (2024) and must be updated annually by June 15. This report includes a summary of the district's efforts to screen, identify and provide interventions to students who are not reading at grade level and students who demonstrate characteristics of dyslexia. Aggregate data are provided on universal and dyslexia screening in grades K-3 and screening for characteristics of dyslexia in grades 4-12. In addition, the report identifies the reading curricula used for core instruction and interventions, whether the district has adopted an MTSS framework, how the district has used their Literacy Aid funds and the number of educators who have completed the approved literacy professional development.

School Year

District

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Warren-Alvarado-Oslo School Dist. (2176-01)

Date Submitted to the State 06/03/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Warren-Alvarado-Oslo School Dist. (2176-01). 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

Warren-Alvarado-Oslo School Dist. (2176-01)'s literacy goal(s) for the 2025-26 school year:

Increase Literacy Proficiency: Raise the percentage of students reading at or above grade level in grades K-3 by at least 10% by the end of the 2025-26 school year, as measured by MDE-approved screening tools. Enhance MTSS Implementation: Strengthen the district-wide Multi-Tiered System of Supports to ensure timely identification and targeted intervention for students struggling with literacy skills.

Expand Professional Development: Provide ongoing professional development focused on structured literacy and evidence-based instructional practices for all K-12 educators, with emphasis on supporting multilingual learners and students with disabilities. Improve Family Engagement: Increase parent and family involvement by providing regular updates, resources, and strategies to support literacy development at home. Close Achievement Gaps: Use data-driven decision-making to identify and support subgroups of students who demonstrate persistent reading challenges, ensuring equitable access to literacy instruction and intervention.

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

Full adoption and implementation of a research based structured literacy curriculum in grades K-6. Addition of a reading interventionist at the high school level. Strengthened MTSS Tiers through WIN instructional model. Engaged in MTSS training for MTSS team. Held regular data review meetings for grades K-5. Included family resources in quarterly newsletter. Aligned professional development, including coaching for specialists, in reading development and strategies. Paras attended Para Reader Training.

The following describes how Warren-Alvarado-Oslo School Dist. (2176-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Student performance is improving through supports and resources designated by the READ Act. Specifically, learners have made gains in the area of phonics with the addition of a research based curriculum. Learners in grades PreK-5 showed an average of 51.71% average monthly growth based on Fastbridge Assessments. 67.29% of students are reading at or above grade level based on spring Fastbridge data.

Warren-Alvarado-Oslo School Dist. (2176-01)'s literacy goal(s) for the 2026-27 school year:

Increase Literacy Proficiency: Raise the percentage of students reading at or above grade level in grades K-3 by at least 10% by the end of the 2026-27 school year, as measured by MDE-approved screening tools. Enhance MTSS Implementation: Strengthen the district-wide Multi-Tiered System of Supports to ensure timely identification, diagnostic, and targeted intervention for students struggling with literacy skills. Expand Professional Development: Utilize early release and PLC time to enhance data literacy for staff and improve evidence-

Support Expanded Professional Development: Guide early release and LDC time to enhance data literacy for staff and improve evidence-based instructional practices for all K-12 educators, with emphasis on supporting multilingual learners and students with disabilities. Improve Family Engagement: Increase parent and family involvement by providing regular updates, resources, and strategies to support literacy development at home. Close Achievement Gaps: Use data-driven decision-making to identify and support subgroups of students who demonstrate persistent reading challenges, ensuring equitable access to literacy instruction and intervention.

The Local Literacy Lead, Michelle Gullickson, for Warren-Alvarado-Oslo School Dist. (2176-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead is a reading interventionist. She is on the elementary literacy committee and the district MTSS team. She attends SAT meetings when reading is an area of concern for the referred student.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website: [MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Warren-Alvarado-Oslo School Dist. (2176-01) Local Literacy Plan is posted on the district website at

<https://www.wao.k12.mn.us/litplan>

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.

Warren-Alvarado-Oslo School Dist. (2176-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Warren-Alvarado-Oslo School Dist. (2176-01) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Warren-Alvarado-Oslo School Dist. (2176-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Warren-Alvarado-Oslo School Dist. (2176-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Warren-Alvarado-Oslo School Dist. (2176-01) 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	38	27	37	26	38	11
1st	38	19	38	21	38	21
2nd	30	13	30	17	30	18
3rd	56	39	57	47	56	43

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Warren-Alvarado-Oslo School Dist. (2176-01) 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.

