m1 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: Eagle Ridge Academy 4122

Date of Last Revision: 6/17/2024

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

Our goal is for all students to be at or above grade level on the MCAs (grades 3-8, 10, and 11) and FAST Bridge Screener (K-8), as well as score above the state average on the ACT. Through high-quality core instruction in Classical Education and differentiation, students will be supported to make growth to achieve grade-level expectations and beyond. Based on data analysis, students who attended Eagle Ridge Academy for more than three years or started Eagle Ridge Academy in kindergarten outperform their peers by 40-60%. Therefore, one of the district's priorities is to establish a systemic plan for bringing students up to grade-level that enter the school after Kindergarten. This involves improving our tier 2 instruction and progress monitoring which is defined later in this plan.

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	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☒ Winter (optional)

		Vocabulary ☒		☒ Last 6 weeks of
		☒ Comprehension		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 AUTOreading and aReading	☒ 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

Tier II

Classroom teachers communicate with parents/guardians if their child qualifies for Tier II reading intervention, this is determined by the student's score on the quarterly reading assessments given. This may be done via in person meetings, e-mail, or phone call. Updates on progress are given at least twice a year during Parent/Teacher conference time or as needed as determined in partnership with the parents/guardians and depending on the needed duration of the intervention.

Resources are shared from our Tier I reading programmed which are designed to reinforce and practice skills learned in the classroom at home. Specific areas of practice are identified and communicated, i.e. sight word, letter sound/formation, fluency (practice books), vocabulary acquisition as needed and specified by the need of the child.

If the child is not making progress Tier III services may be recommended in which case the parents/guardians are contacted by the classroom teacher or a team member from the Tier III team.

Tier III

Universal screening data obtained through FastBridge is used to determine a student's eligibility for tiered support. Once a student has been identified using our criteria, parents/caregivers are notified via a letter and phone call that their child will be receiving intervention services. A brief description of programming is provided including individual SMART goals.

Throughout the intervention, progress is reported to parents/caregivers at eight-week intervals. Also, once a student has made adequate progress that lets them exit the program, parents/caregivers are notified via letter. Twice per year, interventionists meet with parents/caregivers. Interventionists are also always available for parent/caregiver questions and to recommend at-home strategies upon request.

An annual survey is conducted of parents/caregivers whose students receive intervention services to provide feedback on our intervention programming.

The Literacy Specialists offer a family literacy event for parents/caregivers of students that receive reading intervention. At this event they provide education on how to best support their students' literacy growth in the home. Some of the strategies include repeated readings, listening to audiobooks, playing literacy-based games, engaging in experiences to build background knowledge, discussing and using rich vocabulary, family read alouds with conversation about the text, reading recipes while cooking, paired reading with a parent or sibling, sounding out unknown words, and word play.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

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	134	93	134	100	134	25
1st	127	86	136	98	136	28
2nd	133	80	135	82	135	18
3rd	132	70	135	74	135	26

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	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	134	51	0	0
5th	134	56	0	0
6th	131	33	0	0
7th	123	43	0	0
8th	123	59	0	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0
12th	0	0	0	0

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	Amplify CKLA	Foundational Skills and Knowledge Building; comprehensive	120 Minutes Daily Whole Group Instruction; 30 – 30 min. Differentiated instruction via small groups.
1st	Amplify CKLA	Foundational Skills and Knowledge Building; comprehensive	120 Minutes Daily Whole Group Instruction; 30 – 30 min. Differentiated instruction via small groups.
2nd	Amplify CKLA	Foundational Skills and Knowledge Building; comprehensive	120 Minutes Daily Whole Group Instruction; 30 – 40 min. Differentiated instruction via small groups.
3rd	Amplify CKLA	Foundational Language/Word Knowledge; Knowledge Building; Comprehension	90 Minutes Daily Whole Group Instruction; 30 min. Differentiated instruction/support via small groups.
4th	Amplify CKLA	Foundational Language/Word	90 Minutes Daily Whole Group Instruction; 30 min. Differentiated

		Knowledge; Knowledge Building; Comprehension	instruction/support via small groups.
5th	Amplify CKLA	Foundational Language/Word Knowledge; Knowledge Building; Comprehension	90 Minutes Daily Whole Group Instruction: 30 minutes differentiated instruction/support via small groups

