Local Literacy Plan: 2024-25 School Year

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

District or Charter School Information

District or Charter School Name and Number: North Metro Flex Academy 424307

Date of Last Revision: June 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

At least 60% of students, on average, in 2-8 make typical or aggressive growth as measured by FastBridge aReading and earlyReading fall to spring growth by norms.
Flat growth: 44/162 students (27%)
Modest growth: 14/162 students (8%)
Typical growth: 74/162 students (45%)
Aggressive growth: 30/162 (18%)

At least 60% of students, on average, in 2-8 meet or exceed the low risk benchmark as measured by FastBridge Class List- Average of 2-8 students who met or exceeded the low risk benchmark (40% or higher) on aReading or earlyReading.

At least 60% of students in Kindergarten will score in the low risk (31-84.99%ile) or advanced (85%ile or higher) categories as measured by Kindergarten earlyReadingEnglish Detailed Group Report letter sounds category for Spring.

At least 60% of students in 1st grade will score in the low risk (31-84.99%ile) or advanced (85%ile or higher) categories as measured by 1st grade earlyReading English Detailed Group Report for Spring.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition

☐ DIBELS Data System (DDS) with DIBELS 8th Edition

ᚷFastBridge: 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)	X Grade K X Grade 1 X Grade 2 X Grade 3	X Oral Language X Phonological Awareness X Phonics X Fluency (1-3) X Vocabulary (2-3) X Comprehension (2-3)	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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**	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8	☐ Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening ☐ Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: **FastBridge CMBReading**	X Grade 4 X Grade 5 X Grade 6 X Grade 7 X Grade 8	X Oral Language ☐ Phonological Awareness ☐ Phonics X Fluency ☐ Vocabulary X Comprehension	☐ Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) ☐ Winter (optional) X 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 will be notified by letter or email when their child is identified as not reading at grade level. The letter will include what they will be working on, what they are expected to accomplish to be "on grade level", when their group will meet, and what parents can do at home to help. Some strategies include reading to their child in their native language to model fluent reading, reading (or listening to) the same book as their child so they can discuss it together, and inviting parents to a reading night at school to show them what a lesson looks like and what they can do to reinforce what their child is learning at school.

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	11	4	12	3	12	6
1st	17	1	18	1	18	15
2nd	25	7	26	8	24	13
3rd	20	10	22	9	21	9

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	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	14	7	14	2
5th	23	16	23	10
6th	21	13	21	9
7th	17	11	17	6
8th	16	11	16	7

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 (Beginning 2024-2025)	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	FishTank	Knowledge Building	60 mins daily
KG	UFLI	Foundational Skills	30 minutes daily plus 30 minutes small group fluency practice
1st	FishTank	Knowledge Building	60 mins daily
1st	UFLI	Foundational Skills	30 minutes daily plus 30 minutes small group fluency practice
2nd	FishTank	Knowledge Building	60 mins daily
2nd	UFLI	Foundational Skills	30 minutes daily plus 30 minutes small group fluency practice
3rd	FishTank	Knowledge Building	60 mins daily plus 30 mins reading conferences (Or UFLI as needed)

Grade	Implemented Curricula (Beginning 2024-2025)	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
3rd	Spellography A and Vocabulary Surge A (95% Group)	Foundational Skills	30 minutes
4th	FishTank	Knowledge Building	60 mins daily plus 30 mins reading conferences
4th	Spellography B and Vocabulary Surge B (95% Group)	Foundational Skills	30 minutes
5th	FishTank	Knowledge Building	60 mins daily plus 30 mins reading conferences
5th	Morpheme Magic (95% Group)	Foundational Skills	As needed (30 mins allotted daily)

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	FishTank	Comprehension, vocabulary, writing	90 mins daily
6th	Morpheme Magic (95% Group)	Foundational Skills	As needed
7th	FishTank	Comprehension, vocabulary, writing	90 mins daily
7th	Morpheme Magic (95% Group)	Foundational Skills	As needed
8th	FishTank	Comprehension, vocabulary, writing	90 mins daily
8th	Morpheme Magic (95% Group)	Foundational Skills	As needed

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?

2024-2025 is the first full year of BARR implementation. BARR replaces MTSS and PLCs, combining them into a systematic process to discuss and check in on every student, as well as allowing for professional learning. BARR groups meet weekly in small block and/or big block sessions that tackle classroom needs ranging from behavior to academic to social emotional. Big block and Community Connect also take on larger student issues such as truancy, mental health help, and supplementary home resources that families may need. BARR ensures that all students are being seen and reaching their potential. The weekly nature of BARR makes these meetings a great place to discuss how current learning from LETRS is playing out in classrooms and provides a teacher support network for implementing and tweaking structured literacy practices.

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.