Warren-Alvarado-Oslo School Dist. (2176-01) uses the following criteria to identify students 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	38	5
1st	38	3
2nd	30	5
3rd	57	7

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

Warren-Alvarado-Oslo School Dist. (2176-01) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Warren-Alvarado-Oslo School Dist. (2176-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	43	43	25	6	1	0
5th	47	47	5	CTSTR	CTSTR	0
6th	50	50	8	CTSTR	CTSTR	0
7th	39	39	9	CTSTR	CTSTR	0
8th	34	34	8	CTSTR	CTSTR	0
9th	38	38	9	CTSTR	CTSTR	0
10th	38	38	2	CTSTR	CTSTR	0
11th	31	31	4	CTSTR	CTSTR	0
12th	43	43	0	CTSTR	CTSTR	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. 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.

Warren-Alvarado-Oslo School Dist. (2176-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The Warren-Alvarado-Oslo School District uses a multi-step process grounded in READ Act-aligned screening data to ensure that evidence-based instruction and interventions are matched to each student's needs. Universal screening data from FastBridge (aReading, AUTOREading, earlyReading, and CBMReading) are collected three times per year (fall, winter, spring) to identify students' proficiency in key areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. CAPTI is the next level screener for grades 4-12. Teachers, interventionists, and MTSS teams review this screening data along with classroom-based assessments, progress monitoring, and observational evidence to identify students who need additional support beyond Tier 1 instruction. Students scoring below benchmark are placed into Tier 2 (supplemental) or Tier 3 (intensive) interventions based on the severity of need, the skill area(s) impacted, and their rate of progress. Intervention programming is selected based on alignment with the student's specific skill deficits, using evidence-based materials and practices. The team meets regularly to ensure fidelity of implementation, adjust intervention strategies, and ensure instruction remains responsive to student progress and changing needs.

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

At Warren-Alvarado-Oslo School District, Tier 1 instruction is guided by a structured literacy framework using our core curriculum with whole-group and differentiated instruction components. To monitor fidelity, instructional staff use pacing guides, instructional checklists, and common formative assessments to ensure that all essential components of reading are taught explicitly and systematically. Instructional coaches, interventionists, and administrators conduct classroom walkthroughs and review less on plans to monitor consistency and adherence to evidence-based instructional practices. Grade-level teams meet regularly to analyze FastBridge screening and classroom assessment data, identify trends, and adjust instruction to meet the needs of all learners. Differentiation within Tier 1 is accomplished through flexible grouping, targeted small-group instruction, and scaffolded supports. Teachers use data from universal screeners, daily formative assessments, and observation to modify pacing, materials, and strategies. Students showing early signs of struggle may receive additional support within the core block before being considered for Tier II.

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

Warren-Alvarado-Oslo School District uses a data-driven process to determine entrance into Tier 2 and Tier 3 reading interventions. At the

elementary level, students who score below the FastBridge benchmark on foundational reading skills (e.g., phonemic awareness, phonics, fluency) are considered for Tier 2 support. Students significantly below benchmark (typically in the lowest 10th percentile or two or more grade levels behind) are referred for Tier 3 intensive intervention. Additional data considered includes classroom performance, teacher observation, and diagnostic assessments. At the secondary level, placement is based on FastBridge aReading and AUTOreading scores, course grades, and teacher referral. Students who demonstrate persistent reading difficulties or fail to make adequate progress in core instruction receive Tier 2 support, with Tier 3 reserved for those with intensive needs. In all cases, placement decisions are reviewed by the MTSS or Student Assistance Team (SAT), and parents are informed and engaged in the process.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

In grades K-5, Warren-Alvarado-Oslo School District uses FastBridge progress monitoring tools aligned to students' specific areas of need. Tier 2 students are monitored every two weeks, and Tier 3 students are monitored weekly using subtests that assess decoding, fluency, or comprehension. Data is reviewed at least monthly by interventionists and the MTSS or SAT team to evaluate growth. Instruction is intensified or modified if students fail to show adequate progress despite intervention fidelity. For grades 6-12, a new system was implemented this year that includes clearly defined protocols for intervention placement, frequency of progress monitoring (likely every two weeks for Tier 2 and weekly for Tier 3), and data review procedures aligned with MTSS practices. Students identified as needing support were assigned to a class for Tier III or assigned push in support for Tier 2. We continue to refine this process.

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

At the elementary level (grades K-5), students may exit Tier 2 or Tier 3 reading intervention when they demonstrate consistent performance at or above benchmark on FastBridge progress monitoring probes and universal screeners over multiple data points (typically 3-5). The decision is also supported by classroom performance, teacher input, and observational data. Students must show adequate growth trends and independence with grade-level tasks. Exit decisions are made by the MTSS team in collaboration with classroom teachers and parents. At the secondary level (grades 6-12), the exit process involves progress monitoring data (from FastBridge AUTOreading and curriculum-based measures), classroom assessments, and teacher recommendations. Once students demonstrate sustained grade-level performance and mastery of targeted skills, they may be exited from intervention with continued monitoring through Tier 1 supports. In both levels, exit decisions are reviewed carefully to ensure students are ready to succeed independently in core instruction and to avoid premature removal from support.

