



Local Literacy Plan: 2025-26 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 \(2024\)](#). 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 #4161-07

Date of Last Revision: 07.01.26

Literacy Plan Lead: Kirsten Kinzler

Email Address: kirsten.kinzler@newdiscoveries.org

Section 1: READ Act Goals

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 \(2024\)](#).

1.1 Restate the district or charter school's literacy goal(s) for the 2025-26 school year (this should be copied from the 2025-26 Local Literacy Plan.) (3500 characters)

K-1 Goal: NDMA will increase the percentage of students in grades K-1 scoring at or above benchmark on the FASTBridge Early Reading Composite from 58% in fall 2025 to 65% in Spring 2026.

2-3 Goal: NDMA will increase the percentage of students in grades 2-3 scoring at or above benchmark on FASTBridge CBMReading Fluency from 60% in fall 2025 to 65% in Spring 2026.

3-8 Goal: NDMA will increase the percentage of students in grades 3-8 scoring at or above benchmark on the NWEA MAP Reading Assessment from 48% in fall 2025 to 51% in Spring 2026.

READING

<i>Goal: NDMA will increase the percentage of students in grades K-1 scoring at or above benchmark on the FASTBridge Early Reading Composite from 58% in fall 2025 to 65% in Spring 2026.</i>			
Current Data: 25-26 FAST Reading Goal Grades K-1	Fall 2025 58% at or above benchmark (25 of 43)	Winter 2025/2026 51% (22 of 43)	Spring 2026 59% (25 of 42)
<i>Goal: NDMA will increase the percentage of students in grades 2-3 scoring at or above benchmark on FASTBridge CBMReading Fluency from 60% in fall 2025 to 65% in Spring 2026.</i>			
Current Data: 25-26 FAST Reading Goal Grades 2-3	Fall 2025 60% at or above benchmark (27 of 45)	Winter 2025/2026 41.3% (19 of 46)	Spring 2026 50% (24 of 48)
<i>Goal: NDMA will increase the percentage of students in grades 3-8 scoring at or above benchmark on the NWEA MAP Reading Assessment from 48% in fall 2025 to 51% in Spring 2026.</i>			
Current Data: 25-26 NWEA MAP Reading Goal Grades 3-8	Fall 2025 48.2% (52 of 107)	Winter 2025/26 45.8 (49 of 107)	Spring 2026 46.7% (50 of 107)

1.2 Describe what was implemented or changed to make progress towards the goal(s). (1750 characters)

During the 2025–2026 school year, New Discoveries Montessori Academy continued implementing evidence-based literacy practices aligned with the Minnesota READ Act. Students in grades K-3 participated in FASTBridge universal screening three times annually to identify students needing additional support and monitor progress. All students in grades 4-8 completed Capti ReadBasix screening to identify characteristics of dyslexia and foundational reading needs.

Literacy data from FASTBridge, NWEA MAP, classroom assessments, and teacher observations were reviewed weekly during 90-minute Professional Learning Community (PLC) meetings. Grade-level teams used the data to identify student needs, plan differentiated instruction, monitor interventions, and adjust classroom practices. Students requiring additional support were referred to ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries) to determine appropriate Tier 2 or Tier 3 interventions, which were reviewed every 4–6 weeks.

Literacy instruction reflected Montessori principles through individualized, hands-on learning within multi-age classrooms while maintaining alignment with Minnesota academic standards. Teachers, special education staff, interventionists, and Teaching Partners collaborated to provide differentiated instruction and targeted support. Professional development continued to focus on implementation of the Minnesota READ Act, structured literacy practices, and effective use of assessment data to strengthen Tier 1 instruction. Most classroom teachers completed the CORE Online Language and Literacy Academy (OL&LA) training, and two staff members completed the Train-the-Trainer model to provide structured literacy training for paraprofessionals, strengthening literacy instruction across the school.

1.3 Describe how current student performance differs from the literacy goal detailed in the READ Act. (1400 characters)

New Discoveries Montessori Academy continues to make progress toward the goals of the Minnesota READ Act; however, not all students are currently reading at or above grade level. Screening and benchmark data indicate that while many students demonstrate strong growth, additional support continues to be needed for students receiving intervention services, students with disabilities, and students performing below benchmark. Through ongoing collaboration in Professional Learning Communities (PLCs), the ASCEND process, targeted interventions, and regular progress monitoring, the school will continue to strengthen Tier 1 instruction and use data to inform instructional decisions with the goal of increasing the number of students reading at or above grade level each year.

1.4 State the district or charter school's literacy goal(s) for the 2026-27 school year. (3500 characters)

Goal 1: Increase the percentage of Kindergarten and Grade 1 students meeting benchmark from Fall 2026 to Spring 2027 as measured by the FASTBridge Early Reading Composite.

Goal 2: Increase the percentage of students in Grades 2-3 meeting benchmark on FASTBridge CBMReading Fluency from Fall 2026 to Spring 2027.

Goal 3: Increase the percentage of students in Grades 3-8 scoring at or above the 50th percentile on the NWEA MAP Reading Assessment from Fall 2026 to Spring 2027.

Goal 4: Continue implementation of evidence-based structured literacy practices aligned with the Minnesota READ Act, including universal screening, dyslexia screening, progress monitoring, data-based instructional decision making, and targeted interventions through NDMA's ASCEND framework.

Goal 5: Continue professional learning in Structured Literacy and effective literacy instruction while strengthening collaboration among classroom teachers, special education teachers, intervention staff, and Teaching Partners to improve reading outcomes for all students.

1.5 Name of District Literacy Lead

If the District Literacy Lead information listed on the Home page is not correct, update it here.

