



## 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:** Midway Star

**Date of Last Revision:** May 31, 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.*

Our mission is to ensure that all students are able to transition from learning to read (K-2) to reading to learn (3-8). We support their growth into knowledgeable, skilled, and confident citizens capable of succeeding in their work, personal, family, and community lives into the 21st century. MSA's literacy goal is to continue to improve literacy instruction so that all students are reading proficiently at grade level and meeting or exceeding state standards as currently measured by the MCA-III. We believe proficiency includes the ability to read, understand, and enjoy grade-level text.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> 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?
<b>Name of Screener:</b> <b>Lexia</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b> <b>NWEA</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> 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

If the student is identified as needing Tier 3 intervention support, we will notify the student's parents/caregivers in writing. This notification is sent to parents in the fall and spring after students have been assessed with the universal screener and will include:

- A description of the specific intervention, including the anticipated length of service and how student progress will be monitored
- A summary of the specific services to be provided
- The reason the student has been identified for the service
- Strategies parents can use to assist their children

### **Parent/Teacher Conferences**

Information concerning literacy development is provided during quarterly conferences. Academic goals and actions are the focus of the teachers, parents/caregivers, and students at conferences and other caregiver/teacher communications. If students are reading below grade level, parents are given information about the type of supplemental or intervention instruction their child will receive to support accelerated learning. Parents/caregivers are also supported in working with their children. They are provided information about their child's reading level and how they can support their child with reading at home. Parents/caregivers are advised to have their students read for at least 20 minutes per day outside of school.

### **Progress Updates**

Parents are notified of student progress towards standards through report cards, progress notes, and conferences, as well as at an annual IEP meeting for students receiving special education. Parents are encouraged to reach out to teachers with any questions they have and teachers are encouraged to connect with parents to explain progress when students are not meeting grade level reading standards.

### **Resources Provided to Families**

Midway Star Academy believes in a strong partnership with the student's home and the community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, and social and personal life, which impacts their academics and behavior. Parent meetings are held 2-3 times in the year. This is an opportunity for all parents to meet with the administration to learn about our curriculum and other topics. In the fall, parents are invited to curriculum night. Explanations of the literacy program are provided and tips on supporting reading skills at home are given. The winter and spring parent meetings are focused on various topics designed to meet the current needs of our students and parents. We gather input from parents regarding concerns and topics they need more information about and then tailor each parent meeting to address those needs. Teacher input is also gathered prior to these meetings to learn about what information they need parents to know. The goal is to close the communication gap, bring the school and parents on the same page, and provide a holistic understanding of what students are learning and how parents/caregivers can support their child at home.

In addition, quarterly parent classes are offered that focus on educating parents on the learning their children are doing, how to support them at home, how to navigate JMC, and how to check academic progress. Additionally, a parent resource booth is set up at the annual carnival for parents seeking additional support on how to best help their child. Parents and caregivers also have access to the MSA website with additional information including community resources.

At the beginning of the year, parents are provided with access to Lexia. We explicitly teach and model for parents how to use the program. If families do not have internet access or an electronic device at home, then we provide students with paper copies or direct them to public places that have internet/computer access. We introduce parents to Moby Max, explain the purpose of the program and how it works, and encourage them to sit with their students to preview what students are doing and to gain a better understanding of what students are learning at school.

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

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. **For those transitioning to an approved screener, you will submit data in June 2025.**

### Summary Data Kindergarten through 3<sup>rd</sup> 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						
1 <sup>st</sup>						
2 <sup>nd</sup>						
3 <sup>rd</sup>						

## 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.

<b>Grade</b>	<b>Total Number of Students</b>	<b>Number of Students Identified as Not Reading at Grade Level</b>	<b>Number of Students Screened for Dyslexia</b>	<b>Number of Students Identified with Characteristics of Dyslexia</b>
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

