DEPARTMENT OF EDUCATION

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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Skyline Math and Science Academy

Date of Last Revision: June 3, 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.

Skyline Math and Science Academy's (SMSA) literacy goal is for all students to be able to read at/or above grade level, and to utilize their literacy skills for reading, writing, speaking, and listening throughout their lifetime, and to enrich their opportunities and enhance contributions to society.

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?
mCLASS with DIBELS 8th Edition	☒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)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ 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)
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 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: **NWEA**	☒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)
Name of Screener:	☐ 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)

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.

Parent Notification of Student Qualifying for Services

After each screening period, parents, whose children are identified to receive additional support, will receive a letter explaining the screeners' results, goals, and intervention plans. SMSA sends letters to families in both English and in the student's home language. Administration also follows up with a phone call to each family to explain the letter and to answer any questions parents may have regarding the screener and/or interventions.

Parent/Teacher Conferences

SMSA holds parent/ teacher conferences 4 times a year. The main purpose for these conferences is for parents and families to connect regarding their child's academic and social progress at school. Teachers use this time to share valuable information regarding each student's literacy progress such as: their child's reading proficiency level, any reading related services/interventions that are being provided to the student, progress toward proficiency, and strategies parents can implement at home to help their child succeed in becoming grade level/proficient in reading.

Resources Provided to Families

SMSA hosts various parent events throughout the year including Curriculum Night, Knowledge Fair Days, and Parent Nights. These evenings provide SMSA opportunities to connect with families and provide them with resources, tools, and strategies to support their children. Information regarding academic learning guidelines, tips for helping with homework at home, and how to contact the school are shared during these events. During conferences, teachers share strategies and ideas with parents about how to help their child academically, they show examples of classwork, and they share data from NWEA, class assessments, and MobyMax. Teachers and administration also provide support to parents on accessing MobyMax and IXL at home.

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.

SMSA will include data starting FY25.

Grade	Number of Students Universally	Number of Students Universally at or Above	Number of Students Universally	Number of Students at or Above	Number of Students Screened for Dyslexia	Number Identified with

	Screened in Fall	Benchmark Fall	Screened in Spring	Benchmark Spring		Characteristics of Dyslexia
KG	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
1st	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
2nd	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
3rd	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, 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	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
5th	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
6th	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
7th	NA	NA	NA	NA
8th	NA	NA	NA	NA
9th	NA	NA	NA	NA
10th	NA	NA	NA	NA
11th	NA	NA	NA	NA
12th	NA	NA	NA	NA

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	Foundational Skills and Knowledge	Whole Group (80 minutes): Includes introduction to concept and vocabulary, listening and comprehension, word work and foundational reading skills, writing, and grammar Small Group (40 minutes): Differentiated instruction
1st	Wonders	Foundational Skills and Knowledge	Whole Group (55 minutes): Includes introduction to concept and vocabulary, listening and comprehension, word work and foundational reading skills, reading/writing companion, writing, and grammar. Small Group (65 minutes): Differentiated instruction
2nd	Wonders	Foundational Skills and Knowledge	Whole Group (60-95 minutes): Includes introduction to concept

			and vocabulary, listening and comprehension, word work and foundational reading skills, reading/writing companion, grammar, and spelling. Small Group (25-60 minutes): Differentiated instruction
3rd	Wonders	Foundational Skills and Knowledge	Whole Group (30-60 minutes): Includes introduction to concept, reading/writing companion, listening and comprehension, vocabulary, grammar, and spelling. Small Group (30-60 minutes): Differentiated instruction
4th	Wonders	Foundational Skills and Knowledge	Whole Group (30-60 minutes): Includes introduction to concept, reading/writing companion, listening and comprehension, vocabulary, grammar, and spelling. Small Group (30-60 minutes): Differentiated instruction
5th	Wonders	Foundational Skills and Knowledge	Whole Group (30-60 minutes): Includes introduction to concept, reading/writing companion, listening and comprehension,

			vocabulary, grammar, and spelling.
			Small Group (30-60 minutes): Differentiated instruction

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	Wonders	Foundational Skills and Knowledge	Whole Group (30-60 minutes): Includes introduction to concept, reading/writing companion, listening and comprehension, vocabulary, grammar, and spelling. Small Group (30-60 minutes): Differentiated instruction
7th	NA	NA	NA
8th	NA	NA	NA
9th	NA	NA	NA
10th	NA	NA	NA
11th	NA	NA	NA
12th	NA	NA	NA

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).

The MnMTSS framework provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Multi-Tiered System of Support (MTSS)

SMSA implements evidence-based interventions based on a multi-tiered system of support. This MTSS system gives ALL students equal opportunity and access to grade level content during whole group instruction while still addressing specific need areas during small group instruction.