Continuous Improvement for Data-Based Decision Making for Action

Warren-Alvarado-Oslo School Dist. (2176-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

With the addition of early release/PLC times, data will be reviewed a minimum of monthly by all teachers - grades K-12.

8. 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 Warren-Alvarado-Oslo School Dist. (2176-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	1 time per year	Mailed letter
Grade 1	1 time per year	Mailed letter
Grade 2	1 time per year	Mailed letter
Grade 3	1 time per year	Mailed letter
Grade 4	1 time per year	Mailed letter
Grade 5	1 time per year	Mailed letter

Grade 6	1 time per year	Mailed letter
Grade 7	1 time per year	Mailed letter
Grade 8	1 time per year	Mailed letter
Grade 9	1 time per year	Mailed letter
Grade 10	1 time per year	Mailed letter
Grade 11	1 time per year	Mailed letter
Grade 12	1 time per year	Mailed letter

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Warren-Alvarado-Oslo School Dist. (2176-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
95 Phonics Core Program (95 PCP), K-3, 2020; 4-5, 2023 (Partially Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
myView Literacy, K-5, (Minimally Aligned)	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

In 24-25 the school district engaged in a comprehensive review of materials including community and school staff. Using READ Act

guidance, evidence based criteria, and community values, the resources above were piloted and adopted in the 25-26 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

The school district reviewed resources beginning Fall of 2024. Teachers piloted materials spring of 2025 and adopted the materials for full implementation of 25-26. Fidelity checks this school year included walk through data, PLC time for standard alignment and data review, as well as professional learning to support use of materials.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Warren-Alvarado-Oslo School Dist. (2176-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Lexia Core 5	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
Orton Gillingham	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
Other Resources - Spire	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

Continuous Improvement for Literacy Intervention Resources

Warren-Alvarado-Oslo School Dist. (2176-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district is reviewing resources to support intermediate level word study.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Warren-Alvarado-Oslo School Dist. (2176-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$23,165

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$23,165

READ Act Literacy Aid

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

Warren-Alvarado-Oslo School Dist. (2176-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$20,915

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Both
Professional development on evidence-based literacy screening and progress monitoring tools	Both
MDE approved READ Act professional development	Both
Approved literacy screeners (this can include materials, training and coaching)	Both

12: 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.

Warren-Alvarado-Oslo School Dist. (2176-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80%

The following support is provided to teachers who do not complete the approved training at the level recommended by the proficiency level:

Individualized Coaching: Teachers are paired with a literacy coach or trained colleague who can provide targeted assistance, clarify difficult concepts, and offer guidance on applying the training to classroom practice. **Additional Learning Opportunities:** The district offers follow-up sessions, study groups, or refresher modules to deepen understanding and address areas of difficulty identified through the training assessments. District leaders schedule regular check-ins to monitor progress, provide encouragement, and help remove any barriers to completion. **Peer Collaboration:** Teachers are encouraged to participate in professional learning communities (PLCs) or grade-level teams to discuss training content, share strategies, and build collective efficacy.

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:

To ensure that elementary teachers are implementing explicit, systematic, evidence-based instruction in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) the district collects multiple sources of fidelity data, including: **Walkthroughs and Observations:** Administrators, literacy coaches, or trained staff conduct classroom walkthroughs and formal observations using fidelity checklists aligned to the core instructional components. These tools help monitor the use of evidence-based practices, lesson structure, pacing, and student engagement. **Curriculum Usage Reports:** For programs like Lexia Core5, or other district-adopted materials, usage reports and progress data are reviewed regularly to verify consistent implementation and identify gaps in instructional coverage. **Student Progress Monitoring Data:** Student performance data from screeners, progress monitoring tools (e.g., FastBridge), and curriculum-embedded assessments are analyzed to determine whether instruction is producing expected outcomes in each of the five areas.

