Local Literacy Plan Template: 2024-25 School Year

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

District or Charter School Information

District or Charter School Name and Number: _SciTech Academy   4261-07_

Date of Last Revision: _June 10, 2024_

Minnesota READ Act Goal

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

District or Charter School Literacy Goal

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

1. Teachers and support staff identified as Phase 1 will complete PD training through the READ Act vendors. Phase 1 teachers will complete their training through OL&LA and support staff TBD.
2. Teachers and administration will create and implement screening for dyslexia procedures K-8 that align with the READ Act requirements.
3. All SciTech staff will continue to support the SciTech Academy students to improve their reading growth and work towards reading on grade-level.
4. PR-K goal is to achieve a 5% improvement in performance on pre-K specific assessments, ensure that 60% of students perform at or above the benchmark level on assessments taken at the beginning of kindergarten, and achieve a 60% completion rate for kindergarten screening within the next academic year.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

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

Grades K-3 Screeners

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-aReading**	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional) ☒ Last 6 weeks of School (Spring)
Name of Screener: **FastBridge-AUTOreading**	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ 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/guardians are provided the FastBridge Family Report at Parent/Teacher Conferences. The FastBridge Family Report includes information about the student's reading data. It answers the questions: How is the student doing? How does the student compare to other students? How has the student's scores changed over time?

The classroom teacher reviews the information with the parent/guardian and includes information about that student's interventions at school and what the parent/guardian can do to help the student at home.

Parents are also called anytime during the school year if there is a concern about their child. Interpreters are provided, if needed.

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	43	15	50	27		
1st	32	20	36	21		
2nd	36	13	38	23		
3rd	24	12	25	13		

NOTE: 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.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students-spring	Number of Students Identified as Not Reading at Grade Level-spring	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th	43	31		
5th	25	19		
6th	31	22		
7th	17	13		
8th	19	14		

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Wonders 2016® ELD Heggerty-Bridge to Reading Heggerty-Bridge to Writing IXL	Wonders-Knowledge Building, Comprehension, and Literacy Skills. Bridge to Reading-Foundational Reading Skills Bridge to Writing-Writing and Grammar Skills IXL-supplemental-practice ELA skills	Wonders-20 min./day Bridge to Reading-40 min./day-I Do, We Do, You Do model Bridge to Writing-30 min./day Small groups/Intervention/centers-20 min./day (IXL included)
1st	Wonders 2016® ELD Heggerty-Bridge to Reading Heggerty-Bridge to Writing IXL	Wonders-Knowledge Building, Comprehension, and Literacy Skills. Bridge to Reading-Foundational Reading Skills Bridge to Writing-Writing and Grammar Skills IXL-supplemental-practice ELA skills	Wonders-20 min./day Bridge to Reading-40 min./day-I Do, We Do, You Do model Bridge to Writing-30 min./day Small groups/Intervention/centers-20 min./day (IXL included)
2nd	Wonders 2016® ELD	Wonders-Knowledge Building,	Wonders-25 min./day

	Heggerty-Bridge to Reading Heggerty-Bridge to Writing IXL	Comprehension, and Literacy Skills. Bridge to Reading-Foundational Reading Skills Bridge to Writing-Writing and Grammar Skills IXL-supplemental-practice ELA skills	Bridge to Reading-30 min./day-I Do, We Do, You Do model Bridge to Writing-30 min./day Small groups/Intervention/centers-25 min./day (IXL included)
3rd	Wonders 2016® ELD Heggerty-Bridge to Reading Heggerty-Bridge to Writing IXL	Wonders-Knowledge Building, Comprehension, and Literacy Skills. Bridge to Reading-Foundational Reading Skills Bridge to Writing-Writing and Grammar Skills IXL-supplemental-practice ELA skills	Wonders-25 min./day Bridge to Reading-30 min./day-I Do, We Do, You Do model Bridge to Writing-30 min./day Small groups/Intervention/centers-25 min./day (IXL included)
4th	Wonders 2016® ELD Heggerty-Bridge the Gap IXL	Wonders-All ELA components Bridge the Gap-Phonemic Awareness and Phonics intervention IXL-supplemental-practice ELA skills	Wonders-50 min./day Bridge the Gap-20 min./day Silent Reading-15 min./day Small groups/intervention/centers-25 min./day (IXL included)
5th	Wonders 2016® ELD Heggerty-Bridge the Gap IXL	Wonders-All ELA components Bridge the Gap-Phonemic Awareness and Phonics intervention	Wonders-50 min./day Bridge the Gap-20 min./day Silent Reading-15 min./day Small groups/intervention/centers-