NDMA District Literacy Lead – Kirsten Kinzler

1.6 The District Literacy Lead, Kirsten Kinzler, has an FTE of (between 0.00 and 1.00)

1.0

1.7 Describe how the District Literacy Lead is engaging with the District and School Leadership Teams. (1750 characters)

As Executive Director and District Literacy Lead, Kirsten Kinzler provides leadership for the implementation of New Discoveries Montessori Academy's Local Literacy Plan and Minnesota READ Act requirements. She

collaborates regularly with the school's Instructional Leadership Team, classroom teachers, intervention staff, special education staff, and Teaching Partners to support high-quality literacy instruction across the school.

Literacy assessment data are reviewed through weekly 90-minute Professional Learning Community (PLC) meetings, ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries) meetings, and leadership team discussions to monitor student progress, identify instructional needs, and guide school-wide instructional decisions. The District Literacy Lead coordinates literacy initiatives, supports professional development, monitors implementation of evidence-based literacy practices, and works collaboratively with staff to ensure continuous improvement in literacy instruction and student achievement across all grade levels.

MDE requires District Literacy Leads to hold at least one active license from a list of licenses documented on the Literacy Lead License List found on the MDE website: MDE Read Act Literacy Lead License List

1.8 Does the District Literacy Lead hold at least one of the required active licenses?

NO

1.9 Explain why not, and, if applicable, indicate whether a variance was received: (500 characters)

Due to New Discoveries Montessori Academy's small size and high-needs student population, the Executive Director serves as the District Literacy Lead. Although she does not hold one of the required literacy lead licenses, she has completed the CORE Online Language and Literacy Academy (OL&LA) training and collaborates with licensed instructional staff to support implementation of the Minnesota READ Act.

1.10 Has the District Literacy Lead completed an MDE approved READ Act Professional Development program?

YES. The District Literacy Lead completed CORE Reading

1.11 Explain why not, and, if applicable, indicate whether a waiver was granted by MDE.

n/a

1.12 Submit the URL for the location of the Local Literacy Plan to be posted on the district website.

<https://newdiscoveries.org/wp-content/uploads/2024/11/NDMA-Literacy-Plan-2025-2026.pdf>

Section 2: Screen Tools K-3

Identify which screener system is being utilized, the criteria used to determine benchmark and any additional screeners implemented in each grade K-3.

Responses in Section 2.3 will populate a table reporting the K-3 READ Act literacy screening tools implemented by the district.

All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table. Entries may be reviewed and if necessary, removed by selecting Delete. At least one completed row is required for submission and all grades K-3 and all benchmark criteria implemented by the district must be included in the reporting.

2.1 Does the district or charter school serve students in any grade, K-3?

YES

2.2 Does the district or charter school administer an MDE approved K-3 READ Act screening tool in any grades K-3?

YES

2.3 Screening Tools Used in Grades K–3

Screener Tool

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

Grades

- ☒ Kindergarten
- ☒ Grade 1
- ☒ Grade 2
- ☒ Grade 3

Benchmark Criteria

- ☐ MDE Composites
- ☒ Vendor Composites
- ☐ Vendor Composites using district set benchmark
- ☐ Other
- ☐ Grade level not served

2.4 Did the district or charter school conduct oral language screening in the 2025-26 school year?

YES

2.5 Will the district or charter school make changes to K-3 screening in the 2026-27 school year?

YES

2.6 Which tool will be utilized in the 2026-27 school year?

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

2.7 Describe changes to K-3 screening that will be implemented in the 2026-27 school year. (1750 characters)

All 2nd and 3rd grade students will take the CBMr and Early Reading - Nonsense Words subset. In previous years, 2nd and 3rd graders only took the CBMr, however, the E1 team agreed in April 2026 to add the nonsense word screener for all students per MN READ Act guidance.

(INFO FROM 24-25 Literacy Plan)

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)

Section 3: Screening Tools 4-12

Describe how students in grades 4-12 who are not reading at grade level are identified, and how the MDE approved 4-12 screening tool Capti ReadBasix is implemented.

Responses in Section 3.4 will populate a table reporting the grades 4-12 literacy screening tools implemented by the district.

All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table. Entries may be reviewed and if necessary, removed by selecting Delete. At least one completed row is required for submission and all grades 4-12 READ Act literacy screening tools and all benchmark criteria implemented by the district must be included in the reporting.

3.1 Does the district or charter school serve students in any grade, 4-12?

YES

3.2 Did the district or charter school administer the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year?

YES

3.3 What process was used to identify students in grades 4-12 not reading at grade level (select one)?

☐ 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.

☒ Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered Capti ReadBasix.

3.4 Screening Tools, Grades 4–12

Screening Tool

- ☒ Capti ReadBasix
- ☐ DIBELS
- ☐ FastBridge CBMReading
- ☐ FastBridge aReading
- ☐ FastBridge AutoReading
- ☐ iReady
- ☐ MCA Reading
- ☐ NWEA MAP
- ☐ Star
- ☐ Other

Grades

- ☒ Grade 4
- ☒ Grade 5

- ☒ Grade 6
- ☒ Grade 7
- ☒ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

Timing of Administration

- ☐ 1 time per year
- ☒ 2 time per year
- ☐ 3 time per year
- ☐ Other

Step 1 Criteria Used To Determine Students Administered Capti ReadBasix

- ☒ N/A CaptiReadBasix used as Step 1 & 2
- ☐ N/A CaptiReadBasix used as Step 2
- ☐ Vendor Benchmark
- ☐ District set benchmarks
- ☐ Other

3.5 Indicate which subtests of Capti ReadBasix were administered in the 2025-26 school year:

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

- ☒ Required subtests only
- ☐ Both required and recommended
- ☐ Other

3.6 Was Capti ReadBasix used for progress monitoring?

NO

3.7 Describe how Capti ReadBasix was used for progress monitoring. (500 characters)

N/A

3.8 Will the district or charter school make changes to 4-12 screening in the 2026-27 school year?

YES

3.9 Describe changes to 4-12 screening that will be implemented in the 2026-27 school year. (1750 characters)

We will add in the following required subtests for the next school year – Sentence Processing and Reading Comprehension.