## 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-2 <sup>nd</sup>	MyView Literacy	<ul style="list-style-type: none"> <li>- <b>Build Foundational Skills:</b> The structured approach to phonics, phonemic awareness, and basic grammar will help students develop the core skills necessary for literacy.</li> <li>- <b>Facilitate Knowledge Building:</b> The diverse themes and genres in 'MyView' will help students expand their understanding of various topics, enriching their knowledge base.</li> <li>- <b>Provide Comprehensive Literacy Instruction:</b> With its integrated focus on reading, writing, speaking, and listening, 'MyView' serves as a comprehensive solution, aligning with educational standards and providing a holistic literacy curriculum.</li> </ul>	Foundational Skills (20 minutes) Shared Reading (40 minutes) Reading Bridge (5 minutes) Small Group (25 minutes)
3 <sup>rd</sup> -5 <sup>th</sup>		<ul style="list-style-type: none"> <li>- <b>Facilitate Knowledge Building:</b> The diverse themes and genres in 'MyView' will help students expand their understanding of various topics, enriching their knowledge base.</li> </ul>	Shared Reading (45 minutes) Reading Bridge

		<ul style="list-style-type: none"> <li>- <b>Provide Comprehensive Literacy Instruction:</b> With its integrated focus on reading, writing, speaking, and listening, 'MyView' serves as a comprehensive solution, aligning with educational standards and providing a holistic literacy curriculum.</li> </ul>	<p>(10 minutes)</p> <p>Small Group</p> <p>(30 minutes)</p>
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# Core ELA Instruction and Curricula Grades 6-12

<b>Grade</b>	<b>Implemented ELA Curricula</b>	<b>Description of Curricula Use (e.g. comprehension, vocabulary, writing)</b>	<b>Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)</b>
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<p>6<sup>th</sup>- 8<sup>th</sup></p>	<p>Wit &amp; Wisdom</p>	<ul style="list-style-type: none"> <li>- <b>Comprehension:</b> The curriculum emphasizes deep reading through complex texts, helping students understand structure, themes, and key details. It uses discussions and close reading to strengthen comprehension skills.</li> <li>- <b>Vocabulary:</b> Vocabulary instruction is integrated into the texts, allowing students to learn words in context. Techniques like semantic mapping and word analysis help expand students' vocabulary.</li> <li>- <b>Writing:</b> "Wit &amp; Wisdom" includes various writing activities—narrative, argumentative, and informative—linked to the texts. It guides students through the writing process, from brainstorming to editing, to develop strong writing skills.</li> </ul>	<p>*Class period for grades 6-8 is 55 minutes</p> <p><b>Welcome (3 minutes)</b></p> <p>Begin with a quick activity to engage students and prepare them for the lesson.</p> <p><b>Launch (5 minutes)</b></p> <p>The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or by making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals.</p> <p><b>Text-Based Learning (15 minutes)</b></p> <p>Engage in a close reading session with a text from "Wit &amp; Wisdom." This could involve examining specific passages, discussing key themes, or analyzing literary techniques. Students will annotate the text and take notes.</p> <p><b>Collaborative Exploration (15 minutes)</b></p> <p>Transition to group or partner work. Students can discuss the text, answer comprehension</p>
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			<p>questions, or work on a vocabulary exercise in small groups. This collaborative time allows for peer learning and discussion.</p> <p><b>Independent Writing (15 minutes)</b> Provide time for students to work independently on a writing task related to the text. This could be a reflective response, a short essay, or the start of a longer assignment. Students will use evidence from the text to support their ideas.</p> <p><b>Wrap-Up (2 minutes)</b> The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.</p>
9 <sup>th</sup>	NA	NA	NA
10 <sup>th</sup>	NA	NA	NA
11 <sup>th</sup>	NA	NA	NA
12 <sup>th</sup>	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.*

### **MTSS**

Multi-tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework that aims to support the academic, social, emotional, and behavioral development of all students. The framework relies on data-driven decision-making to provide multiple levels of support to accelerate student achievement. Individual student data is used to inform differentiated core instruction in addition to monitoring the progress of all students. Data is also utilized to guide the selection and implementation of appropriate research-based interventions for students in need of supplementary support.

There are four core components of the MTSS Framework:

1. Infrastructure to Support Implementation
2. Team Process
3. Assessment Cycle
4. Multi-Tiered Instruction & Prevention

These core components are the pieces of the framework that MSA implements with fidelity in order for the system to impact student outcomes.