Embedded in FishTank ELA, UFLI, and 95% Group's curriculums that we use are standards based checks that teachers implement to measure progress during teaching units. Students who are not making adequate progress during the course of the unit receive extra small group time dedicated to mastering the missing skill during WIN time from their classroom teacher. Tier 1 groups are mainly taught by the classroom teacher during WIN and focus on short term needs of students who need more time to work on a specific skill. During the first 8 weeks of school, the Literacy Lead co-teaches lessons with classroom teachers to ensure that each program is taught with fidelity and rigor. Co-teaching will continue as areas of need arise during walk-throughs and fidelity checks, or per teacher request.

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.

All students participate in FastBridge testing in the first 3 weeks of school. Students in grades 3-8 also participate in the LETRS Advanced Spelling Screener. Students in grades 1-8 who test one or more grade levels below and are flagged in FastBridge for needing Phonemic Awareness, Phonics, and/or Fluency support, or students in grades 3-8 who place as needing spelling support in any category from short vowels to inflection are further evaluated using the LETRS Phonics and Word-Reading Survey. Students identified as needing further support with phonics and fluency are separated into Sonday (more spelling related issues) or PRESS (more fluency related issues) reading groups for Tier 2. Students who struggle with the spelling are also given the Phonological Awareness Screening Test (PAST) to determine phonological awareness needs. Tier 2 students are progress monitored every other week using FastBridge. The skills that they are working on are progress monitored at the level they are working on to determine progress in the skill area, and a grade level CBM is used to determine progress toward grade level.

Students who are making progress remain in their Tier 2 intervention until they have caught up to within a year of their classroom peers. Students who do not make progress are reevaluated after 6-8 weeks and their intervention may be switched from Sonday to PRESS or vice-versa. Students who continue to not make progress over two 6-8 week sessions of consistent intervention with progress monitoring are referred to Child Find.

Tier 3 intervention typically takes place after two rounds of Tier 2 intervention. Students will have a longer time daily in a very small group or 1:1 to do Sonday with fidelity. Tier 3 intervention is progress monitored weekly with the skills being taught, a CBM at the grade level equivalent of their current skills, and an optional grade level CBM.

In addition to students identified by testing, teachers may bring students who they observe as having trouble in the classroom, through BARR.

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.

North Metro Flex Academy is participating in LETRS training beginning in the 2024-2025 school year. In person unit sessions are scheduled in three hour increments across professional development days for the school year for Volume 1 and will be scheduled similarly for the following school year for Volume 2. (Tentative schedule: Two 3 hour sessions during worksht week and Oct 11, Nov 5, Nov 27, Feb 7, Feb 28, March 7)

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.

North Metro Flex Academy will have the Literacy Lead trained as a LETRS Local Facilitator. The Literacy Lead will facilitate all LETRS discussions after units, be available for issues related to literacy and PD during BARR, and will co-teach or provide constructive feedback on classroom lessons. All new curricular pieces meet the standards for structured literacy and teachers will be trained on their curriculum pieces in addition to participating actively in LETRS.

FastBridge data is collected on all students during the screening periods in the fall, winter, and spring. Students receiving Tier 2 intervention services are progress monitored every other week. Students receiving Tier 3 intervention services are progress monitored weekly. Students who have exited the intervention programs are progress monitored monthly.

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

At present, all of our instructional staff in middle school also teaches fifth grade, so they have been approved to be included in the Phase 1 count.

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				
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)				
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support				
Grades 6-12 Curriculum Directors				
Employees who select literacy instructional materials for Grades 6-12				

Action Planning for Continuous Improvement

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

We are currently in the process of purchasing new ELA curriculum K-8.

K-3 will use UFLI and Heggerty for phonemic awareness and phonics. Grades 4-5 will use Spellography and Vocabulary Surge from 95% Group for continued structured literacy practice at more advanced levels, and will follow with Morpheme Magic in grades 6-8.

K-8 will use the knowledge building curriculum FishTank ELA for one hour daily.

In K-2, 30 additional minutes will be devoted to fluency practice with Little Learners Love Literacy Pip and Tim decodables. Grades 3-5 will have 30 additional minutes for independent reading with teacher conferencing. Grades 6-8 will have 30 additional minutes for small groups (intervention and enrichment).

The Literacy Lead will be the on-site trainer for all programming and will push in to co-teach classes to launch programming, supporting needs deeper into the school year as they arise.

Every licensed staff member that is not currently LETRS trained will be in LETRS training as a cohort, also facilitated by the Literacy Lead.

Data will be examined from FastBridge screeners, FastBridge progress monitoring, and LETRS Bridge to Practice activities to drive instruction. Additionally, each curriculum has checkpoints that will be monitored to drive the pace of instruction.