

# Local Literacy Plan

(includes Read Well By 3<sup>rd</sup> Grade)

2024-2025

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## **Minnesota State Statute 120B.12 (2023)**

- Minnesota's literacy goal is to have 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 individual goals.
- Each school district in Minnesota must adopt a local literacy plan to develop an action plan for each student to read at or above grade level at the end of every school year.
- Each school's plan must address four specific areas: identification and reporting, parent notification and engagement, intervention and staff development.

## **ASA Literacy Goal for the 2024-25 School Year**

ASA strives to operate as a high function Tier 1 instructional system and demonstrate indicators as defined by Minnesota MTSS. The district goal will be to increase the percentage of all kindergarten through third grade students as meeting grade level benchmarks, each year, for the next five years.

<b>Assessment</b>	<b>FastBridge: Kindergarten, All Children are Ready for School</b>					
<b>Goal 1:</b>	Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "college pathway" or "no risk" reading percentage from fall to spring. This goal is aligned with the World's Best Force.					
<b>Contract year</b>	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
<b>Annual contract Goal Percentage</b>	22%	32%	42%	47%	52%	57%
<b>Annual % (increase/decrease)</b>		10%	10%	5%	5%	5%

<b>Assessment</b>	<b>FastBridge: K-2 Reading</b>					
<b>Goal 2:</b>	The percentage of students who are "college pathway" or "no risk" on the Reading Fastbridge will increase from 35% in FY24 to 70% in FY29.					
<b>Contract year</b>	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
<b>Annual contract Goal Percentage</b>	35%	45%	55%	60%	65%	70%
<b>Annual % (increase/decrease)</b>		10%	10%	5%	5%	5%

<b>Assessment</b>	<b>MCA Student Achievement: Grades 3-8 Reading</b>					
<b>Goal 3:</b>	The percentage of students who meet or exceed standards will increase from 48% in 2024 to 65% in 2029.					
<b>Contract year</b>	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
<b>Annual contract Goal Percentage</b>	48%	53%	56%	59%	62%	65%
<b>Annual % (increase/decrease)</b>		5%	3%	3%	3%	3%

## Universal Screeners and Assessments

### K-3 Universal Reading Assessments

Assessment	Target Audience	Reading Component	Assessment Type	Frequency of Data Collection
FastBridge Early Reading	Kindergarten First Grade	Oral Language Phonological Awareness Phonics Fluency	Universal Screening Dyslexia Screening	Fall (First 6 weeks of school) Winter Spring (Last 6 weeks of school)
CBM Reading	First Grade Second Grade Third Grade	Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	Fall (First 6 weeks of school) Winter Spring (Last 6 weeks of school)

### Additional Reading Assessments

Assessment	Target Audience	Reading Component	Assessment Type	Frequency of Data Collection
MCA - Minnesota Comprehensive Assessments	Third - Eighth Grade	Vocabulary Comprehension	Summative	Spring
FastBridge Early Reading	K-1	Phonics Sound recognition Letter recognition Early literacy skills	Universal Screening	Fall (First 6 weeks of school) Winter Spring (Last 6 weeks of school)
FastBridge CBM	First - Fourth Grade	Fluency Vocabulary Comprehension	Universal Screening	Fall (First 6 weeks of school) Winter Spring (Last 6 weeks of school)
FastBridge aReading	Second - Eighth Grade	Vocabulary Comprehension	Universal Screening	Fall (First 6 weeks of school) Winter Spring (Last 6 weeks of school)

## Communication and Family Engagement

- All guardians are informed of student progress in a variety of ways:
  - Parent/Teacher conferences, 2 times per year: Assessment reports, progress in core curriculum, MTSS Services
  - FastBridge Student Summary
  - Statewide assessments: MCA
  - Report cards, 3 times per year
- All guardians are provided strategies and at-home literacy resources at:
  - Parent/Teacher Conferences
  - Individual school site events- Reading Night, Math Night
- Engaging parents and families in meaningful advocacy and decision making for their childrens' education is an important partnership. Parents are asked for input and feedback in many different ways.
  - PTO
  - Title I Family Meetings
  - Annual Surveys
- Communicating the district literacy program and instruction is provided to parents and families using multiple formats.
  - Site Open House and Information Sessions
  - Teacher communication using SeeSaw (K-2) and Google Classroom (3-8)

