DEPARTMENT OF EDUCATION

Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. 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: New Millennium Academy 4143

Date of Last Revision: June 6, 2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2024-25 school year.

NMA's Literacy Goals

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 spring 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 which includes knowledge based and foundational skills and grade-level state standards. Teachers follow NMA's Teaching and Learning cycle consisting of planning, teaching, assessing, and re-teaching.
- NMA's teachers use Data Driven instruction to help inform the progress of student achievement throughout the year.
- NMA's teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), a scientifically-validated instructional framework for improving academic achievement of Englishlearners developing academic language while also providing access to grade level content.
- NMA implements NWEA Map testing three times a year in grades k-8 for teachers to analyze student assessment data to reteach identified skills and concepts as needed by students on an individualized basis.
- NMA uses Anet Interim assessments in grades 2-8 to ensure adequate growth between NWEA Map testing.
- NMA implements Fastbridge assessments in fall, winter and spring.
- NMA implements Fastbridge assessments to progress monitor k-3 students.
- NMA implements Fastbridge assessments as a Dyslexia screener.
- NMA uses the DDI framework for formal observations. All teachers engage in DDI observation and feedback cycles throughout the year.

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

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?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☑ Grade K ☑ Grade 1 ☑ Grade 2 ☑ Grade 3	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☐ Vocabulary ☐ Comprehension	☑ Universal Screening ☑ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (optional) ☑ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: **NWEA Map**	☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☐ Fluency ☑ Vocabulary ☑ Comprehension	☑ Universal Screening ☐ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☑ Winter (optional) ☑ Last 6 weeks of School (Spring)
Name of Screener: **Fastbridge**	☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☑ Dyslexia Screening	☑ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Parent Notification and Involvement

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 as reading below grade level, parents/guardians will be notified in writing. This notification will include the following:

- The reason and/or data the student has been identified as reading below grade level
  - NWEA and Fastbridge results
- 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 will be shared using Groves intervention methods.

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

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

NMA is transitioning to an approved screener this year. There is no data for the 23/24 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						

1st					
2nd					
3rd					

Students Grades 4-12 Not Reading at Grade Level

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

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
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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	Wit and Wisdom Groves Method Literacy Curriculum for All	Knowledge Building Foundational Skills	85 min. 30 min. / 30 min.
1st	Wit and Wisdom Groves Method Literacy Curriculum for All	Knowledge Building Foundational Skills	85 min. 30 min. / 30 min.
2nd	Wit and Wisdom Groves Method Literacy Curriculum for All	Knowledge Building Foundational Skills	85 min. 30 min. / 30 min.
3rd	Wit and Wisdom Groves Method Literacy Curriculum for All	Knowledge Building Foundational Skills	85 min. 30 min. / 30 min.
4th	Wit and Wisdom	Knowledge Building	85 min.
5th	Wit and Wisdom	Knowledge Building	85 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)
6th	Wit and Wisdom	Knowledge Building	85 min.
7th	Wit and Wisdom	Knowledge Building	85 min.
8th	Wit and Wisdom	Knowledge Building	85 min.
9th	NA	NA	NA
10th	NA	NA	NA
11th	NA	NA	NA
12th	NA	NA	NA

Data-Based Decision Making for Literacy Interventions

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

1. Students in grades 3-8 who score in the at-risk categories on MAP NWEA will be administered the Fastbridge to determine the cause of their reading difficulty.
2. Once the specific cause of the reading difficulty is identified, in collaboration with the classroom teacher and academic coaches, a scientifically researched 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.

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. NMA's MTSS team of academic administrators, 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.

NMA will utilize the MnMTSS framework to support the identification of students who need additional intervention and support. The administrative team has participated in the MnMTSS professional learning cohorts and will utilize the information gained to support the implementation.

All decisions made to support students will be based by gathering data on the students. The first data will be collected from a nationally normed assessment focused on Letter Names and Letter Sounds (Kindergarten) then on fluency (first grade and beyond). The primary data will be collected three times a year: fall, winter and spring. We look at the risk level of the students to make our decisions.