		IXL-supplemental-practice ELA skills	25 min./day (IXL included)

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	*myPerspectives* English Language Arts with interactive Savvas Realize IXL for additional skill practice	*myPersectives* ELA is aligned with the Science of Reading and incorporates all components of the ELA curriculum. It has scaffolding that helps all readers be able to read and interact with the text while learning vocabulary and reading strategies. The writing component includes grammar lessons. The interactive Savvas Realize component provides support for the teacher and also provides students with additional resources to aid in their learning.	Daily 60 minutes ELA classes and 30 minutes DEAR/ELA support
7th	*myPerspectives* English Language Arts with interactive Savvas Realize IXL for additional skill practice	*myPersectives* ELA is aligned with the Science of Reading and incorporates all components of the ELA curriculum. It has scaffolding that helps all readers be able to read and interact with the text while learning vocabulary and reading strategies. The writing component includes grammar lessons. The interactive Savvas Realize component provides support for the teacher and also provides	Daily 60 minutes ELA classes and 30 minutes DEAR/ELA support + Creative Writing elective

		students with additional resources to aid in their learning.	
8ᵗʰ	*myPerspectives* English Language Arts with interactive Savvas Realize IXL for additional skill practice	*myPersectives* ELA is aligned with the Science of Reading and incorporates all components of the ELA curriculum. It has scaffolding that helps all readers be able to read and interact with the text while learning vocabulary and reading strategies. The writing component includes grammar lessons. The interactive Savvas Realize component provides support for the teacher and also provides students with additional resources to aid in their learning.	Daily 60 minutes ELA classes and 30 minutes DEAR/ELA support

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.

SciTech Academy implements the MTSS framework using the FastBridge data. Universal FastBridge screening is administered 3x/ school year (fall, winter, and spring). After the fall universal screening tests, the FastBridge's Screening to Intervention Reading Reports are the first reports used to review the student data. The classroom teachers use the Whole Group Instruction recommended plan to add to their Tier 1 whole group instruction.

Then the classroom teachers and the other teachers of those students (Intervention, ELL, Special Education Services) review the report sorted by Small Group Instruction. Students who are not 'on track' for reading must receive at least one supplemental reading intervention with progress monitoring. Many of the students will receive their Tier 2 intervention during classroom small group intervention times either from their classroom teacher or teaching assistant. ELL and students receiving Special Education Services might receive their reading interventions from their ELL and/or Special Education Service teachers. Students who are at high risk (!! on the report) with an INTENSE plan, might receive their reading intervention from a pull-out Intervention Teacher. Tier 2 pull-out and Tier 3 pull-out interventions are for students who have INTENSE plans and are usually taught by the Intervention, ELL, or Special Education Services teachers. Each student's data and staff availability is reviewed and a plan is made.

All students who are not 'ON TRACK' have progress monitoring for their reading intervention. Most of the time, the reading intervention is the recommended FastBridge intervention plan. Reading Progress Monitoring is conducted every other week by a team of Intervention Teachers and Teaching Assistants trained in

administering all the different FastBridge reading progress monitoring assessments. The data is then reviewed by the teachers to check each student's progress. At least 4-6 data points are used to determine if the intervention is working (Is the student at or above the goal line?). Usually students remain in the same intervention for at least 8 weeks.

After the winter universal screening, the reading Screening to Intervention reports are reviewed again. Teachers implement the new Tier 1 whole group recommended plan. Students who are not 'ON TRACK' for reading might have a new recommended plan. If so, their progress monitoring data is reviewed to see if the student is ready to change intervention plans. Again, student recommended plans and teacher schedules are reviewed and sometimes students are exited from their previous plan and move to a new plan, or they might still receive the same intervention, but from a different teacher. For example, in the fall, a student had an INTENSE recommended plan and received intervention from an intervention teacher. In the winter, the student's plan was the same, but no longer INTENSE. His Progress Monitoring data showed that he did not always score above the goal line. That student could receive the same intervention from his classroom teacher and not from the intervention teacher. That would allow the intervention teacher to teach a different student with an INTENSE plan. Each case is reviewed and plans are made.

After reviewing the Screening the Intervention reports, teachers review many other FastBridge reports to see their students' data. For example, we use the Growth Report to monitoring students' growth and the Impact Reports to see a student's and the class's progress for both the fall and winter screening tests. We use the Student at a Glance Report to see a student's scores over several years and their different Progress Monitoring data. We use the Class List Reports to see all the students' scores from one class and the Detailed Group Report to see the scores for the Early Reading and Early Math subtests.