(INFO FROM 24-25 Literacy Plan)

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)

Section 4: Student Screening Data Submission

4.1 How is the district or charter school submitting READ Act required K-3 student screening data to MDE?

- ☒ Vendor submission
- ☐ District will submit all required student data to MDE directly

4.2 Direct Submission Attestation*

MDE has worked with each screening vendor to reduce the burden of student data submission on districts by having the screening vendors provide MDE with individual student level data directly.

Districts have the right to opt their data out of the data shared by the screening vendor. However, opting out of the vendor data share places the responsibility for reporting individual student level data to MDE on the district or charter school.

Any district that opts out of the K-3 vendor data share and instead chooses to submit student screening data to MDE directly will be required to submit individual student level data for all required MDE subtests, for all students in grades K-3, for all screening windows (Fall, Winter, Spring). This data must be submitted to MDE in a spreadsheet that is formatted using MDE specifications. The data submitted MUST include all the following:

Required District and School Information:

- Complete district name, as it appears in the [MDE Organization Reference Glossary \(MDE ORG\)](#)
e.g., Gopherville Public School District
- 4-digit district number (missing leading zeros is acceptable)
e.g., 0111 or 111
- Complete name for all schools, as they appear in MDE ORG
e.g., Goldie Elementary
- 3-digit school number for all schools (missing leading zeros is acceptable)
e.g., 010 or 10

Required Student Personally Identifiable Information (PII):

- 13-digit State Student ID (SSID) or MARSS number for each student screened (missing leading zeros is acceptable)
- Full First Name
- Full Last Name
- Gender
- DOB



The district or charter school verifies all the following:

- Opting out of vendor data sharing places the responsibility for reporting individual student data to MDE on the district or charter school.
- The district or charter school must report individual student level data for all students in grades K-3, for all required MDE subtests, for all three screening windows (Fall, Winter, Spring).

- Individual student level data must be submitted in a spreadsheet that follows MDE specifications. This spreadsheet must include the following PII for each student: full first name, full last name, SSID or MARSS number, birthday, and gender
- Failure to report to MDE all required student data for grades K-3 will result in an incomplete Local Literacy Plan and make the district or charter school ineligible to receive Literacy Aid Funds.

4.3 How is the district or charter school submitting READ Act required Capti ReadBasix student screening data to MDE?

- ☒ Vendor submission
- ☐ District will submit all required student data to MDE directly

4.4 Vendor Data Submission Attestation

The option to have Capti submit 4-12 ReadBasix data to MDE requires the following be included in the ReadBasix data from the district or charter school:

Required District and School Information

Complete district name (as it appears in the MDE Organization Reference Glossary (MDE ORG))

4-digit district number (missing leading zeros is acceptable)

2-digit district type (missing leading zeros is acceptable)

3-digit school number for all schools (missing leading zeros is acceptable)

Complete name for all schools (as they appear in MDE ORG)

District and school names should NOT use abbreviations or acronyms unless this is how the names are listed in MDE ORG.

The MDE ORG glossary can be found [here](#).

For the 2025-26 school year and all subsequent years, vendors will provide district and charter school data to MDE by district full name and district number as they appear in MDE ORG. This can only be done if the district's vendor account includes the district's full name and number. If the name of the district and district number in the vendor data does not match the name of the district and district number in MDE ORG, the district or charter school risks being omitted from the vendor data transfer. Districts omitted from the vendor data transfer will be required to submit data directly to MDE in an MDE formatted spreadsheet or risk having an incomplete Local Literacy Plan submission and be ineligible for Literacy Aid Funds.

Required Student Personally Identifiable Information (PII)

13-digit State Student ID (SSID) or MARSS number for each student screened (missing leading zeros is acceptable)

Full First Name

Full Last Name

Gender

Birthdate (DOB)

For the 2025-26 school year and all subsequent years, all the above PII is required for all students screened. MDE uses these five data points to validate students' information to ensure data is linked to the correct student.

If any required data is missing from the district or charter school's submission (e.g. First Name, Last Name, gender and DOB are included but SSID is missing), the district will be required to submit screening data directly to MDE to meet Local Literacy Plan reporting requirements or risk being ineligible for Literacy Aid Funds.

☒ The district or charter school verifies that the above listed district and school information and student PII are included in the Capti ReadBasix system.

Section 5: Screening Summary Student Counts Grades K-3

For grades kindergarten through three, indicate the number of students: universally screened, and the number at or above benchmark in the fall, winter and spring

Enter zero (0) if no students are in that category. All fields are required. Values must be 10,000 or less before completing this section.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Winter	Number of Students at or Above Benchmark Winter	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring
KG	23	20	24	17	23	18
1 st	19	5	19	5	19	7
2 nd	21	10	25	10	25	13
3 rd	20	8	20	8	23	11

Section 6: Dyslexia Screening Summary Student Counts Grades K-3

For grades kindergarten through three, indicate the criteria used to identify students demonstrating characteristics of dyslexia, the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia. Indicate the process used to administer nonsense words to measure decoding skills in grades 2 and 3.

