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. 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: STEAM Academy Charter School 4270-07-010

Date of Last Revision: _____

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.

STEAM's literacy goal is to ensure that all students demonstrate proficiency in reading, as measured by the statewide Minnesota Comprehensive Assessments (MCA), and are performing at or above their respective grade levels by the end of the academic year. Recognizing the diversity in students' current reading levels, the school is committed to providing necessary support, including individualized reading plans and tiered interventions, to facilitate continuous growth and help each student meet grade-level and individual literacy goals. Fastbridge metrics will be utilized within students' goals.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition
☐ DIBELS Data System (DDS) with DIBELS 8th Edition
Ⅹ 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 x Fluency ✗ Vocabulary ✗ Comprehension	x 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**	X Grade 4 X Grade 5 X Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	X Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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

Teachers will contact the family to let them know their child has qualified for additional support and will receive tier 2 or 3 interventions. Notifications will occur with informal progress reports and parent-teacher conferences. Parents will be notified regarding MCA scores and MAP scores through report cards.

Progress Updates & Resources

Parents will receive information showing their child(ren) 's reading growth. Literacy strategies will be provided to accelerate their child's literacy development in areas where skill has been identified.

Families are encouraged to utilize Mobymax at home to help students. Students are given daily and weekly time goals within Mobymax to help them reach targeted reading goals. Mobymax allows students to practice foundational reading skills, Informational Reading Skills, Literature Reading Skills, Language Skills, Writing skills, Phonics, etc. STEAM Academy staff can assign specific modules to work in at home and work in modules independently to strengthen core literacy skills.

We will focus on sending home resources for parents and students to work on literacy together through our various project-based learning activities and MobyMax. In addition, parents will receive three notifications in letter form each year regarding their child's Tier placement and goals.

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.

STEAM Academy will submit data in FY2025.

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						
1st						
2nd						
3rd						

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.

STEAM will submit data in FY25.

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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
1st	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
2nd	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
3rd	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
4th	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
5th	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class 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	HMH Into Reading	Comprehensive Curriculum	75 Minutes Whole Class Instruction
7th			
8th			
9th			
10th			
11th			
12th			

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.

STEAM MTSS relies on data to identify students needing additional support, track their progress, and make informed intervention decisions. This data can come from various sources, including MCA assessments, NWEA, Fastbridge, observations, and student performance data.

Tier 1: Universal support provided to all students in the general education classroom. This includes high-quality instruction, differentiated teaching strategies, and positive behavior interventions. Coaches will ensure that Tier 1 instruction is sound through monthly observations and data collection.

Tier 2: Targeted interventions for students who require additional support beyond what is provided in Tier 1. These interventions are more specific and may involve small group instruction, extra practice, or specialized programs. Teachers and support staff will receive training on implementing Tier 2 interventions based on Fastbridge results and other academic progress measures.

Tier 3: Intensive interventions for students who require individualized support and have yet to respond to Tier 1 or 2 interventions. These highly personalized interventions may involve one-on-one instruction, specialized assessments, and more intensive resources. Teachers and support staff will be trained to implement Tier 3 interventions when students need more intensive help.

STEAM MTSS relies on data to identify students needing additional support, track their progress, and make informed intervention decisions. This data can come from various sources, including assessments, observations, and student performance data.

STEAM incorporates state-wide testing, local standardized testing, classroom assignments, and observations to provide a complete profile of student achievement and needs. At the state level, grades 3-8 students take the MCA exam. Trends from the MCA are used to drive instruction and interventions. We also assess our students three times a year using NWEA MAP tests. We track student growth through NWEA and set goals for NWEA. Students will be evaluated in phonics/phonemic awareness, vocabulary, fluency, and comprehension. Teachers analyze oral reading fluency within guided reading groups and informally assess it with various classroom reading assessments. Teachers are data-driven and analyze informal and formal data to differentiate teaching and learning. Fastbridge will be scheduled for Fall, Winter, and Spring.

