



## New Millennium Academy's Local Literacy Plan 2022-2023

### NMA's Literacy Instruction

NMA implements comprehensive, scientifically based reading instruction.

(a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.

(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

NMA's primary literacy curriculum for grades kindergarten - grade 5 is *Wit & Wisdom*. With *Wit & Wisdom*, students practice reading, writing, speaking and listening, academic

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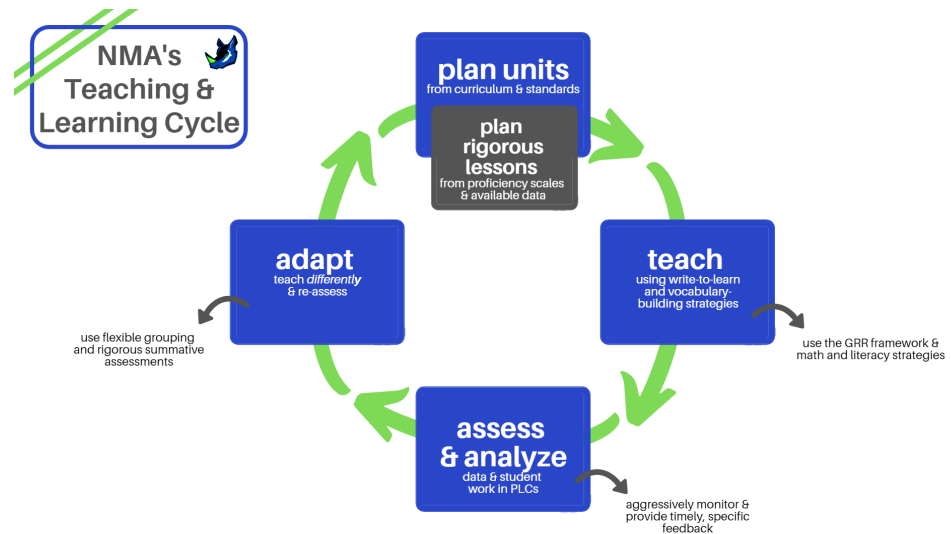


vocabulary, and style and conventions in concert to build holistic ELA knowledge. Every module of each grade is crafted around a topic essential for building knowledge, vocabulary, and writing skills. These topics strategically reoccur, empowering students to deepen understanding of core knowledge while scaffolding to writing and speaking on increasingly complex ideas.

In addition, NMA implements *Groves Literacy* curriculum in grades kindergarten - grade 2. With an Orton- Gillingham base, the Groves curriculum is explicit, systematic, multisensory, and evidence-based to teach reading fundamentals.

NMA's primary literacy curriculum for grades 6-8 is *myPerspectives*. *myPerspectives* is a language arts curriculum that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop competencies needed for college and career readiness. The learning is interactive and blends print and technology in a student-centered, teacher-inspired classroom.

Teachers implement the curriculum according to NMA's Teaching and Learning cycle (see below) consisting of planning, teaching, assessing, and re-teaching.



## NMA's Literacy Goals

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1. NMA' will develop confident readers who comprehend and enjoy a wide selection of texts and read at or above grade level no later than the end of grade 3.
2. All of NMA's students will make expected or accelerated reading growth every year as evidenced by a fall to spring comparison of NWEA MAP scores.

NMA's plan and Strategies to achieve our ambitious literacy goals:

- NMA's teachers begin with a high-quality curriculum and grade-level common-core standards. Teachers follow NMA's Teaching and Learning cycle consisting of planning, teaching, assessing, and re-teaching.
- NMA's teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), a scientifically-validated instructional framework for improving academic achievement of English learners developing academic language while also providing access to grade level content.
- NMA implements quarterly interim ELA assessments with our partnership with Achievement Network (ANet) for teachers to analyze interim student assessment data to reteach identified skills and concepts.
- NMA uses Charlotte Danielson rubrics as a framework for formal observations. All teachers engage in three cycles of observation and feedback each year.

A review and analysis of NMA's 2021-2022 MCA-III reading proficiency data revealed the following:

- 17.9% of students in grades 3-8 are proficient in reading as measured by MCA-III.
- Reading proficiency levels have slightly increased by 3.3% from the 2020-2021 school year.
- The total number of testers in the 2021-2022 school year was 523 in grades 3-8.
  - In third-grade, 93 students were assessed, and 5.3% of those students scored in the proficient or exceeds categories.
  - In fourth-grade, 94 students were assessed, and 15.9% of those students scored in the proficient or exceeds categories.

