

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

New Millennium Academy (4143-07)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by New Millennium Academy (4143-07). 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

New Millennium Academy (4143-07)'s literacy goal(s) 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 fall to spring comparison of NWEA MAP scores.

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

NMA's teachers begin with a high-quality curriculum 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 for teachers to analyze student assessment data to reteach identified skills and concepts as needed by students on an individualized basis. NMA uses the DDI framework for formal observations. All teachers engage in DDI observation and feedback cycles throughout the year. NMA uses Anet Interim assessments to ensure adequate growth between NWEA Map testing.

The following describes how New Millennium Academy (4143-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Overall student growth averaged at 53%. This was above the goal of 50%

New Millennium Academy (4143-07)'s literacy goal(s) for the 2025-26 school year:

State exam: +7 percentage points in 3rd-8th ELA (from 26 to 33)

New Millennium Academy (4143-07)'s Local Literacy Plan is posted on the district website at:

<https://nmaedu.org/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by New Millennium Academy (4143-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for New Millennium Academy (4143-07) 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	85	24	84	25	85	41
Grade 1	80	21	80	21	82	29
Grade 2	0	CTSTR	0	CTSTR	97	36
Grade 3	0	CTSTR	0	CTSTR	120	39

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how New Millennium Academy (4143-07) 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.

New Millennium Academy (4143-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	85	25
Grade 1	81	30
Grade 2	62	31
Grade 3	74	36

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by New Millennium Academy (4143-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	Capti	Read Basix	high risk
Grade 5	Capti	Read Basix	high risk
Grade 6	Capti	Read Basix	high risk
Grade 7	Capti	Read Basix	high risk
Grade 8	Capti	Read Basix	high risk
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by New Millennium Academy (4143-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Students will be given the aReading Fastbridge assessment three times a year. Fall, Winter and Spring this will indicate students reading proficiency.

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

The following table displays the number of students in New Millennium Academy (4143-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does New Millennium Academy (4143-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

- Family engagement nights
- Parent teacher conferences

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

New Millennium Academy (4143-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

NMA is committed to determining the proper reading intervention strategy for students through the following identification process: Students who score in the moderate risk categories on aReading will be monitored through progress monitoring. Students who score in the significant risk on aReading will be given Capti ReadBasix to determine the cause of their reading difficulty. 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. 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.

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

Core instruction Whole Classroom and 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

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

Intervention Pull -out Small Group 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 Fastbridge and 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 Tier 2 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

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

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Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

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:

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 Tier 2. 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.

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

Students exit when they demonstrate adequate response to interventions, indicated by progress monitoring data showing growth beyond the established benchmark or a return to grade-level performance.

Does New Millennium Academy (4143-07) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

New Millennium Academy (4143-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

New Millennium Academy (4143-07) has participated in MDE MnMTSS professional learning:

Yes

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by New Millennium Academy (4143-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65
Grade 1	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65
Grade 2	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65
Grade 3	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65
Grade 4	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65
Grade 5	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	65

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by New Millennium Academy (4143-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Groves	Groves
Grade 1	Groves	Groves
Grade 2	Groves	Groves
Grade 3	Groves	Groves
Grade 4	Groves	Groves
Grade 5	Groves	Groves
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

New Millennium Academy (4143-07) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/23/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

We will continue to offer professional development days in our schedule to support their completion of the program.

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:

We have fidelity checks within our observation rotations.

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:

We provide weekly coaching sessions for all teachers from academic coaches and administrators. Within this session these areas will be monitored and addressed.

The following changes in instructional practices have impacted students :

The implementation of strong curriculum has resulted in steady growth in reading within all elementary grade levels. Our district assessments have indicated the consistent growth with 53% of our students meeting their growth goals in reading.

New Millennium Academy (4143-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Teachers will participate in ongoing professional learning sessions focused on culturally responsive pedagogy.

Topics will include cultural awareness, recognizing and valuing diverse student backgrounds, integrating multicultural texts, and adapting instruction to meet students' linguistic and cultural needs. Curriculum and Resource Support Educators will receive access to curated, diverse literacy materials, including books by authors from various cultural backgrounds, multilingual resources, and culturally relevant content.

Collaborative Learning Communities Teachers will engage in Professional Learning Communities or affinity

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groups to share strategies, analyze student work, and reflect on practice. These groups will provide peer support and a space for ongoing dialogue about equity in literacy instruction. Coaching and Classroom Support Literacy coaches and culturally responsive teaching specialists will offer in-class support, model lessons, and co-plan culturally responsive units with teachers. Student and Family Engagement Teachers will be encouraged and supported in building strong connections with students' families and communities. Training will include strategies for incorporating students' cultural backgrounds into instruction and for creating family literacy events that celebrate diversity. Monitoring and Reflection Implementation will be supported through reflective tools such as self-assessments, student feedback, and classroom observations. These tools will help teachers assess their growth and identify areas for further development.

New Millennium Academy (4143-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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):

NA

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	5	3	0	2
K-3 Classroom Educators	12	8	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	8	2	0	6
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	5	0	2	3
PreK through grade 5 Curriculum Directors	8	7	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	26	17	3	6

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
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	5	0	0	5
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

New Millennium Academy (4143-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$40,969.00

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

\$40,969.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

New Millennium Academy (4143-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$30,687.00

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

- Stipends for teachers completing literacy training

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

\$0

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

NA