Students in grades kindergarten through eighth grade are assessed three times per year using the universal screener, DIBELS. The screener assesses students in letter names, phoneme segmentation, nonsense word fluency, and oral reading fluency. This is the first step in identifying students' needs, including those with dyslexia.

### **Tier 1 Interventions**

All students have unique interests and learning preferences, and they benefit from exposure to possible new interest areas into, through, and beyond the core curriculum. In partnership with support staff, families, and the community, teachers modify, adapt, and extend the core curriculum in response to interests and learning preferences. All students in grades K-5 are provided instruction using the Savvas: myView Literacy curriculum and for 6-8, the *Wit & Wisdom* curriculum. They are progress monitored weekly using the assessments provided with the curriculum. Interventions are provided as needed by the classroom teacher based on results from the progress monitoring. Tier 1 interventions also include deepening students' areas of interest through school-based enrichment opportunities. Students are encouraged to explore areas that provoke curiosity, thereby discovering unique strengths and talents.

### **Tier 2 Interventions**

Students identified as needing tier 2 support will work in small groups with the classroom teacher. Using individualized plans, created through NWEA and MobyMax, students will work at their academic levels, receiving support and instruction in their identified areas of need. Students will be progress monitored on a weekly basis by the teacher and make adjustments to the student's program as needed. In addition, the teacher will meet with students in small groups or one on one to reteach skills students are not mastering.

Lexia is also used to monitor the reading growth of students at the tier 2 level. Teachers keep track of student reading levels and note the skill a student may be struggling with. Using Lexia, the student is assigned lessons focused on the identified skill. Once a month, teachers meet in teams to review and analyze the data, track student progress, identify any gaps, and design interventions to meet the needs of students.

### **Tier 3 Interventions**

For students whose screening assessment results suggest working well below grade or elevated risk level for difficulty developing grade-level literacy skills, additional diagnostic tests will be administered. This additional data point will help place the student at the appropriate tier and help identify the specific learning gaps a student may have in literacy development. The additional assessments may include:

- NWEA
- Lexia

Students identified as needing tier 3 support will receive the following interventions:

- Using data from NWEA, individualized plans will be created for each student that is focused on areas of need.
- Students will meet in small groups (3-5 students) with an interventionist teacher on an ongoing basis for 20-25 minutes a day, 4 days per week.
- The number of minutes each student receives for interventions may differ depending on his/her individualized plan.
- Interventionists will monitor student progress daily and make adjustments to the student's instruction based on formative assessments. Using summative assessments, interventionists will assess students every 6 weeks to monitor growth. Adjustments to the student's plan will be made based on the data collected.

### **Assessments Used and When They Are Administered**

At MSA Academy, we continually review our curriculum and instruction and make improvements to ensure that all students gain the reading skills they need to be successful in reaching their greatest potential. The assessment process, which includes screening and accountability, diagnostic and progress monitoring, is vital to instructional decision-making in literacy. All students are screened to identify their literacy strengths across the five components. Diagnostic tools are used to determine individual instructional needs. Progress monitoring is used to track student growth in reading over time. Teachers and administrators use student assessment data to customize instruction for each student. In the fall, winter, and spring, teachers formally assess their students' reading using a combination of screening and accountability measures (indicated in the table below) to provide instruction that matches students' instructional needs. Assessments are administered by teachers. The following table provides detailed information about the assessments utilized by MSA.

<b>Screeners/Accountability</b>	<b>Test Administration</b>	<b>Phonics</b>	<b>Phonemic Awareness</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Oral Language</b>
Lexia (K-8)	F	X	X	X	X	X	
MCA-III (3-8)	S				X	X	
My View (K-5)	F,W,S	X	X	X	X	X	
WIDA (ELL K-8)	W				X	X	X
NWEA (K-8)	F,W, S	X	X	X	X	X	
Dibels	F, W, S	X	X	X	X	X	
<b>Diagnostic/Instructional</b>	<b>Test Administration</b>	<b>Phonics</b>	<b>Phonemic Awareness</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Oral Language</b>

MobyMax	F	X	X	x	X	X	X
Dibels	F, W, S	X	X	X	X	X	
<b>Progress Monitoring</b>	<b>Test Administration</b>	<b>Phonics</b>	<b>Phonemic Awareness</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Oral Language</b>
Running Records	As needed			X	X		
Savvas: My View	Weekly	X	X	X	X	X	
Lexia	Monthly	X			X	X	
IXL	Monthly	X	X		X	X	
NWEA	Every 6 Weeks						

### Exit Criteria

NWEA data in the winter and spring is viewed again. Students that have shown improvement and working at/or above 40 % are given a second screener, Lexia. If the data from Lexia confirms that the student is no longer reading 2-grade levels below, then that student is moved from tier 3 to tier 2. A student that is consistently performing at or above grade level on accountability and progress monitoring assessments will be exited from interventions.