After the spring universal screening testing, the same process is followed using the Screening to Intervention reports and checking students' recommended plans. In addition, we use the data to reflect as to how students improved during the school year and also prepare for next fall. After reviewing the data, we prepare for the end of the school year Receiving Grade Team Meetings. During these meetings, teachers share data about their students with the team of teachers for the next grade level. KG teachers meeting with Gr. 1 teachers. Gr. 1 teachers meet with Gr. 2 teachers. Gr. 2 teachers meet with Gr. 3 teachers. Gr. 4 teachers meet with Gr. 5 teachers. Gr. 5 teachers meet with the Middle School teaching team. Notes with the data are collected from each meeting in case there is a staffing change for a grade level and for use during next fall workshops. The spring data is also reviewed to determine which students will be required to attend summer school.

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.

The SciTech Academy Phase 1 teachers (as per the READ Act) will participate in the OL&LA PD training beginning fall workshops August, 2024 and ending February, 2025. We plan to then have the Grades K-5 support staff receive MDE approved PD training March 2025-May 2025. We will schedule that as soon as MDE provides more information.

In addition to the required READ Act PD training, the KG-Gr. 3 teachers will receive Heggerty training for *Bridge to Reading* and *Bridge to Writing* curricula during fall 2024 workshops. The Gr. 4, 5, 6, Intervention, ELL, and Special Education Services Teachers will also view the Heggerty phonemic awareness and Bridge the Gap online webinars.

Teachers will receive ongoing support from the Elementary Instructional Coach for the implementation of the curricula and data review.

Progress Monitoring data will be reviewed to check student learning and if a student's intervention plan needs adjusting.

FastBridge universal screening data will be reviewed and acted upon to increase student learning progress.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	11	0	0	11
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	0	3
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	17	0	0	17

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	1	0	0	1
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	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	3	0	0	3
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.

1. **Teacher training**-Our classroom teachers K-5, ELL, Intervention, and Special Education Services Teachers will learn together through the MDE OL&LA PD about the Science of Reading and best practices to implement this with our students. We will support each other as we refine our teaching to always use evidence-based literacy instruction. In addition to the OL&LA training, K-3 teachers will receive Heggerty PD training for the *Bridge to Reading* and the *Bridge to Writing* curricula. By teachers learning together about implementing the Science of Reading and the implementation of curricula, they will support each other. The Elementary Instructional Coach will be available to support teachers and check on the effectiveness of classroom instruction.

2. **Foundational Reading Curriculum**- In 2023-24, we implemented Heggerty's *Bridge to Reading* in KG, Gr. 1 and Gr. 2. This was successful to provide teachers with a structured phonemic awareness and phonics program following the I Do, We Do, You Do model. Our students showed phonemic awareness and phonics growth. For 2024-25, we are adding *Bridge to Reading* to Gr. 3.

3. **Foundational Writing Curriculum**- For 2024-25, we are adding Heggerty's *Bridge to Writing* curriculm to KG, Gr. 1, Gr. 2, and Gr. 3 to strengthen our students' writing, grammar, and editing skills.

4. **Progress Monitoring**- Previous school years, it was difficult to consistently find the time to progress monitor students and use the data. Last school year (2023-24), we implemented a reading progress monitoring testing plan every other Friday morning. On Orange Fridays 1 KG, Gr. 2, Gr. 3, Gr. 7, and Gr. 8 were tested. On Blue Fridays, 1 KG, Gr. 1, Gr. 4, Gr. 5, and Gr. 6 were tested. A team of Intervention Teachers and classroom teaching assistants were fully trained on all reading progress monitoring tests, so they were able to test individual students (1 minute tests) and quickly get them back to class. This was successful! For 2024-25, we will continue this plan and also include a structured progress monitoring data review process with follow-up.

5. **FastBridge Knowledge**- The last two school years, we were trained on the use of all aspects of FastBridge tests, data, reports, and progress monitoring. 2024-25, any new teachers will also need training so that all teaching staff know how to fully use FastBridge. This training will be completed by a staff member and can be done with an individual teacher or in small groups, depending upon the needs of the new teachers.

6. **Reading Growth**- More than 90% of our students are ELL and Multilanguage Learners and all come from high poverty life experiences. They often have slow reading growth especially if they are Newcomers. We will review ongoing data (progress monitoring, diagnostic testing, classroom data, etc.) as a team to continue to help students fill learning gaps and increase their reading skills to become on-grade level readers.

7. **PR**-K goal is to achieve a 5% improvement in performance on pre-K specific assessments, ensure that 60% of students perform at or above the benchmark level on assessments taken at the beginning of

kindergarten, and achieve a 60% completion rate for kindergarten screening within the next academic year.