6.1 What criteria was used to identify students demonstrating characteristics of dyslexia?

- ☐ MDE Composites
- ☒ Vendor Composites
- ☐ Vendor Composites using district set benchmark
- ☐ Other

Enter zero (0) if no students are in that category. All fields are required. Values must be 10,000 or less before completing this section.

6.2 Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Characteristics of Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
KG	23	4
1 st	10	1
2 nd	7	3
3 rd	24	10

NOTE for All Summary Data Tables: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan. If a district chooses to report results when fewer than 10 students participated the MDE generated report will follow MDE practice and replace all applicable numbers with the acronym CTSTR (Counts Too Small to Report).

6.3 What process was used to administer the Nonsense Words subtest to measure decoding skills for students in Grades 2 and 3?

- ☐ Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest
- ☐ 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
- ☐ Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest
- ☐ Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest
- ☒ The Nonsense Words subtest was not administered in grades 2 or 3
- ☐ Grade levels not served

6.4 Will the district or charter school make changes to K-3 dyslexia screening in the 2026-27 school year?

YES

6.5 Describe changes to K-3 dyslexia screening that will be implemented in the 2026-27 school year. (1750 characters)

The Nonsense Words subset will be administered in grades 2-3.

Section 7: Dyslexia Screening Summary Student Counts Grades 4-12

For grades 4-12; indicate the number of students in each grade level; if applicable, the number administered the district selected step 1 tool (if no step 1 tool was used enter zeros (0) in this column); the number administered Capti ReadBasix; the number demonstrating reading difficulties (optional in 2026 but required in subsequent years); the number demonstrating characteristics of dyslexia and the number of students identified as not reading at grade level who were opted out of screening.

Enter zero (0) if no students are in that category. Values must be 10,000 or less before completing this section.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeroes (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Identified with Characteristics of Dyslexia	Number of Students as Not Reading at Grade Level Who Were Opted Out of Screening
4 th	26	0	25	10	5	3
5 th	19	0	19	8	4	3
6 th	17	0	17	8	5	2
7 th	14	0	14	11	3	1
8 th	10	0	10	4	0	0

NOTE for All Summary Data Tables: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan. If a district chooses to report results when fewer than 10 students participated, the MDE generated report will follow MDE practice and replace all applicable numbers with the acronym CTSTR (Counts Too Small to Report).

Section 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 Tier 1 (core) instruction, Tier 2 (supplemental) or Tier 3 (intensive) instruction.

8.1 Describe the process and the data used to assure that evidence-based instruction and intervention is matched to student needs. (3500 characters)

New Discoveries Montessori Academy uses a systematic, data-based decision-making process to ensure evidence-based literacy instruction and intervention are matched to individual student needs. Universal screening data from FASTBridge, NWEA MAP, and Capti ReadBasix, along with classroom assessments, teacher observations, work samples, and progress monitoring data, are reviewed throughout the school year.

Grade-level teams meet weekly for 90-minute Professional Learning Community (PLC) meetings to analyze student performance, identify instructional needs, group students for differentiated instruction, and monitor intervention effectiveness. Students requiring additional support are referred to ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries), where a collaborative team reviews multiple sources of data to determine appropriate Tier 2 or Tier 3 interventions.

Instructional decisions are based on student performance, rate of progress, classroom achievement, and individual learning needs. Literacy instruction reflects Montessori principles by providing individualized, hands-on instruction within multi-age classrooms while maintaining alignment with Minnesota academic standards. The collaborative process ensures interventions are evidence-based, data-informed, and adjusted as students demonstrate growth or additional support needs.

8.2 Describe the processes for monitoring fidelity and differentiating Tier 1 instruction. (3500 characters)

Implementation fidelity is monitored through classroom observations, instructional coaching, weekly Professional Learning Community (PLC) meetings, and ongoing collaboration among classroom teachers, special education teachers, intervention staff, and administration. Teachers review screening and progress monitoring data to determine whether Tier 1 instruction is meeting the needs of all students and make adjustments through differentiated instruction, flexible grouping, targeted small-group instruction, and evidence-based literacy practices.

Professional development in Structured Literacy, implementation of the Minnesota READ Act, and regular collaboration support consistent instructional practices across classrooms. Fidelity is further monitored through ASCEND discussions, where intervention implementation and student progress are reviewed to determine whether instructional changes are needed.

8.3 Provide the criteria for entrance into Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels. (3500 characters)

Students enter Tier 2 or Tier 3 literacy intervention based on multiple sources of data rather than a single assessment. Universal screening results from FASTBridge, NWEA MAP, and Capti ReadBasix, classroom performance, teacher observations, progress monitoring data, and classroom work samples are reviewed during weekly PLC meetings and ASCEND discussions.

Tier 2 interventions are recommended for students demonstrating reading performance below benchmark who require supplemental support beyond core instruction. Tier 3 interventions are considered for students demonstrating significant or persistent reading difficulties despite evidence-based Tier 2 interventions or those requiring intensive individualized instruction.

The elementary and middle school processes are consistent. While instructional materials and interventions may differ developmentally, both levels follow the same collaborative data review process to identify student needs and determine appropriate intervention intensity.

8.4 How often is progress monitoring data collected for students receiving Tier 2 support?

- ☐ More than once a week
- ☐ Once a week
- ☒ Once every two weeks
- ☐ Once a month
- ☐ Progress monitoring data not collected
- ☐ Other

8.5 How often is progress monitoring data collected for students receiving Tier 3 support?

- ☐ More than once a week
- ☒ Once a week
- ☐ Once every two weeks
- ☐ Once a month
- ☐ Progress monitoring data not collected
- ☐ Other

8.6 Provide the K-12 progress monitoring protocol used to determine any necessary intensifications or modifications of Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. (3500 characters)

Progress monitoring is conducted according to the intensity of intervention. Students receiving Tier 2 interventions are monitored every two weeks, while students receiving Tier 3 interventions are monitored weekly. Data collected through progress monitoring, classroom assessments, teacher observations, and student work samples are reviewed during PLC meetings and ASCEND discussions.