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:

Fidelity data gathered from classroom observations, lesson plan reviews, and student performance informs targeted coaching cycles. Coaches work one-on-one or in small groups with teachers to set instructional goals, model lessons, observe instruction, and provide actionable feedback. Each cycle includes pre-conferencing, observations, and post-conferencing to reflect on progress and plan next steps. Teachers demonstrating strong implementation receive light-touch support through check-ins and collaborative planning. Teachers needing additional support are offered intensive coaching, including more frequent visits, co-teaching, or step-by-step modeling of instruction in specific areas (e.g., phonemic awareness routines or comprehension strategies). New teachers or those new to the curriculum may receive onboarding coaching focused on building foundational skills in explicit instruction. Coaches provide timely and specific feedback aligned to instructional best practices and district expectations. Feedback is delivered in written form and/or through face-to-face meetings, and includes strengths, areas for growth, and next steps for continued development. Coaches facilitate PLCs where teachers analyze fidelity data, share effective practices, and reflect on instructional challenges and successes. Peer coaching opportunities are encouraged to foster a collaborative, supportive teaching culture. Through this structured and responsive coaching framework, the district ensures that all elementary teachers are equipped and supported to deliver high-quality reading instruction with fidelity.

The following changes in instructional practices have impacted students:

Changes in instructional practices centered on explicit, systematic, evidence-based literacy instruction have led to measurable improvements in student outcomes across grade levels. In grades 2-5, the percentage of students meeting the College Pathway benchmark in CBMreading increased from 54.25% in the fall to 55.75% in the spring, showing a gain in reading fluency. This growth reflects the positive impact of consistent Tier 1 instruction and intentional fluency practice. In early Reading (K-1), the percentage of students identified as "Low Risk" remained a steady average of 28%. This trend suggests that as literacy demands increased, early intervention and strong instruction helped many students recover and maintain progress. These results affirm that the district's structured literacy approach is working, and we remain committed to continuous improvement by strengthening foundational instruction, refining data-driven interventions, and supporting teachers through ongoing professional learning.

Warren-Alvarado-Oslo School Dist. (2176-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district continues intentional efforts to build staff capacity around culturally responsive literacy practices. Initial professional development sessions have focused on increasing awareness of how students' cultural, linguistic, and lived experiences impact their engagement with literacy instruction. Teachers and staff have explored the importance of creating affirming, inclusive classrooms where all students see themselves in the texts they read and feel valued in their learning community. To support implementation, the district is integrating culturally responsive practices into existing literacy initiatives. For example, during PLCs and coaching cycles, teachers are encouraged to select texts that reflect diverse identities and perspectives, and to adapt instructional strategies that build on students' background knowledge. Professional development also includes guided reflection on instructional materials and classroom discourse to ensure they are equitable and inclusive.

Warren-Alvarado-Oslo School Dist. (2176-01) engaged with the Regional Literacy Network through the following:

- Requested district consultation, coaching, and/or support

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):

In addition to the LETRS training and coaching support currently in place, the district is expanding its literacy-focused professional development to further align with the strands of the Minnesota ELA Standards: Reading, Writing, and Exchanging Ideas. Teachers will engage in additional professional development opportunities that focus on: Deepening knowledge of evidence-based reading instruction, particularly in phonemic awareness, phonics, fluency, vocabulary, and comprehension (aligned to the Reading strand). Integrating writing across the curriculum, with training on how to support students in writing routinely for a range of purposes and audiences. Teachers will explore writing strategies that reinforce reading comprehension and language development (aligned to the Writing strand). Enhancing classroom discourse and student collaboration, including explicit strategies for discussion protocols, academic language development, and structured peer interaction to build speaking and listening skills (aligned to the Exchanging Ideas strand). These opportunities will be delivered through a combination of in-service workshops, PLC collaboration, and job-embedded coaching. The district is also exploring partnerships with regional literacy networks and professional organizations to provide sustained, high-quality learning for educators at all grade levels. This layered professional development approach is designed to support teachers in translating literacy standards into daily practice while meeting the diverse needs of their students.

Continuous Improvement for Professional Development Plan

Warren-Alvarado-Oslo School Dist. (2176-01) will make the following changes to the professional development plan for the 2026-27 school year:

WAO will be implementing early release time for PLC and Professional Learning. This will allow us to expand our understanding and application of data literacy and tailor professional learning needs reflective to student data.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	5	5	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	20	15	0	5
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	2	2	0	0
K-3 Classroom teachers	8	6	2	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	4	3	1	0
K-12 Special Education educators responsible for foundational reading instruction	7	6	1	0
Pre-K through grade five Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for grades pre-K through grade five	0	0	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
Teachers who provide foundational reading instruction to students in grades 4-12	2	0	1	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	0	1	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	9	7	0	2

- Site https://education.mn.gov/MDE/about/MDEDEV_001317
 - Privacy Statement (https://education.mn.gov/MDE/about/MDEDEV_001317)
 - Minnesota.gov (<http://mn.gov/portal/>)
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14. 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 \(2025\)](#) . MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Warren-Alvarado-Oslo School Dist. (2176-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Warren-Alvarado-Oslo School Dist. (2176-01) has participated in MDE MnMTSS professional learning:

Yes