DEPARTMENT OF EDUCATION

Local Literacy Plan: 2024-25 School Year

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

District or Charter School Information

District or Charter School Name and Number: **New Discoveries Montessori Academy**

Date of Last Revision: **11.26.24 updated**

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.

Reading – The percentage of NDMA students grades K-8 scoring at or above the 50th percentile on the NWEA MAP Reading assessment will increase from 45.7% to 48% by the end of the 2024-2025 school year.

24-25 NWEA MAP Reading GOAL (Spring 2024 50.51%)	Fall 2024 45.7%	Winter 2025 %	Spring 2025 %

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
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 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: **FastBridge CBM-R** **A-Reading**	☒ 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

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Parents are notified at parent teacher conferences. Data is shown from FastBridge and NWEA MAP assessments to talk about the child's areas of success and improvement.

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.

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	29	23	30	12	4	3
1st	26	11	26	10	15	3
2nd	23	10	22	12	17	8
3rd	24	10	21	7	11	4

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	26	10	5	3
5th	15	8	4	3
6th	16	8	5	2
7th	14	11	3	1
8th	9	4	0	0

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 Instuction)
KG	Montessori UFLI	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
1st	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook ISL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
2nd	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook ISL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
3rd	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook ISL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
4th	Literature Circles Read Works Simplify Writing IXL WTW	Foundational Skills, Knowledge Building, Comprehensive, Supplemental	Differentiated – 50 minutes/day Small Group – 20 minutes/day Independent – 20 minutes/day

5th	Literature Circles Read Works Simplify Writing IXL WTW	Foundational Skills, Knowledge Building, Comprehensive, Supplemental	Differentiated – 50 minutes/day Small Group – 20 minutes/day Independent – 20 minutes/day

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	Literature Circles Read Works Simplify Writing IXL WTW	Foundational Skills, Knowledge Building, Comprehensive, Supplemental	Differentiated – 50 minutes/day Small Group – 20 minutes/day Independent – 20 minutes/day
7th	CORE Vocabulary Literature Circles Read Works Grammar for the Middle Grades	comprehension, vocabulary, writing	Vocab – 20 min/day Lit Circles – 60 min/day Grammar – 20 min/day
8th	CORE Vocabulary Literature Circles Read Works Grammar for the Middle Grades	comprehension, vocabulary, writing	Vocab – 20 min/day Lit Circles – 60 min/day Grammar – 20 min/day

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) 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 evidenced-based instruction and interventions Minn. Stat.120B.12, subd. 4a (2023). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

A large majority of our General Education Teachers and our Special Education Teachers have already completed the CORE Reading training during the 21-22 school year. We intend on completing this training with those that need it.

We will be meeting as an Instructional Leadership Team to refine and articulate our core reading research-based materials used in the classroom. Observations by administration and mentor/lead teachers will take place to determine the fidelity of the mandated curriculum in each classroom.

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
Children's House (PreK-K) Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	4	2	0	2
Elementary 1 (Grades 1-3) Co-teachers – General Education and Special Education 1-3 Classroom Educators	3	2	0	1
Elementary 2 (Grades 4-6) Co-teachers – General Education and Special Education Grades 4-5 (or 6) Classroom Educators (if applicable)	6	6	0	0
K-12 Reading Interventionists	3	1	0	2
K-12 Special Education Educators responsible for reading instruction	See above	See above	See above	See above
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Additional Support Staff Pre-K through grade 5 Instructional Support Staff who provide reading support	3	3	0	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Middle School Teachers (Grades 7-8) Co-teachers – General Education and Special Education Grades 4-12 Classroom Educators responsible for reading instruction	3	2	0	1
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

We added two additional Reading Interventionists and refined our MTSS process to support students. We are using our FAST and NWEA data regularly to make informed decisions. Teaching staff is implementing research-based resources to implement their reading programs.

NDMA teachers need to refine what resources will be used exclusively for core instruction and what will be used to provide additional help in reading. We need to document this and do classroom observations to make certain that the curriculum is being implemented in all of our classrooms.

Our Instructional Leadership Team will be meeting to dive into the needs described above and provide documentation and training on what is expected for classroom implementation for all students.