Intervention teams analyze student response to instruction, rate of improvement, and fidelity of implementation to determine whether interventions should continue, be intensified, be modified, or be discontinued. Intervention decisions are collaborative and based on multiple data sources rather than a single assessment.

8.7 Provide the criteria for exit from Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels. (3500 characters)

Students exit Tier 2 or Tier 3 literacy intervention when multiple sources of data indicate they are consistently demonstrating grade-level literacy skills and are able to successfully access core classroom instruction with minimal additional support. Exit decisions are based on progress monitoring results, universal screening data, classroom performance, teacher observations, and team discussion through PLCs and ASCEND.

Students exiting intervention continue to be monitored through universal screening and classroom assessment to ensure continued success. If data indicate additional support is needed, interventions may be reintroduced through the same collaborative decision-making process.

8.8 Will the district or charter school make changes to data-based decision-making processes, criteria, or progress monitoring procedures in the 2026-27 school year?

YES

8.9 Describe changes to data-based decision-making processes, criteria, or progress monitoring procedures. (3500 characters)

During the 2026–2027 school year, New Discoveries Montessori Academy will continue refining its data-based decision-making process through ongoing implementation of the Minnesota READ Act. The school will strengthen collaboration between Professional Learning Communities (PLCs) and ASCEND to ensure literacy data, progress monitoring, and intervention decisions are consistently aligned.

Continued implementation of Structured Literacy practices, expanded professional development for classroom teachers and Teaching Partners, and ongoing review of screening and intervention data will support continuous improvement. The school will also continue refining intervention practices to ensure students receive timely, evidence-based instruction matched to their individual literacy needs.

Section 9: 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 and guardians are notified when students are identified as reading below grade level during parent-teacher conferences held in the fall and winter. Student results from FASTBridge, NWEA MAP, and Capti ReadBasix are reviewed to discuss reading proficiency, areas of strength and need, and the reading interventions or services being provided. Families are informed of their child's progress and are encouraged to partner with the school to support literacy development. Spring assessment results are mailed to families at the conclusion of the school year.

READ Act legislation requires districts to notify the parents of each student who is not reading at or above grade level.

Responses in Section 9.2 will populate a table reporting parent notification practices.

All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table. Entries may be reviewed and removed by selecting Delete. At least one completed row is required for submission and all grades in which parents are notified must be included in the reporting.

9.1 Are parents or guardians notified when children are identified as not reading at grade level?

YES

9.2 Parent Notification Grades K-12

Grades

- ☒ Kindergarten
- ☒ Grade 1
- ☒ Grade 2
- ☒ Grade 3
- ☒ Grade 4
- ☒ Grade 5
- ☒ Grade 6
- ☒ Grade 7
- ☒ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

Frequency of Notification

- ☐ 3 times a year
- ☒ 2 times a year
- ☒ 1 time a year
- ☐ Other

Method of Notification

- ☐ Digital messaging
- ☒ Parent teacher conferences
- ☒ Mailed letter
- ☐ Letter sent home with student
- ☐ Other

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

9.3 Do parent notifications from the district or charter include all required information?

NO – NDMA will include Strategies Parents/Families can use at home in helping their student succeed.

9.4 How are families or the community engaged around literacy? (Select best choice)

- ☒ Family engagement nights
- ☒ Parent teacher conferences
- ☒ Student events
- ☒ More than one of the above
- ☐ Other
- ☐ None

9.5 Will the district or charter school make changes to parent notification and involvement in the 2026-27 school year?

YES

9.6 Describe changes to parent notification and involvement that will be implemented in the 2026-27 school year. (1500 characters)

Beginning in the 2026–2027 school year, New Discoveries Montessori Academy will enhance parent notifications by including specific literacy strategies and activities families can use at home to support their child's reading development. Parent communication will continue to include assessment results from MDE-approved screeners, a description of reading interventions and services being provided, and opportunities for collaboration during parent-teacher conferences. The school will continue to strengthen partnerships with families by providing clear information about student progress and practical ways to support literacy development outside of school.

Section 10: Tier 1 (Core) Curricular Resources

READ Act legislation requires districts to use evidence-based curriculum materials that are designed to ensure student mastery of literacy skills at each grade level.

Responses in Section 10.2 will populate a table reporting district Tier 1 (core) curricula resources for grades K-5. All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table.

Entries may be reviewed and removed by selecting Delete. At least one completed row is required for submission and all Tier 1 (core) curricular resources implemented by the district in grades K-5 must be included in the reporting.

10.1 Does the district or charter school serve students in any grade, K-5?

YES

10.2 Tier 1 (Core) Literacy Instruction and Curricular

Implemented Curriculum
(drop down list)

Curricula Type
Comprehensive
Foundational
Knowledge Building
Supplemental
Other

Grades
☒ Kindergarten
☒ Grade 1
☒ Grade 2
☒ Grade 3
☒ Grade 4
☒ Grade 5

Instructional Delivery Minutes (whole number greater than or equal to 0 and less than or equal to 100,000)

See below

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.