Tier 1 Interventions

Tier 1 interventions include high quality classroom instruction, screening and group interventions. Within Tier 1, all students receive high quality instruction provided by a classroom teacher. All students are screened on a periodic basis to establish an academic baseline and identify struggling readers. Analysis of the data guides classroom teachers to specific whole group, small group, and individual reading interventions. Once interventions begin, students receive supplemental instruction during the day in the regular classroom, and their progress is closely monitored (at least every 8 weeks) using a validated screening system. At the end of this period, students not showing adequate progress are moved to a tier 2 intervention.

Tier 2 Interventions

Students not making adequate progress in tier 1 are provided with a more intensive instruction matched to their needs. In addition to the general curriculum, these interventions are provided in small group settings by the teacher daily during the 30 minute WIN time. A longer period of time may be required for this tier. Students who continue to show too little progress are then considered for more intensive interventions as part of tier 3. Parents will be notified when a student has been referred for reading intervention.

Tier 3 Interventions

At this level students receive small group (3-5 students)or individual intensive interventions that target the students' skill deficits. Interventions are provided by an interventionist for 30 minutes a day, 3 days per week. Students who do not achieve a desired level of progress in these targeted interventions may be referred to the Child Study Team and possibly considered for special services.

Assessments Used and When They are Administered

Screeners/Accountability	Grades	Test Administration
NWEA	K-6	Fall and Spring
MCA	3-6	Spring
Progress Monitoring	Grades	Test Administration
DIBELS mCLASS	K-6	Fall, Winter, and Spring
NWEA	K-6	Fall and Spring
Wonders	K-6	Weekly
MobyMax	K-6	Weekly

Criteria for Entry into Interventions

Students in grades K-6 are assessed 3 times a year using the Universal screener. Students scoring below 40% or are flagged as below/well below grade level are placed in the appropriate tier and will be provided intervention in the area of need identified.

Progress Monitoring

All students are assessed weekly using the assessments and programs from the Wonders curriculum and MobyMax. Once the data is collected, working in teams, teachers analyze the data and design personalized plans that outline the targeted evidence-based reading instruction/strategy students will receive.

In addition, students will be assessed 3 times a year using DIBELS mCLASS. This assessment will be used to identify students at risk for reading difficulties and provides detailed data on the specific areas of strengths and weaknesses for each student. Using this information, teachers will be able to tailor their instruction to meet the individual needs of each student.

Furthermore, NWEA is administered in the Fall and Spring which tracks student growth and progress. By comparing the students' performance over time, teachers and support staff can determine if adequate progress is being made or if a student needs additional support.

Exit Criteria

SMSA uses a variety of sources to determine when a student no longer needs additional support. Teachers and interventionists work together to review the data from classroom assessments, MobyMax, NWEA, and the universal screener and make decisions that determine if a student is ready to exit interventions. When data shows that a student is working at grade level, s/he will be exited from interventions. In addition, a student that is showing consistent progress may either exit interventions or move from a tier 3 to a tier 2.

Evidence-Based Interventions and Supplemental Resources
Some of the supports that are used on an individualized basis as needed include:
- Wonders Curriculum provides interventions such as leveled readers, comprehension lessons, and focused strategies/targeted instruction based on student needs.
- IXL
- MobyMax
- DIBELS mCLASS

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.

Read Act Training

All SMSA teachers and staff will be trained in CAREIALL. The table below shows the number of teachers that have already received this training and the number of teachers that will be trained during FY25.

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)	10	0	0	10
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	0	0	4
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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

School-Wide Professional Development Workshops

In addition to the CAREIALL training that staff will participate in beginning in FY25, SMSA provides professional development throughout the year to support teachers and support staff in a variety of areas. Each August, staff meet for 2 weeks to participate in intensive workshops that focus on providing best strategies and practices for teaching our students. 8 more additional professional training sessions are offered throughout the year focusing on literacy and instruction. All professional development is guided by the immediate instructional needs as identified through the various assessments and observation tools utilized by SMSA.

Professional Learning Communities (PLC)

The purpose of PLCs is to improve student learning by promoting collaboration. Working together, teachers analyze data and develop strategies and interventions to help students master standards and skills. Each PLC is focused on identifying what students are doing well, areas for improvement, developing strategies for improvement, and developing an action plan. All SMSA teachers participate in weekly PLC meetings.

Instructional Coach

The Instructional Coach at SMSA supports teachers with literacy instruction by collaborating to identify areas for growth, providing feedback on instructional practices, and offering resources/strategies. The Instructional Coach observes classroom instruction, models lessons, and helps teachers analyze data to inform instructional decisions. The Instructional Coach's main goal is to help teachers improve their instructional practices so that all students are making academic growth and meeting academic standards.