## Student Summary Level and Dyslexia Screening Data\*

Data for 2024-25 school year will be included in the 2025 LLP as per MDE requirement

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 Universally at or Above Benchmark Spring	Number of students screened for Dyslexia	Number of students identified with characteristics of dyslexia
<b>Kinder-garten</b>						
<b>First Grade</b>						
<b>Second Grade</b>						
<b>Third Grade</b>						

## Core Reading Instruction and Curricula

### Grades K-4

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
<b>Kindergarten</b>	UFLI Foundations	Foundational Skill	20-30 min. whole group
	Open Up Resources: EL Language Arts, Comprehensive Curriculum	Knowledge Building, Comprehension, Vocabulary, and Writing	90 minutes daily, whole and small group
<b>First Grade</b>	UFLI Foundations	Foundational Skill	20-30 min. whole group
	Open Up Resources: EL Language Arts, Comprehensive Curriculum	Knowledge Building, Comprehension, Vocabulary, and Writing	90 minutes daily, whole and small group
<b>Second Grade</b>	UFLI Foundations	Foundational Skill	20-30 min. whole group
	Open Up Resources: EL Language Arts, Comprehensive Curriculum	Knowledge Building, Comprehension, Vocabulary, and Writing	90 minutes daily, whole and small group
<b>Third Grade</b>	Open Up Resources: EL Language Arts, Comprehensive Curriculum	Knowledge Building, Comprehension, Vocabulary, and Writing	100 minutes daily, whole and small group
<b>Fourth Grade</b>	Open Up Resources: EL Language Arts, Comprehensive Curriculum	Knowledge Building, Comprehension, Vocabulary, and Writing	100 minutes daily, whole and small group

### Grades 5-8

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
<b>Fifth Grade</b>	Benchmark	Knowledge Building, Comprehension, Vocabulary, and Writing	54 minutes daily, Whole and small group
<b>Sixth Grade</b>	Benchmark	Knowledge Building, Comprehension, Vocabulary, and Writing	54 minutes daily, Whole and small group
<b>Seventh Grade</b>	Local District Created	Knowledge Building, Comprehension, Vocabulary, and Writing	54 minutes daily, Whole and small group

<b>Eighth Grade</b>	Local District Created	Knowledge Building, Comprehension, Vocabulary, and Writing	54 minutes daily, Whole and small group
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## Data-Based Decision Making for Literacy Interventions



ASA has adopted the MnMTSS Framework to ensure positive outcomes for all learners.

**Goal 1: Infrastructure for Continuous Improvement:** Creating models of intervention and flexible grouping to prevent learning gaps from forming.

**Goal 2: Family and Community Engagement:** Student School Climate Survey will be conducted in the fall of 2024 to better understand the perceptions of our community and to respond in ways that improve the family and learner experience through the year.

**Goal 3: Multilayered Practices and Support:** Throughout the 2024-25 school year, consultants will be conducting a full systems assessment of tiered and layered support structures in order to better meet the needs of learners.

**Goal 4: Assessment and Data-Based Decision Making:** Across all tiers, clear, team-based problem-solving methods for analyzing data and making decisions will be defined and utilized effectively.

### Tier 1 Targeted Evidenced-Based Literacy Instruction

1. UFLI is an explicit and systematic phonics program that instructs students in foundational reading skills necessary for proficient reading. Following a carefully developed scope and sequence, students are ensured to systematically acquire each skill needed and learn to apply each skill with automaticity.
2. EL Language Arts Curriculum, K-5 (2017) is a research driven, evidenced-based, and culturally responsive curriculum vetted by MDE and found to be highly aligned. Students are explicitly taught encoding, decoding, comprehension, grammar, and writing skills in a comprehensive and integrated way. Small group intervention and extensions are provided during the ALL Block (Additional Language and Literacy Block) also offered in the curriculum.