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	Great Books	Fluency, writing, comprehension, vocabulary, civil discourse, research	49 minute periods, direct instruction, small group discussion, lecture, Socratic Discussion
7th	Great Books	Fluency, writing, comprehension, vocabulary, civil discourse, research	49 minute periods, direct instruction, small group discussion, lecture, Socratic Discussion
8th	Great Books	Fluency, writing, comprehension, vocabulary, civil discourse, research	49 minute periods, direct instruction, small group discussion, lecture, Socratic Discussion
9th	Great Books	Writing, comprehension, vocabulary, civil discourse, research	100 minute periods, Socratic Discussion, small group discussion, lecture, direct instruction

10th	Great Books	Writing, comprehension, vocabulary, civil discourse, research	100 minute periods, Socratic Discussion, small group discussion, lecture, direct instruction
11th	Great Books	Writing, comprehension, vocabulary, civil discourse, research	100 minute periods, Socratic Discussion, small group discussion, lecture, direct instruction
12th	Great Books	Writing, comprehension, vocabulary, civil discourse, research	100 minute periods, Socratic Discussion, small group discussion, lecture, direct instruction

Data-Based Decision Making for Literacy Interventions

(Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework.)

This year, the District Leadership Team self-evaluated our current multi-tiered system of support using the MnMTSS guidebook. In July, the district is determining which MnMTSS professional development opportunities to attend for the 2024-2025 school year. Professional development opportunities will be prioritized based upon highest leverage components/subcomponents identified in the self-evaluation process.

Each MnMTSS team is responsible for identifying areas of improvement by the end of July. The District Leadership Team has backward planned agendas to prioritize the progress monitoring and implementation of MnMTSS framework. This will ensure the fidelity of implementation and that proper steps are taken to improve implementation.

Selection of Tier 1 Reading instructional programming was accomplished by a thorough review of best practices in reading instruction (to include Science of Reading) regarding the importance of ensuring students receive explicit instruction in foundational reading skills as well as high quality knowledge content and alignment with Minnesota State Reading Standards and grade level instruction. The materials were also reviewed for relevance to our student's cultural makeup and ability to provide students a way to both access and connect to the content as individuals. This review was done by a team of teachers, and included two Reading Specialists, representatives from several grade levels, principal, and director of academics, it also included feedback from parents of current students.

New teachers are trained before starting to teach the program by the peer coaching team. On-going training is provided to them as well as returning teachers as needed. The need is determined by peer coach and/or administrative classroom observations of instruction, student reading data as assessed 4 times a year per a MN standards aligned reading assessment as well as other data points such as FASTBridge Universal screening, and/or grades.

Assessing the progress of program implementation is done through classroom observations several times yearly utilizing a rubric which not only assesses the instructional strategies of the teacher but also the fidelity of program implementation. Student assessment data is also monitored at least four times per year by individual teachers, grade level teams, and administrators. Whole group and small group reteaching plans are put in place after the review of the quarterly assessment data and administrators observe reteaching in each classroom. Progress monitoring of skills retaught are collected and analyzed by teachers and teams and informs further instructional practice. Students identified as needing intervention other than academic are referred to a within building team for recommendation of further strategies or services. SEL learning is embedded throughout instruction in the form of a focus on our school values which are concretely taught in the classrooms and school at large. These are connected to the daily learning students do both in terms of how the values can help them continue to develop into independent learners as well as how they are seen in the content being learned. Student discussion and discourse is encouraged through use of Habits of Discussion to give students a structural and social framework for both sharing their ideas and listening to the ideas of others.

Classical pedagogy is utilized by teachers to help students connect to previous knowledge while building new knowledge. Teacher questioning is designed to enable students the opportunity to engage in thinking and techniques such as Think-Pair-Share, Habits of Discussion, Exit Tickets, etc. Provide students with engagement opportunities as well as the teacher with access to on-going student learning and SEL data.

Tier II

Students who score between 60 – 79% on the quarterly reading assessments (aligned to our Tier 1 program and MN State Standards) qualify for Tier II intervention. Teachers plan and teachers and educational assistants who have been trained in specific techniques provide flexible, small group instruction to those students 2-4 times per week. Progress is monitored weekly or bi-monthly and reviewed by grade-level teams for student progress. This is done by short reassessments of skills retaught in the form of exit tickets, quizzes, or student checklists. Reteaching materials utilized are primarily those containing the supplemental materials (to include remedial resources) from the Tier I Reading program or one recommended by an in-building Reading Specialist. Adjustments to instruction, intensity, size of group or frequency of meeting are adjusted if students are not making progress. Students identified as needing intervention other than academic are referred to a within building team for recommendation of further strategies or services. Recommendation for Tier III support may be made by this team.

Classroom teachers inform parents of students who receive Tier II intervention and provide updates 3-6 times yearly or more depending on duration of student need. They also inform parents if other needs are noted for which they seek additional strategies or services from the in-building review team.