Tier 1	Tier 2	Tier 3
Core instruction Whole Classroom and Small Group	Intervention Pull -out Small Group	Intensive Intervention Pull -out Small Group

Lead by Classroom Teacher
Whole Class
● Daily Whole - class lesson for all students
Small Group
● In-class small group instruction for all students
● Differentiated by content and frequency based on group needs
● Students at/below 39th percentile on Fastbridge:
  ○ 3-5 times per week
  ○ Targeted instruction using small group lesson plan form
  ○ Progress monitor every other week
  ○ Continue if student moves to intervention pull -out
	Students move from Tier 1 to Tier 2 if they do not meet goals of progress monitoring in 5-6 progress monitoring checks while in Tier 1
	
	Led by Interventionist:
	● For students at or below 39th percentile on Fastbridgeand who need more support than Tier 1
	● Done in collaboration with classroom small group lessons
	● Targeted intervention using interventionist small group lesson plan form
	● 3-5 times a week
	● No more than 6 students in a group
	● Progress Monitor every other week
		Students move from Tier 2 to Tier 3 if they do not meet goals of progress monitoring in 5-6 progress monitoring checks while in Tier2
		
		Led by Interventionist
		● For students at or below 14th percentile in Fastbridge in need of more support than Tier 2
		● Done in collaboration with classroom small group lessons
		● Targeted intervention using interventionist small group lesson plan form
		● 3-5 times a week
		● No more than 3 students in a group
		● Progress Monitor every other week
		● Instruction moves at students pace and

		addresses gaps
80% of students	15% of students	5% of students

Professional Development Plan

NMA will be using CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)[Webinar Overview of CAREIALL Professional Development](#) to provide the required professional development.

Asynchronous Component

- 8 asynchronous modules
- Approximately 45–50 hours of content
- Accessed through the Canvas platform
- Participants will need access to students for some application portions of their asynchronous work
- Each successive module will be unlocked after the live, synchronous session from the previous module has been completed

Synchronous Component

- 1 live one-hour kickoff session
- 8 live two-hour sessions in small cohorts (25–50 participants per cohort)
- Live sessions accessed through Zoom
- Designed to connect directly to the content of the asynchronous modules and support participants in applying what they've learned in their own classrooms, schools, and districts

NMA has included professional development days into the calendar. Every four weeks starting there will be a professional development day for staff to complete the two hours synchronous work. Each week staff will have 45 minutes of uninterrupted planning time to complete the additional asynchronous work.

READ Act Professional Development Schedule		
Kick Off Friday, August 16, 2024, Time TBD		
Unit 1	Asynchronous Learning 4 hours during WW 2 hours on Thurs mornings	August 16 - September 12, 2024
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	September 13, 2024
Unit 2	Asynchronous Learning 3 hours on Thurs mornings	September 14 - October 10, 2024

	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	October 11, 2024
Unit 3	Asynchronous Learning 3 hours on Thurs mornings	October 12 - November 14, 2024
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	November 15, 2024
Unit 4	Asynchronous Learning	November 16 - December 20, 2024
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	January 6, 2025
Unit 5	Asynchronous Learning	January 6 - February 13, 2025
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	February 14, 2025
Unit 6	Asynchronous Learning	February 15 - March 13, 2025
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	March 14, 2025
Unit 7	Asynchronous Learning	March 15 - April 17, 2025
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	April 18, 2025
Unit 8	Asynchronous Learning	April 19 - May 15, 2025
	Synchronous Session Group 1: 8am-10am Group 2: 10am-12pm	May 16, 2025

Phase 1 educators* are required to achieve an 80% passing score by July 1, 2025

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	0	0	0	0

Education Educators responsible for early literacy instruction				
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	23	0	1	22
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	0	0	8
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	5	0	0	5
Pre-K through grade 5 Curriculum Directors	10	1	1	9
Pre-K through grade 5 Instructional Support Staff who provide reading support	26	0	0	26

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	14	0	0	14
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify	0	0	0	0

for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support	10	0	0	10
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

Action Planning for Continuous Improvement

NMA will continue to implement Wit and Wisdom with all grade levels to provide knowledge based literacy instruction. In grades k-3 Groves will be utilized to provide foundational skills instruction.

NMA will implement an approved dyslexia screener and incorporate the screener into NMAs MTSS framework. This will ensure all students are identified and will be able to receive the support they need.

NMA will continue to utilize the Tiered approach for interventions based on the Fastbridge screening results.

All NMA teachers and support staff who are responsible for literacy instruction will be trained in structured literacy.

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*.

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.