Screeners

- FastBridge (K-8)
- Work Sampling (K-8)
- NWEA (K-8)
- MCA (3-8)

Progress Monitoring

- FastBridge (K-8)
- Work Sampling (K-8)
- MobyMax (K-8)

Entry and Exit Criteria for Interventions

A) All students are given the NWEA MAP assessment and RIT score levels, which help identify students who need more remediation and support.
B) Fastbridge Screeners and Progress Monitoring
- Once assessment data is collected, STEAM will analyze it to identify trends, patterns, and areas of strengths and weaknesses among students. The school looks for patterns in student performance across different assessments and domains.
- FastBridge data will identify students at risk for academic or behavioral difficulties; students who need to meet benchmarks or show a lack of progress over time will be identified.
- Based on the data analysis, targeted intervention plans should be developed for students who require additional support—evidence-based interventions aligned with students' specific needs and areas of difficulty will be used.
- Interventions will be implemented, and their progress will be regularly monitored using FastBridge's tools. STEAM will track student growth and adjust interventions based on progress monitoring data.
- STEAM will share assessment data and progress monitoring results with relevant stakeholders, including teachers, administrators, and parents. It will also collaborate with stakeholders to ensure that interventions are coordinated and aligned across all levels of support.
- Staff will use FastBridge data to inform instructional decisions and adjust teaching strategies to meet individual students' needs better; students will be provided with targeted instruction and support based on student strengths and weaknesses identified through assessment data.
C) Student work
- Teachers will look for trends or patterns in student progress and analyze whether progress is consistent, accelerating, or plateauing. They will also consider factors that may influence progress, such as instructional strategies, interventions, or changes in student motivation.
D) Exit

Students who progress in their Fastbridge, MCA, MAP, and student work will be exited from the intervention program. STEAM takes a holistic approach to entry and exit, examining multiple data points.

Supplemental Resources

- Moby Max (K-8)
- Moby Max will be used in Tiers 1, 2, and 3 to help students pursue their learning goals. Through differentiation, STEAM Academy will provide students with learning at their level to challenge them to grow. Regardless of Tier, all students will have Moby Max written in their learning plan.
- UFLI (K-8)
- Open Up Resources (K-8) Open Up Resources provides research-based Pre-K-12 curricula and materials to support every student and create learning experiences that celebrate and empower all students.

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.

STEAM will implement the structured literacy plan through the teacher mentorship program. Teachers will receive monthly PD regarding Fastbridge, MTSS, and data-driven intervention. After teachers receive training from the PD, they will be asked to put the PD into practice. Teachers will be required to implement the literacy program in their monthly observations, with evidence being provided within the observation of research-based interventions, FastBridge data usage to drive instruction, and goal analysis. The literacy program will be embedded in the mentorship program to ensure the efficacy of implementation and allocate appropriate support for teachers who need it.

All teachers will be trained in LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia), LETRS, LETRS for Administrators, and LETRS for Early Childhood Educators. The table below shows the number of teachers who have already received this training and the number who will be trained during FY25. Specifically, teachers will receive their Year 1 Training in 24/25 and Year 2 Training in 25/26.

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)	3	0	1	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	1	1
Pre-K through grade 5 Curriculum Directors	1	0	1	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	1	0	1	1

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	3	0	3	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	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	1	0	1	1
Grades 6-12 Curriculum Directors	1	0	1	1
Employees who select literacy instructional materials for Grades 6-12	1	1	1	1

FastBridge Training

Staff will learn the FastBridge platform, its purpose, and implementation practices. Initial Training would cover how to administer FastBridge assessments to students, including instructions for administering assessments online or in person, setting up testing sessions, and monitoring student progress during evaluations. Educators would learn how to analyze assessment data collected through FastBridge to identify trends, patterns, and areas of student need. This might include training on interpreting various assessment reports and understanding benchmark scores. Training would cover how to interpret assessment results and use them to make informed instructional decisions. Educators would learn how to identify students needing additional support, develop intervention plans, and monitor student progress over time. Teachers will learn how to implement interventions and make data-driven decisions in the classroom. We will create a schoolwide policy regarding the communication of interventions. This might include strategies for sharing assessment results, coordinating interventions, and fostering a collaborative team approach to student support.