Tier II instruction is observed by administrators and feedback provided to relevant teachers or Education Assistants as needed both for fidelity of implementation and quality of instruction. Progress monitoring data is also utilized to monitor students with a goal of

Students achieving 80% or higher on progress monitoring assessments or quarterly reassessments are exited from Tier II intervention but mastery of the standard for which they were receiving Tier II intervention is still monitored via the quarterly assessments.

Tier III

Entrance criteria:

Kindergarten through Grade 8 are benchmarked three times a year using the FastBridge universal screener. The data obtained through our benchmark measures serve as an indicator of a possible area of deficiency or area of higher need. The data may also be used to help target more specific areas where intervention needs to take place. If a child is identified as being low risk, there is no need to monitor until the next benchmark assessment.

- Kindergarten and 1st grade students with a risk indicator of "some" or "high" on the EarlyReading FastBridge assessment were considered for intervention.
- 2nd and 3rd grade students with a risk indicator of "some" or "high" on the CBMReading FastBridge assessment were considered for intervention.
- 4th through 8th grade students with a risk indicator of "some" or "high" on the AUTOReading FastBridge assessment were considered for intervention.
- Any student may also increase to tier III supports should the progress monitoring of a tier II intervention indicate a lack of adequate progress.

All K-8 students identified by FastBridge using the criteria above (with the exception of students with IEP reading goals) receive diagnostic testing with a Literacy Specialist to determine learning gaps. The learning gaps revealed are then addressed or not depending on the results of the diagnostic assessment. The Literacy Specialists set a SMART goal for students entering support. Finally, students are grouped and scheduled accordingly.

Progress Monitoring:

All students receiving tier III reading intervention are progress monitored every other week using FastBridge. Depending on the needs of the student, the Literacy Specialist will monitor students using any of the EarlyReading subtests (letter names, letter sounds, sight words, onset sounds, nonsense words, decodable words, word blending, word segmenting) AUTOreading subtests (letter names, letter sounds, matching synonyms, vocabulary, decoding, encoding, identification, morphology), CBMreading, or COMPefficiency.

Every six weeks, the Literacy Specialists review the progress monitoring data to determine whether an intervention is working or not toward their SMART goal. Then, instructional decisions are made to continue, adjust, or exit support. A progress report is sent home to parents/caregivers and shared with classroom teachers.

If progress toward the SMART goal is not being made, the Literacy Specialists will determine if:

    a.   If an alternate Tier III intervention should be tried.
    b.   SPED evaluation should be recommended, interventions are maintained during this period.

Exit Criteria:

Once a student meets their SMART goal, they are exited from support. SMART goals are written with a focus on closing the achievement gap and ensuring students are performing at benchmarks.

Monitoring fidelity:

At least three times per year, the Director of Academics will observe direct service providers and provide an opportunity for them to reflect on their performance and report on program implementation. A checklist/rubric will be used during regular record reviews of lesson planning and data collection practices. Information gathered from these sources will drive personnel and programming decisions. Intervention time and space will be prioritized and protected from disruption.

Professional Development Plan

All teachers K-12 received training two years ago in the science of reading and structured literacy. This included decoding, encoding, how the brain learns to read, Scarbough's reading rope, and the simple view of reading to name a few topics. With the READ Act implementation, all phase 1 staff along with 4th grade teachers and educational assistants, will complete OL&LA or LETRS over the next two years.

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)	24	4	10	10
Grades 4-5 (or 6) Classroom Educators (if applicable)	13	1	2	10
K-12 Reading Interventionists	4	1	1	2
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	14	0	0	14

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	17	0	0	17
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	3	0	1	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	Included in prior rows	Included in prior rows	Included in prior rows	Included in prior rows
Grades 6-12 Instructional support staff who provide reading support	Included in phase 1 table above	Included in phase 1 table above	Included in phase 1 table above	Included in phase 1 table above
Grades 6-12 Curriculum Directors	Included in phase 1 table above	Included in phase 1 table above	Included in phase 1 table above	Included in phase 1 table above
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

The district has a strong tier 1 core curriculum and tier 3 curriculum in place using evidence-based literacy instruction. The areas for refinement include ensuring tier 2 programming is explicit, systemic and uses evidence-based literacy instruction. Additionally, the integration of all tiers of instruction along with stronger collaboration and communication between tiers will help ensure that a student receives targeted instruction to match their need.

The district used the MnMTSS guidebook and completed the teams inventory to determine the district teams most aligned to the responsibilities within the framework. Facilitators have been identified to carry out next steps in identifying priorities. A summer timeline has been established to increase bi-directional communication and systems for accountability.