Reading Proficiency Over Time (grades 3-8)									
12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
24%	25%	29%	28.7%	23.1%	23.1%	25.6%	No data	14.6%	17.9%

**Criteria 1:** A process to assess students' level of reading proficiency and data to support the effectiveness of an assessment used to screen and identify a student's level of reading proficiency;

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New Millennium Academy (NMA) uses multiple assessment tools to measure students' levels of reading proficiency.

1. NWEA MAP measures students' achievement and growth in reading, math, and science skills. NWEA MAP provides teachers with evidence to target their instruction based on the needs of students. Students in grades kindergarten (KG) - 8 will take NWEA MAP three times each year.
2. Aimsweb Plus screens and monitors students' reading proficiency. Aimsweb is standards-aligned and identifies students' learning gaps. Students in KG - 2 will take Aimsweb Plus three times each year.
3. The Minnesota Comprehensive Assessments (MCA) are state tests that help schools measure student progress toward Minnesota's academic standards and meet the requirements of the Every Student Succeeds Act. Students in 3-8 will take the MCAs in the spring each year.

**Criteria 2:** A process to notify and involve parents.

NMA believes in the power of strong parent/guardians partnerships. As a result, NMA commits to the following:

1. NMA provides all parents/guardians their children's assessment results.
2. NMA provides parents/guardians support with interpreting their children's assessment results using family-friendly language.
3. NMA provides parents/guardians with strategies they can use at home to support their children's reading development.

If a student is identified to receive Tier 2 or Tier 3 intervention support, parents/guardians will be notified in writing. This notification will include the following:

- The reason and/or data the student has been identified to receive the service
- A description of the specific intervention/services, including the anticipated length of service and how student progress will be monitored
- Strategies parents can use to assist their children

**Criteria 3:** A description of how schools in the district will determine the proper reading intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress

NMA is committed to determining the proper reading intervention strategy for students through the following identification process:



1. Students who score in the at-risk categories of Aimsweb Plus and/or MAP NWEA will be administered the Dibels Benchmark to determine whether fluency is the cause of their reading difficulty.
2. Scholars who score in the at-risk or some-risk categories of Dibels Benchmark will be administered a diagnostic decoding survey to determine whether phonemic awareness skills are the cause of their reading difficulty.
3. Once the specific cause of the reading difficulty is identified, in collaboration with the classroom teacher, MTSS coordinator, and academic coaches, a scientifically research based intervention program will be developed and administered including regular, ongoing small-group instruction and progress monitoring, the results of which will indicate whether the intervention will be intensified or modified.

**Criteria 4:** Evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention

In collaboration with administrators, academic coaches, and classroom teachers, NMA's MTSS team will support with identifying evidence-based intervention methods for students using the following guidelines:

1. Students in grades K-3 who are not reading at or above grade level may participate in Groves Literacy interventions. NMA uses Groves Literacy Framework developed at Groves Academy, a curriculum based on the Science of Reading and brain research, to teach students the foundational skills that lead to strong decoding and fluent reading.
2. Students in grades 4-8 who are not reading at or above grade level may participate in Really Great Reading (RGR), an evidence based foundational reading, phonics, and literacy program that is based on the science of reading.
3. NMA's MTSS team of academic administrators, MTSS Coordinator, Academic Coaches, and teachers will support students through our Scholar Assistance Team (SAT) process that supports identifying a student's skill gaps and matching those gaps with researched based interventions. Progress monitoring occurs on a daily, weekly, and monthly basis to ensure students are demonstrating proficiency. The results of the progress monitoring will guide the intervention plans for each student.

**Criteria 5:** Identification of staff development needs, including a program to meet those needs.



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NMA will implement a multi-level staff-development program to meet the needs of teachers in Tiers I, II, and III.

1. NMA will partner with Groves Literacy Academy (Groves) for three years beginning SY 2021. Groves will complement NMA's adoption of the curriculum *Wit & Wisdom* by adding a structured phonics program in grades KG - 3. Groves provides its research-based curriculum, ongoing professional development for teachers, and an onsite literacy coach.
2. NMA's administrators, academic coaches, and QCOMP coaches will provide cycles of instructional coaching to all teachers. The core component of this coaching will be the effective implementation of *Wit & Wisdom*.
3. NMA will continue its partnership with Achievement Network (ANet) to provide instructional coaching for all teachers. This coaching will be grounded in ANet's interim assessment data and will include coaching on text complexity and text-dependent questions.