## **Tier 2 and 3 Targeted Evidenced-Based Literacy Instruction**

1. Reading Corp curriculum is offered to students who qualify for this tier 2 support. This occurs in small group intervention times throughout the week. The curriculum is delivered to students by trained Reading Corp tutors and overseen by a Reading Corp coach.
2. Really Great Reading: Countdown (K-1) intervention, Blast Foundations (1-3) intervention, HD Word (3-4) reading intervention
3. PRESS (5-8)
4. P.E.N.S (7-8)
5. MS SPED Readtopia/Newstopia

Targeted evidence-based reading instruction is prioritized to the students who are:

- Below 25% percentile on FastBridge Early Reading
- Below 25% percentile on FastBridge A-Reading test
- High risk or some risk on FastBridge assessment(s)
- Not proficient in MCA (in grades 3-5)

Students receiving targeted evidence-based reading instruction are:

- Progress monitored using FAST Progress Monitoring by Title teacher and para, once per week.
- Other data (classroom data, intervention assessments, etc.) is used when making decisions on evidence-based reading instruction decisions

For a student to exit a Targeted Evidence-based reading intervention:

- There should be 4 weeks of consecutive data points above the student's grade level goal
- Additional data may be used but it needs to measure grade level proficiency

## **Multilingual Language Learners**

Students learning English participate in all core literacy instruction and are included in universal screening. Students are provided Tier 1,2, and 3 interventions in accordance with screening assessment results.

## **Students served with IEPs**

Students served with IEPs (individualized education plans) participate in all core literacy instruction and are included in universal screening as determined by the IEP. Students are provided with Tier 1,2, and 3 interventions in accordance with the screening assessment results

## Diagnostic Resources

Diagnostic Tools	Grade(s)
FastBridge Early Reading	K,1
FastBridge a-reading	2-4
FastBridge CBM	1-4
CORE Phonics Survey	K-4
ACCESS for ELLs WIDA Alternate ACCESS	K-8

## Professional Development Plan

OL/LA Training Phase 1+				
Who	Total Number in the District	Educators Who Have Completed Training	Educators with Training in Process	Educators Who Need Training
<b>K-3 Classroom Teachers</b>	8	0	8	0
<b>Grades 4-5 Classroom Teacher</b>	4	0	4	0
<b>K-8 Reading interventionists</b>	1			
<b>K-8 Special Educators responsible for reading instruction</b>	3	0	3	0
<b>K-5 Curriculum Director</b>	1	0	1	0
<b>K-5 Instructional Support Staff who provide reading support</b>	1	0	4	0

## **Professional Development Plan and Timeline for Structured Delivery 2024-25**

- K-2 completed a two-part implementation training on UFLI (August & September 2024)
- OL/LA Training for Phase 1 educators 2024-25 school year (November-March)
- LETRS Training for SPED reading teachers
- K-4 professional development on implementation of new comprehensive ELA curriculum and coaching (August, September, and PLC work with instructional coach)

### **2025-26**

- 5-8 Literacy Training
- OL/LA Training for Phase 2 educators
- Morphology training for 3-5 classroom teachers
- Deepening and strengthening our ELA curriculum adoption using the CICF framework to assess

### **Literacy focus for Elementary PLC teams with monthly coaching**

- Data days are part of professional development throughout the year. Fastbridge, formative classroom data, and intervention progress are included. Targeted instructional planning occurs during this process.
- PLCs will be focused on curriculum analysis and reflected student data. This will be supported by instructional coaching.

## **Action Plan for Continuous Improvement**

### **ASA Evidence-Based Literacy Instruction Needing Refinement**

- Implementation of an evidence-based morphology curriculum with our upper elementary grades.
- Examine and refine our K-5 fluency, comprehension, and writing curricula and instructional practices using the CICF Curriculum Implementation Framework
- Examination of 5-8 literacy curriculum to ensure evidence-based instruction is reflected
- Examination of K-8 intervention services to identify gaps and ensure targeted interventions
- Continue to provide robust professional development for literacy teachers K-8 centered around Best Practices regarding evidence-based literacy instruction

## **ASA Action Steps to Improve Evidence-Based Literacy Instruction**

- During the 2024-25 school year, further identify gaps in intervention and develop a plan to address needs
- During the 2024-25 school year, deepen and strengthening our ELA curriculum adoption using the CICF framework to assess
- During the 2024-25 school year, continue to provide robust professional development for literacy teachers K-8 centered around Best Practices regarding evidence-based literacy instruction
- During the 2024-25 school year, train on an implement a morphology curriculum in grades 3-5