

# 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)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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: Woodbury Leadership Academy**

**Date of Last Revision: Jun 14, 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)](https://www.revisor.mn.gov/statutes/cite/120B.12).

## District or Charter School Literacy Goal

*Woodbury Leadership Academy will increase its average reading proficiency rate from 58% in grades 3-8 to 70% as measured by the Reading MCA by the end of the 2024-2025 school year. Woodbury Leadership Academy will increase its average reading proficiency in Grades K-2 from 55% to 70% as measured by mClass DIBELS 8th Edition by the end of 2024-2025 school year. Woodbury Leadership Academy will have its average reading proficiency in Grades 3-5 at 70% as measured by mClass DIBELS 8th Edition by the end of 2024-2025 school year.*

## 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.

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| --- | --- | --- | --- | --- |
| **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:**  **mCLASS with DIBELS 8th Edition** | 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.*

Communication between Woodbury Leadership and families will be on going throughout the school year. It starts with our Back to School/Open House and continues throughout the year through two teacher conferences and ongoing phone calls and meetings. Each year parents are provided information that shows the reading growth of their child.

Students reading 1 or more levels below grade level expectations will receive targeted intervention services from our RTI specialists. Parents will receive a formal notification that their student is entering support services and will receive frequent updates from the specialists on their student’s progress. In addition, intervention specialists and teachers will provide the family with resources to support the reading growth of their child. Resource will be student specific and chosen from the WLA resource library that includes science of reading based activities from CKL amplify and SMART reading intervention.

If a student is reading below grade level after their winter assessments, they will take dyslexia screener. Parents will be notified of their child’s participation in the screener and will receive results of the screener promptly with information on how to interpret results. Follow up on results should be done through an outside entity as our screener can only identify characteristics of reading difficulty, and cannot diagnosis dyslexia.

Finally, families will receive report cards 3 times a year that provide a rating of their child’s proficiency in reading. This report will be mailed to families at the end of each trimester. The envelope will include their report card and any recent assessment results.

## 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.

WLA did not use one of the 3 approved screeners for the 2023-2024 school year. Data will be submitted 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.

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | N/A | N/A | N/A | N/A | N/A | N/A |
| 1st | N/A | N/A | N/A | N/A | N/A | N/A |
| 2nd | N/A | N/A | N/A | N/A | N/A | N/A |
| 3rd | N/A | N/A | N/A | N/A | N/A | N/A |

### 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.

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| --- | --- | --- | --- | --- |
| **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 | N/A | N/A | N/A | N/A |
| 5th | N/A | N/A | N/A | N/A |
| 6th | N/A | N/A | N/A | N/A |
| 7th | N/A | N/A | N/A | N/A |
| 8th | N/A | N/A | N/A | N/A |
| 9th | N/A | N/A | N/A | N/A |
| 10th | N/A | N/A | N/A | N/A |
| 11th | N/A | N/A | N/A | N/A |
| 12th | N/A | N/A | N/A | N/A |

## 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.

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| --- | --- | --- | --- |
| **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 | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 100 mins whole group instruction  20 mins small group instruction |
| 1st | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 120 mins whole group instruction  30 mins small group instruction |
| 2nd | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 120 mins whole group instruction  30 mins small group instruction |
| 3rd | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 120 mins whole group instruction  30 mins small group instruction |
| 4th | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 90 mins whole group instruction  30 mins small group instruction |
| 5th | CKLA Amplify | Foundational Skills, Knowledge Building, Comprehensive | 50 mins whole group instruction  30 mins small group 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 | Core Knowledge Language Arts | Knowledge building, comprehension, vocabulary, writing, spelling | 90 Min class period |
| 7th | Core Knowledge Language Arts | comprehension, vocabulary, writing, spelling | 50 Min class period |
| 8th | Core Knowledge Language Arts | comprehension, vocabulary, writing, spelling | 50 Min class period |
| 9th | Teacher Created | comprehension, vocabulary, writing, spelling | 50 Min class period |
| 10th | N/A | N/A | N/A |
| 11th | N/A | N/A | N/A |
| 12th | N/A | N/A | N/A |

## Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](https://education.mn.gov/mde/dse/mtss/) (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)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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?*

Woodbury Leadership Academy is in the process of adopting the MnMTSS framework. A MTSS team was assembled at the start of the 2023-2024 school year to participate in the MDE professional Learning cohort. This team has been working diligently to evaluate our current MTSS processes and refine part of it as the year progressed. This team is also working on creating an MTSS handbook to support the implementation of MnMTSS framework within our school.  We have identified the need for more defined referral process and a more universally used evidence-based reading intervention curriculum. Additionally, it was identified that our teachers need more support in data literacy to better drive instruction in reading.