Core ELA Instruction and Curricula Grades K-5

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	Montessori Instructional Materials UFLI	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
1 st	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook IXL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
2 nd	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook IXL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
3 rd	UFLI Words Their Way (WTW) CORE Teaching Reading Sourcebook IXL SRA	Foundational Skills, Knowledge Building, Comprehensive	Differentiated – 90 minutes/day Small Group – 20 minutes/day
4 th	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
5 th	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)
6 th	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
7 th	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
8 th	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

Implemented Curriculum	Other Curriculum	Curricula Type	Grades	Instructional Delivery Minutes	Actions
Other Curriculum	Montessori	Comprehensive	K	90	Delete
UFLI Foundations, K-2, 2022 (Highly Aligned)		Foundational	K, 1, 2, 3	30	Delete
Foundations A-Z (Learning A-Z), K-5, 2023 (Not Aligned)		Knowledge Building	1, 2, 3	30	Delete
Other Curriculum	Literature Circles	Knowledge Building	4, 5	30	Delete
Other Curriculum	Read Works	Comprehensive	4, 5	30	Delete
Other Curriculum	Simplify Writing	Foundational	4, 5	30	Delete

10.3 Describe the process the district or charter school used or will use to select an evidence-based Tier 1 (Core) curricular resource. (1750 characters)

New Discoveries Montessori Academy selects Tier 1 literacy instructional resources through a collaborative review process involving the Executive Director, Instructional Leadership Team, classroom teachers, and special

education staff. Resources are evaluated for alignment with Minnesota Academic Standards, the Science of Reading, Minnesota READ Act requirements, and the needs of NDMA's diverse student population.

Curricular decisions are informed by student performance data from FASTBridge, NWEA MAP, Capti ReadBasix, classroom assessments, teacher observations, and ongoing PLC discussions. Resources are selected based on their ability to support explicit, systematic literacy instruction while complementing Montessori principles and individualized, multi-age classroom instruction. Curriculum effectiveness is reviewed regularly through student achievement data, classroom implementation, and staff feedback to support continuous improvement.

10.4 Describe the selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment). (1750 characters)

Literacy curriculum resources are reviewed on an ongoing basis through Professional Learning Community (PLC) meetings, Instructional Leadership Team discussions, and curriculum review processes. New instructional resources are researched, evaluated, and selected prior to implementation. Teachers receive professional development and collaborative planning time to support implementation.

During implementation, classroom observations, PLC collaboration, student assessment data, and teacher feedback are used to monitor fidelity and effectiveness. Curriculum resources are continuously evaluated to ensure alignment with Minnesota Academic Standards, the Minnesota READ Act, and the literacy needs of NDMA students.

10.5 Will the district or charter school make changes to Tier 1 (Core) curricular resources in grades K-5 in the 2026-27 school year?

NO

10.6 Describe changes to Tier 1 (Core) curricular resources in grades K-5 that will be implemented in the 2026-27 school year. (1750 characters)

N/A

Section 11: Literacy Intervention Resources

READ Act legislation requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12.

Responses in Section 11.1 will populate a table reporting district Tier 2 (supplemental) and Tier 3 (intensive) literacy intervention resources. All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table.

Entries may be reviewed and removed by selecting Delete. At least one completed row is required for submission and all Tier 2 (supplemental) and Tier 3 (intensive) literacy intervention resources implemented by the district in grades K-12 must be included in the reporting.

11.1 Reading Interventions

Tier 2 or Tier 3 Intervention Resource Used

(drop down list)

Resource Used For

Tier 2

Tier 3

Tier 2 & 3

Grades

☒ Kindergarten

☒ Grade 1

☒ Grade 2

☒ Grade 3

☒ Grade 4

☒ Grade 5

☒ Grade 6

☒ Grade 7

☒ Grade 8

☐ Grade 9

☐ Grade 10

☐ Grade 11

☐ Grade 12

Instructional Delivery Minutes (whole number greater than or equal to 0 and less than or equal to 100,000)

Tier 2 and Tier 3 Resources	Other Resource Name	Resource Used For	Grades	Instructional Delivery Minutes	Actions
UFLI		Tier 2 & 3	K, 1, 2, 3	30	Delete
Other Resources	Barton Reading	Tier 2 & 3	5, 6, 7, 8	30	Delete
SRA Reading Lab		Tier 2 & 3	1, 2, 3	30	Delete
Words Their Way		Tier 2	1, 2, 3, 4, 5, 6	20	Delete

11.2 Will the district or charter school make changes to literacy intervention resources in grades K-12 in the 2026-27 school year?

NO

11.3 Describe changes to literacy intervention resources in grades K-12 that will be implemented in the 2026-27 school year. (1750 characters)

N/A

Section 12: Literacy Aid Funds

Responses in Section 12.6 will populate a table reporting district use of literacy aid funds.

All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table. Entries may be reviewed and removed by selecting Delete. At least one completed row is required for submission and all uses of literacy funds in the 2025-26 school year must be reported.

Please respond to the following funding questions regarding annual Literacy Aid Funds.

12.1 What amount of literacy aid funds were received in 2025-26 school year?

\$0

12.2 What amount of literacy aid funds were spent in 2025-26 school year?

\$0

READ Act Literacy Aid

Please respond to the following funding questions regarding the one-time READ Act Literacy Aid appropriation in 2024.

12.3 What amount of READ Act Literacy Aid was received in 2024-25 school year?

\$14,675.09

12.4 As of the completion of this Local Literacy Plan how much READ Act Literacy Aid remains in the required reserved account?

\$14,675.09

12.5 If funds remain, describe the plan for spending remaining funds. (1400 characters)

New Discoveries Montessori Academy will use the remaining READ Act Literacy Aid funds to support continued implementation of the Minnesota READ Act. Planned expenditures include MDE-approved professional development, structured literacy training for Teaching Partners and instructional staff, evidence-based literacy instructional materials and intervention resources, and other allowable expenses that strengthen literacy instruction and student outcomes. Funds will be expended in accordance with READ Act requirements and aligned with the school's continuous improvement efforts.