Individual Growth Plan (IGP)

As part of the teacher evaluation system, each teacher is required to complete an Individual Growth Plan (IGP). The IGP is a personalized, teacher-driven goal that aims to improve teacher effectiveness in the classroom. In collaboration with the evaluator, and in alignment with the school's contractual goals, each teacher commits to setting at least one goal for the school year. Throughout the year, the evaluator and teacher meet to discuss and reflect on the progress of the goal(s). This consistent monitoring, discussion, support, and reflection provides teachers the opportunity to identify both their strengths and their areas for improvement, and to take ownership of their own professional growth.

EL and SPED Teacher Support

English Language (EL) and Special Education (SPED) teachers offer supplementary assistance to students who meet the criteria for these services. Currently, SMSA employs 2 EL teachers and 1 SPED teacher. Individualized programs and services are tailored to each student's unique requirements and are developed in accordance with their Language Instruction English Program (LIEP) or Individual Education Plan (IEP). Furthermore, EL and SPED teachers collaborate with classroom teachers by suggesting techniques and tools that can help support students in the mainstream educational environment. Through a collaborative effort, the classroom teacher, EL teacher, and SPED teacher work together to ensure that every student receives the essential support needed for academic improvement.

Implementation of Structured Literacy, Data Collected, and How it Will Be Used to Assure Continuous Improvement

SMSA supports the implementation of structured literacy by doing the following:

1. We purchased and implemented the Wonders Curriculum which supports the delivery of high-quality literacy instruction aligned to the science of reading. The program includes a comprehensive, integrated plan for meeting the needs of all students.
2. We offer coaching and support to all our teachers. The Instructional Coach performs walkthroughs, observes lessons, and provides feedback to teachers. Additionally, each teacher is evaluated 3 times a year. The teacher evaluation system includes measures on teaching methods, subject matter content, and fidelity of curriculum implementation. After each formal evaluation, the school leader meets with the teacher to review the rubric and provides coaching, support, and/or resources as needed to support teacher growth and improvement.
3. Data from various sources is collected throughout the year and analyzed. Data is collected on student performance in literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Not only is the data used to identify areas of need for our students, but the data is used to assess the effectiveness of our literacy program and identify areas of strengths and areas for improvement.
4. All SMSA teachers develop curriculum maps to ensure they are teaching ALL academic standards to their students. Developing the curriculum maps has also been able to pinpoint any standards not addressed in our curriculum. If needed, supplemental resources are used to avoid any gaps in the curriculum
5. We offer multiple professional development sessions throughout the year with a focus on literacy. We use data from the assessments, curriculum, walkthroughs, and evaluations to determine the professional development sessions that will best meet the needs of our staff and students.

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.

Areas for Refinement	Next Steps
While all teachers have implemented the Wonders Reading program into their daily instruction, it was observed that teachers were at various levels of implementation in their classrooms. Some teachers found the program's sequence difficult to follow, making it a challenge for them to incorporate all components of the curriculum.	During the summer, the Wonders consultants will be offering professional development sessions to help teachers better understand the program's components and how they fit together. These sessions will also provide guidance on developing a schedule for teaching reading in the classroom. Additionally, curriculum maps have been created to support teachers in implementing the program and understanding its scope and sequence. These maps

	provide a clear and concise guide to the standards and when they are taught, allowing teachers to identify targeted skills and focus for each lesson. By doing so, teachers can provide targeted instruction and support to address specific learning needs.
Data from NWEA and classroom assessments show that students who are not reading at grade level are struggling with mastering foundational reading skills such as phonics and phonemic awareness. Additionally, over 80% of our population qualifies for EL services and have not yet mastered the academic vocabulary needed to comprehend grade level texts.	Beginning FY25, teachers will receive training from CAREIALL which places an emphasis on foundational skills needed to become proficient readers and writers. The program is designed to support teachers in implementing the science of reading into their classrooms. Additionally, it brings in elements of using data to drive instructions, focuses on assessment, and provides best strategies for supporting EL learners. Furthermore, SMSA offers professional development sessions throughout the year based on student needs. Some of these sessions will include a focus on vocabulary acquisition strategies and supporting EL learners in the classroom.
This past year, teachers participated in PLCs to analyze data and work collaboratively to develop interventions and lessons to address the needs of students not meeting grade level standards. Building on this foundation, we now want to refine the PLC process so they are more effective, leading to increased student outcomes.	Starting at the beginning of the year, teachers will receive training to clarify the purpose and goals of PLC meetings. We will implement a schoolwide agenda to help promote consistency and provide guidance on the structure and topics to ensure productive discussions. Administrators will also observe PLC meetings during the year and provide feedback to better support teacher collaboration.