*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.*

WLA Reading teachers will use data collected from curriculum benchmark assessments and nationally normed assessments (mClass DIBELS & NWEA MAP Growth) to identify students reading skill proficiency and align instruction to meet student needs. (i.e many students are struggling with letter sounds, teacher revisits letter sounds during whole group instruction) Fidelity of curriculum use and best teaching practices will monitored by the administrative team through teaching observation and class assessment data collected three times a years. Teacher’s Tier 1 programming is successful if at least 80% of students meet standards from Tier 1 (core) programming alone.

*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.*

WLA will use data collected from mCLASS DIBELS 8th Edition & NWEA MAP Growth to identify students that need to enter Tier 2 & Tier 3 intervention. Tier 2 intervention will take place in classrooms during the designated literacy intervention time in grade level schedules (K - 20mins & 1st -9th - 30mins daily). Teachers will use curriculum benchmark data to choose targeted remediation tools to support learners in the classroom, in addition to the our nationally normed assessment data. Students will enter Tier 3 intervention at the recommendation of our MnMTTS team through data analysis of mCLASS DIBELS (k-5) and MAP Growth (6-9). Students will enter tier 3 targeted services if they fall into the lowest 20% of our readers, have services outlined in their IEP, and/or are a MLL that needs target services. Students receiving Tier 3 services will receive services from our reading interventions, Special education teachers, or MLL teachers during the designated literacy intervention time in grade level schedules (K - 20mins & 1st-9th - 30mins daily).

## 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.*

Woodbury Leadership Academy began our professional development plan for training educators on structure literacy in the 2023-2024 school year when we adopted CKLA amplify edition 2. Teachers took part in several hours of training on implement this edition of the CKLA curriculum that is science of reading based. Additionally, we held several science of reading intervention training by LETRS trained staff to support daily reading intervention time. Our next step in our professional development plan is to train every reading teacher in LETRS. Staff will begin in this training at the end of August 2024 and complete the two-year program in June 2026.

Woodbury Leadership Academy will complete a minimum of 1 formal observation of structured literacy time for each educator to provide feedback on their instruction and collect observational data. Additionally, WLA administrators will analyze data collected from curriculum benchmark assessments & our nationally normed benchmark assessments to provide targeted support in the implementation of structured literacy in the classroom.

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.

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| --- | --- | --- | --- | --- |
| **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) | 22 | 1 | 1 | 20 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 14 | 0 | 0 | 14 |
| K-12 Reading Interventionists | 3 | 2 |  | 1 |
| K-12 Special Education Educators responsible for reading instruction | 8 | 0 | 0 | 8 |
| Pre-K through grade 5 Curriculum Directors | 1 |  |  | 1 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 0 | 0 | 0 | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | 15 | 0 | 0 | 15 |
| Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) | 2 | 0 | 1 | 1 |
| 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 | 1 | 0 | 0 | 1 |
| Employees who select literacy instructional materials for Grades 6-12 | 1 | 0 | 0 | 1 |

## 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.*

Woodbury Leadership has a strong evidence-based literacy curriculum for grades K-5. WLA needs to evaluate its 6-8 curriculum to ensure it has all of needed components of a strong literacy program. We will need to continue to develop a strong evidence-based literacy program for 9-12. Furthermore, our K-12 literacy intervention framework needs refinement. WLA has already created an MTSS team that is working diligently to refine intervention programming to better align with the MnMTSS framework. Finally, Woodbury Leadership Academy needs to continue providing our educators with science or reading training and curriculum specific training to ensure they are well versed in evidence-based teaching strategies and can follow our curriculum with fidelity.