12.6 Literacy Aid Funds

Use the table below to indicate all eligible uses of literacy aid funds for which funding was applied in the 2025-26 school year.

Use of Literacy Funds (Check one or more)

- ☐ Professional development on evidence-based literacy screening and progress monitoring tools
- ☐ MDE approved READ Act professional development
- ☐ Contracting or employing a District Literacy Lead
- ☐ Employing a reading intervention specialist
- ☐ Approved literacy screeners (this can include materials, training and coaching)
- ☐ Cost of substitute teachers to allow teachers to complete literacy professional development
- ☐ Stipends for teachers completing literacy professional development

- ☐ Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)
- ☐ Evidence-based literacy intervention resources (curriculum, materials, training)
- ☐ Other, explain below
- ☒ No funds received

Funds Used (Check one or more)

- ☒ Literacy Aid Funds
- ☐ Read Act Literacy Aid
- ☐ Both

Section 13: Professional Development Plan

13.1 Name of the approved Phase 1 professional development program: (Select all that apply)

- ☐ CAREIALL
- ☒ Core OL&LA
- ☐ LETRS

13.2 Date of expected completion for Phase 1: (Enter date in format MM/DD/YYYY)

07/01/2026

13.3 How were Phase 1 synchronous sessions facilitated?

- ☒ Vendor Provided Facilitator
- ☐ Local Certified Facilitator
- ☐ Both

13.4a Is the district planning or currently engaging in an approved Phase 2 professional development program?

YES

13.4 Name of the approved Phase 2 professional development program: (Select all that apply)

- ☐ CAREIALL Secondary
- ☒ CORE OLLA Secondary
- ☐ Neuhaus Structured Literacy Modules
- ☐ STRIVE Science of Reading

13.5 Date of expected completion for Phase 2: (Enter date in format MM/DD/YYYY)

07/01/2027

13.6 How were Phase 2 synchronous sessions facilitated?

- ☒ Vendor Provided Facilitator
- ☐ Local Certified Facilitator
- ☐ Both

13.7 Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor proficiency level of 80%. (1000 characters)

Teachers who do not complete the approved professional development at the vendor proficiency level receive additional support through collaboration with the District Literacy Lead, Instructional Leadership Team, and trained colleagues. Educators are encouraged to review course content, complete additional learning activities as needed, and apply evidence-based literacy practices through PLC collaboration, coaching, and ongoing feedback. Additional support is provided until proficiency expectations are met.

13.8 Describe the fidelity data that is being collected to ensure that teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy. (2500 characters)

New Discoveries Montessori Academy believes fidelity is strengthened through ongoing collaboration, reflection, and continuous improvement rather than through a single observation or checklist. Classroom observations, walkthroughs, PLC discussions, student work samples, lesson plans, universal screening data (FASTBridge, NWEA MAP, and Capti ReadBasix), progress monitoring, and student achievement data are reviewed throughout the school year to ensure literacy instruction is meeting student needs.

The District Literacy Lead, Instructional Leadership Team, and classroom teachers work together to review this information during weekly PLC meetings and instructional discussions. Rather than looking for compliance alone, the team uses the data to celebrate effective instructional practices, identify areas for growth, determine professional development needs, and make adjustments to instruction so that students receive systematic, sequential, explicit, and evidence-based literacy instruction.

13.9 Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data to ensure that all teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy. (2500 characters)

Coaching and instructional support are provided through weekly Professional Learning Community (PLC) meetings, collaboration with the District Literacy Lead, the Instructional Leadership Team, and ongoing peer collaboration. Teachers review student achievement and progress monitoring data to evaluate instructional effectiveness and make adjustments to literacy instruction.

Feedback from classroom observations, PLC discussions, and student data is used to identify instructional strengths and opportunities for growth. Professional development, modeling, collaborative planning, and shared problem-solving support consistent implementation of Structured Literacy practices across grade levels.

13.10 Describe how the changes in instructional practices (systematic, sequential, explicit, diagnostic) have impacted K-12 student outcomes. Provide evidence of this impact. (2500 characters)

Implementation of systematic, sequential, explicit, and diagnostic literacy instruction has strengthened literacy practices across New Discoveries Montessori Academy and improved the school's ability to identify students needing additional support earlier and provide interventions that are better matched to individual student needs. Weekly Professional Learning Community (PLC) meetings, the ASCEND process, universal screening, and

progress monitoring have resulted in more timely instructional decisions and increased consistency in literacy instruction across grade levels.

Student outcome data from FASTBridge, NWEA MAP, Capti ReadBasix, classroom assessments, and progress monitoring continue to demonstrate student growth, although overall schoolwide proficiency remains an area of continued focus. The school uses these data throughout the year to evaluate student progress, adjust instruction, and strengthen literacy practices with the goal of increasing the number of students reading at or above grade level.

13.11 How has the district implemented work around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices. (2500 characters)

New Discoveries Montessori Academy supports culturally responsive literacy instruction by providing an inclusive learning environment where all students are valued, respected, and supported. As a school serving a high-needs and diverse student population, teachers intentionally build positive relationships with students and families while selecting instructional materials that represent a variety of perspectives and experiences and align with Minnesota Academic Standards.

Professional collaboration through weekly PLCs encourages educators to consider each student's cultural background, experiences, strengths, interests, and individual learning needs when planning instruction and interventions. Literacy instruction is differentiated to ensure all students—including students receiving special education services and those requiring additional academic support—have equitable access to high-quality literacy instruction and opportunities for success.

