MINNESOTA EXCELLENCE IN LEARNING ACADEMY

Local Literacy Plan

2024-2025

Superintendent

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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)](https://www.revisor.mn.gov/statutes/cite/120B.12).

District or Charter School Literacy Goals

Goal 1: 51-75% of the student population in grades PreK-6 are at grade level per running records by the end of the school year.

Goal 2: At least 90% of the prekindergarten students who attend at least 90% of the school year will achieve 15 of 26 letter recognition by the end of the school year.

Goal 3: The trendline of the percent of students who partially meet, meet, or exceed on the Reading MCA over the years 2022-2025, will have a positive slope or a slope that exceeds that of the state.

Parent Notification and Involvement

Notification of parents:

- Parent letter sent home at the onset of intervention services
- Screener results are shared with parents by the classroom teacher at fall and winter conferences
- Spring data is sent home with report cards
- Intervention progress monitoring data is shared with parents at conferences

Strategies:

- Parent handout sent home with letter that states that the student will be receiving intervention services
- Strategies shared include developmentally appropriate activities differentiated for students' identified needs based on assessment results

Universal and Dyslexia Screening

Grades K-3 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: **FastBridge: autoReading & aReading** **earlyReading & CBMReading *only as needed**	☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☒ 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)

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

Kindergarten through 3rd Grade

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	28	28	35	26	37	2
1st	29	19	36	19	36	3
2nd	27	14	27	15	27	4
3rd	19	10	21	17	21	2

Students Grades 4-12 Not Reading at Grade Level

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	17	8	17	1
5th	18	5	18	2
6th	17	2	17	0

Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model Daily Minutes
KG-3rd	Groves & Benchmark	Foundational Skills & Comprehensive	60 Whole Class & 60 Differentiated
4th-6th	Benchmark	Comprehensive	60 Whole Class & 60 Differentiated

Data-Based Decision Making for Literacy Interventions
MELA's Multi-Tiered System of Support

MELA uses the MnMTSS framework. The school MTSS team participated in a cohort with MDE this year, attending trainings and conducting the self-evaluation instrument this year as well. MELA is working on improving our specific toolbox of approved interventions in the areas of reading, math, and behavior support. We are also increasing teacher training so 100% of teachers know and understand the MnMTSS model and how it works at MELA. Finally, MELA is reviewing and expanding on parent involvement in the area of student support and intervention.

Tier III - Intensive
Tier II - Targeted
Tier I - Core

	Tier 1	Tier 2	Tier 3
DEFINITION	Successfully targets 80% or more scholars	<15% of scholars	<5% of scholars
WHO	Ratio of scholars to teachers appx. 22 to 1	Ratio of scholars to teachers appx. 6 to 1	Ratio of scholars to teachers appx. 3 to 1 or 1 to 1
	Classroom Teacher ELL and/or SPED Teacher Paraprofessionals	Classroom Teacher Interventionist ELL and/or SPED Teacher Paraprofessionals	Classroom Teacher Interventionist ELL and/or SPED Teacher Paraprofessionals
WHERE	Classroom	Classroom	Classroom/Pull Out

			Space

Another outcome of the MnMTSS process, this year, MELA will be reviewing its Tier 1 targeted evidence-based reading instruction at an audit level in order to make recommendations for changes for the 2025-2026 school year. This will include convening a committee of stakeholders including teachers, administrators, and reading specialists to identify the process and data to be used for this task. The committee will employ the information found in subcomponent 3.1 of the MnMTSS framework.

MELA uses data from running records, FastBridge, MCAs, and various progress monitoring assessments to support the screening, intervention support plans, progress monitoring, and exit process of students identified as not reading at grade level.

MELA Tier 1 Core Curricular Components

- 2 hours or greater of ELA instruction
  - Daily 90 min Reading Block (2o min large group instruction; 70 minutes that includes daily small group reading instruction, independent reading, writing, and phonics practice; and/or group work.)
  - 30 min Writing Block 2xs a week
  - Daily Phonics and Phonemic Awareness Instruction
- Resources:
  - Language-Based Literacy Curriculum
  - Targeted, sequential small group reading instruction framework for students below, at, and above grade level
  - Running Records, sight word assessments, and FastBridge data is utilized to create personalized learning paths for scholars.

Data and Tracking

- Pre-Assessments are administered, tracked, and utilized to inform instruction for given standards and growth targets
  - Teachers meet with reading coordinator and/or principal to review and plan instructional delivery, utilizing assessment data in conjunction with the Personalized Growth Target Framework described below
- <u>Formative Assessments</u> are given/reviewed daily and weekly to determine scholars' progress on learning standards:
  - Exit Tickets are used regularly
  - Informal running records administered every six weeks
  - Progress monitoring assessments administered every 6 weeks
- <u>Summative Assessments</u>:
  - Unit based - at the end of a teaching a cluster of standards

- ○ FastBridge* - 3x per year*
- ○ Running records* - 3x per year*

PreK Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	TS Gold	x	x	x
MC	FastBridge EarlyReading	32	41	50

Kindergarten Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	FastBridge EarlyReading	32	50	64
MC	Running Records	Below A	B	C-D

First Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	FastBridge aReading	435	455	468
MC	Running Records	C-D	G	J

Second Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring
MC	FastBridge aReading	468	481	490
MC	Running Records	J	K-L	M

Third Grade Screening and Benchmarking

F = Fluency MC = Multiple Components	Required Assessments	Fall	Winter	Spring

| MC | FastBridge aReading | 490 | 493 | 503 |
| MC | Running Records | M | N-O | P |

Personalized Learning & Collaborative Problem-Solving

- **Personalized Learning Plans** are customized based on the assessment data and 1:1 meetings with scholars. Teachers help scholars individually create short and long-term literacy-based goals, where scholars track their own progress, and success is celebrated followed by a new goal set. Teachers and learners use the Personalized Growth Target Framework throughout the year to promote self-directed learning and increase each scholar's ability to access, express, and engage with learning and growth targets.
- Data is communicated to parents and scholars on an ongoing basis
- Teachers, scholars, and parents engage in collaborative data-based problem-solving processes in order to make decisions across tiers of instruction.
- MTSS Problem Solving Teams meet, on average, 3x a month to review identified student data.
- School-based I-team meets, on average, 2xs a month to review school-wide data and monitor Tier 3 interventions.
- Problem-solving process includes problem identification, problem analysis, plan development, and plan evaluation.

MELA Reading Professional Development Plan

MELA staff will be training through the **CAREIALL:** Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota) program.

Training Hours: 17 hours of synchronous training (virtual group instruction) & 45–50 hours of online modules

Phase 1 educators at MELA will achieve an 80% passing score by July 1, 2025.

Phase 2 educators at MELA will achieve an 80% passing score by July 1, 2027.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special	2	0	0	2

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

MELA Structured Literacy Implementation Planning

The next step for MELA in order to improve structured reading instruction is comprehensive teacher training. This is the number one need. In conjunction with professional development for teachers, MELA will be convening a literacy planning committee to use the Plan-Do-Study-Act Process to review and plan during the 2024-2025 school year. This group will monitor professional development, review student reading data listed in this report, gather and refine teacher input, and consider evidence-based structured literacy information learned in the CAREIALL training to develop a comprehensive structured literacy plan for the school. This will include an audit of all reading curricula and materials used by instructional staff.