Second graders and up will take assessments individually on computers/iPads in the general education classroom. K/1 will be given by the teacher. We will implement CBM, which measures fluency; students read aloud a passage, and the teacher marks anything needed on the computer. We will have one or more people assigned to only doing CBMs for all students to make it go much faster. Passages are short so that the school can get through multiple daily classes. Other trained adults will help with the K/1 implementation to make it more efficient.

PLC

Within PLCs, there will be standard norms regarding the intervention process. Teams will set goals for students, track students' progress, share best practices, and identify areas of need. PLCs will have a common theme of focusing on Fastbridge and other data to drive instruction. Grade-level teachers will meet weekly to discuss data and various interventions needed. PLC groups for STEAM will be K-3 and 4-6 since there is only one classroom per grade level.

Literacy Leaders

Instructional Coaches and Literacy Coordinators will lead school initiatives regarding interventions. These staff members will be the go-to for literacy initiatives when teachers need support. Instructional coaches will be responsible for documenting the use of interventions, Fastbridge data, and teachers' support needs.

Professional Development Plans

Intervention will be a component of teachers' professional development plans. A component of the PDP will consist of focusing on student data, progress monitoring, and sharing the progress with families.

ELL & SPED

ELL students will receive their ELL services in addition to any other interventions that are needed for growth. English Language learners will receive literacy support in addition to Title III services. ELL teachers will utilize literacy goals within the ELL classroom. SPED students will be provided services according to their IEP, and SPED goals will be co-created by the SPED department and the general education teacher.

Data Analysis & Improvement Processes

As an expectation of the Literacy Plan, all staff will utilize data to improve processes. The school will expect all staff to use data daily to make decisions in the best interest of students. Students can grow and exceed their goals through the screener, monitoring process, and other data points.

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 Growth

STEAM Academy has implemented MTSS this year through MobyMax and the use of support staff. Students partially or not meeting academic standards were provided intervention to practice those skills. While this was an excellent start to the intervention process, there is a need for a more formalized alignment between MnMTSS practices and the READ Act. Below is the plan to accelerate the MTSS and literacy plan integration and fix the current process.

A) ***Tier 1 Teachers need to become more accustomed to data-driven literacy practices.***
- In FY 25, Tier 1 teachers will be actively mentored to implement the Literacy Plan properly. In FY 24, the curriculum and various changes at the school level changed. In FY 25, there can be a much deeper focus on training Tier 1 teachers to implement the literacy plan properly. Through instructional coaches and literacy leaders, experts will support new teachers in implementing the literacy plan.
B) ***Find better ways to create literacy programs outside of school.***
- Through a more robust focus on literacy at home, we are implementing more vital parent outreach programs to ensure literacy is a focus. We are creating parent events, focus groups, and family learning opportunities to build relationships with families. With more trust built, we will have more opportunities to partner with parents in their learning journey.
C) ***Communicate with parents regarding the literacy needs of their children at a regular cadence.***
- There are extensive opportunities to enhance parent communication regarding the literacy plan. Teachers will be expected to communicate the various steps of the literacy plan throughout the school year and provide tips to parents to enhance students' literacy progress.
D) ***Paraprofessional Training & PLC Integration***
- Paraprofessionals will be an extensive component of the PLC environment. They will participate actively in the various PLC groups where they implement interventions, provide data, participate in group discussions, and utilize data-driven strategies.
E) ***Schoolwide Systems of Success***
- Through a regular cadence of monthly professional development regarding the literacy plan and data-driven approaches, STEAM Academy will create a schoolwide system for success. MTSS and the literacy plan require intentional collaboration and training to ensure implementation fidelity. Here is our plan for success regarding systems integration:

August: LETRS Training & Fastbridge

September Goal Setting & Communication with Families

October Tier 1,2,3 & Interventions (Fastbridge Implementation #1)

November Using Fastbridge Data

December Using Student Work

January Re-evaluate Goals & Communication with Families (Fastbridge Implementation #2)

February Differentiation using Fastbridge

March Supplemental Interventions

April Re-evaluate Goals & Communication with Families (Fastbridge Implementation #3)

May Staff Survey and Program Realignment