13.12 How did the district engage with the Regional Literacy Network? (Select all that apply)

- ☒ Attended District Literacy Lead Community of Practice
- ☐ Attended Local Certified Facilitator Community of Practice
- ☐ Requested district consultation, coaching, and/or support
- ☐ Other, explain
- ☐ District did not engage with the Regional Literacy Network

13.13 Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas). (1750 characters)

Additional professional development during the 2026–2027 school year will focus on continued implementation of the Minnesota READ Act, Structured Literacy practices, and effective use of literacy assessment data to inform instruction. Teachers will continue collaborating through weekly 90-minute Professional Learning Community (PLC) meetings to strengthen instruction in reading, writing, speaking, listening, and language aligned with the Minnesota ELA Standards.

The District Literacy Lead, Instructional Leadership Team, and staff who completed the CORE OL&LA Train-the-Trainer model will provide ongoing coaching and professional learning for classroom teachers and Teaching Partners. Collaborative planning, data analysis, and coaching will continue to strengthen literacy instruction and build internal capacity to support high-quality literacy instruction across all grade levels.

13.14 Will the district or charter school make changes to the professional development plan in the 2026-27 school year?

YES

13.15 Describe changes to the professional development plan that will be implemented in the 2026-27 school year. (1750 characters)

During the 2026–2027 school year, New Discoveries Montessori Academy will continue implementation of the CORE Online Language and Literacy Academy (OL&LA) Secondary professional development while expanding internal coaching and support for classroom teachers and Teaching Partners. The District Literacy Lead and trained staff will continue building internal capacity through collaborative learning, implementation support, and ongoing review of literacy data to strengthen evidence-based literacy instruction across all grade levels. Additionally, the District Literacy Lead and instructional staff who completed the Train-the-Trainer model will begin providing Structured Literacy training for Teaching Partners, strengthening literacy support and creating a sustainable model for ongoing professional learning within the school.

Section 14: Professional Development Educator Count

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.

Enter zero (0) if no teachers are in that category. (whole number up to 2000)

14.1 Educator Counts Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have Completed Training	Educators with Training in Progress	Required Educators who Need Training
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	0	0	0	0

K-3 Classroom teachers	4	3	1	1
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	8	4	4	4
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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	2	2	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0

14.2 Educator Counts Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have Completed Training	Educators with Training in Progress	Required Educators who Need Training
Teachers who provide foundational reading instruction to students in grades 4-12	3	2	1	1
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0

Grades 6-12 instructional support staff who provide reading support	0	0	0	0
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14.3 Of the total number of required instructional support staff, contractors, and volunteers from the above charts, enter the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hour training). Enter zero (0) if there are none in this category. (whole number up to 5000)

2

14.4 The PSLT was provided by (select one):

- ☒ Regional Literacy network
☐ District PSLT Trainer

Section 15: Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Support 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 (2025), MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

In this section describe the following:

15.1 Is the district or charter school implementing a multi-tiered system of support framework?

YES

15.2 Is the district or charter school using the MnMTSS framework?

YES

15.3 Has the district or charter school participated in the COMPASS MnMTSS professional learning?

YES

15.4 Will the district or charter school make changes to MTSS in the 2026-27 school year?

YES

15.5 Describe changes to MTSS that will be implemented in the 2026-27 school year. (1750 characters)

During the 2026–2027 school year, New Discoveries Montessori Academy will continue refining its Multi-Tiered System of Supports (MTSS) through implementation of the Minnesota READ Act and the school's ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries) framework. The school will strengthen collaboration between weekly Professional Learning Communities (PLCs), ASCEND meetings, and classroom teams to ensure timely identification of student needs and implementation of evidence-based interventions.

Additional professional development in Structured Literacy, expanded coaching for classroom teachers and Teaching Partners, and continued review of universal screening, progress monitoring, and student achievement data will support continuous improvement. These efforts will strengthen Tier 1 instruction while ensuring Tier 2 and Tier 3 interventions remain responsive to each student's academic and behavioral needs.

Section 16: Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Responses in Section 16.2 will populate a table reporting district sites that serve DLI students in grades K-12. Responses in Section 16.3 will populate a table reporting literacy screening tools used in the district DLI program in grades K-12.

All required fields must be completed before a row can be added. Once completed, the Add button will be enabled. Select Add to save the row to the table. Entries may be reviewed and removed by selecting Delete. At least one completed row is required for submission and all grades and sites in the district DLI program must be included in the reporting.

16.1 Does the district or charter school include a DLI program?

NO

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.

New Discoveries Montessori Academy has made significant progress in strengthening its literacy system through implementation of the Minnesota READ Act, weekly Professional Learning Communities (PLCs), the ASCEND framework, universal screening, and Structured Literacy professional development. These systems have improved collaboration, data-based decision making, and the school's ability to identify students needing additional support.

During the 2026–2027 school year, NDMA will focus on refining instructional consistency across classrooms by strengthening implementation of evidence-based Tier 1 literacy instruction while maintaining individualized instruction aligned with Montessori principles. The Instructional Leadership Team will continue reviewing curriculum implementation, classroom practices, and student data to ensure instructional resources are used consistently and effectively.

Additional priorities include expanding Structured Literacy training for Teaching Partners through the Train-the-Trainer model, strengthening home-school partnerships by providing families with literacy strategies they can use at home, and continuing to refine the integration of PLCs and ASCEND to ensure timely, data-informed instructional decisions. Through continuous reflection, collaboration, and professional learning, NDMA will continue building a literacy system that supports every student in becoming a successful reader.