### Evidence-Based Interventions and Supplemental Resources

MSA incorporates WIN time daily for 30 minutes to help meet the diverse needs of all our students. WIN time is a learner-centered approach where students benefit from differentiated instruction. This may include reteaching, remediation, or extension of activities for literacy. During this time, classroom teachers meet with small groups, using data from the DIBELS screener and NWEA to target instruction. Areas of focus will include foundational and comprehension skills which are determined based on the needs of the students. Listed below are the resources and materials MSA uses to guide our interventions.

- IXL

- Moby Max
- Lexia
- Savvas: My View

## 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, the 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 Midway Star Academy teachers will be trained in OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). 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.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	NA	NA	NA	NA
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	9	0	0	9
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	2	0	0	2



K-12 Special Education Educators responsible for reading instruction	4	0	0	4
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	10	0	0	10

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	8	0	0	8
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	NA	NA	NA	NA
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

<b>Sessions</b>	<b>Date</b>
<b>FIRST</b> cohort group start	August 16, 2024
Live Session #1	10/11/24 @ 12:30PM
Live Session #2	11/22/24 @ 12:30PM
Live Session #3	2/07/24 @ 12:30PM



## **School-Wide Professional Development Workshops**

In addition to OL&LA training, teachers participate in ongoing professional development workshops throughout the year that focus on areas of need. In August teachers will receive training from Savvas that is focused on foundational and comprehension skills related to the Science of Reading.

## **Professional Learning Communities (PLC)**

PLCs are collaborative groups of teachers who come together for the purpose of increasing student achievement. The focus of these groups is to increase student performance through analysis of student work, common assessments, and teachers' instructional practices. PLCs meet weekly. During these weekly PLC meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning.

## **Academic Dean**

The Academic Dean meets monthly with each teacher to review data collected from Lexia, IXL, and curricula assessments. Together, we analyze the data to determine the students not mastering skills and standards and which standards they are struggling with. We then work together to design intervention strategies and lessons to address the needs of each student. We also review the curriculum's Scope and Sequence to see if teachers are on track with the pacing guide and we provide support for them if they are falling behind. A Savvas consultant is also available to meet with teachers on an as-needed basis.

## **Online Workshops**

Self-paced online workshops are available for teachers. Based on needs identified through teacher evaluations and walkthroughs, the administration team chooses 3-5 workshops for staff to attend. Any teacher may request to participate in additional online training. If approved, the school will purchase the online training program for them. Additionally, the school shares pre-recorded webinars of various topics that teachers can view if they are seeking more professional development.

## **EL Teacher Support**

The EL teacher rotates through each grade level PLC to offer guidance and strategies for supporting EL students in the classroom.

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

Training, implementation of a new curriculum based on the science of reading, training/fidelity of implementing curriculum, regular review of data, observations, and feedback from teachers, evaluation of the program to look for strengths and areas for improvement. Plans to address areas needing improvement.

## 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 the implementation of evidence-based literacy instruction.*

Area for Refinement	Next Steps
<p>Data from NWEA and classroom assessments show that students who are not reading at grade level are struggling with understanding the vocabulary used in texts. This lack of knowledge of individual word meanings impacts word recognition fluency and hinders a student’s overall understanding of texts.</p>	<p>About 63% of our students qualify for EL services. To support their needs we will provide training to all teachers on how to best support EL learners and their English language development. Professional development sessions will occur throughout the year that focus on vocabulary acquisition strategies and supporting EL learners in the classroom.</p>
<p>Teachers were in the emerging stages of implementing our new Savvas ELA or Wit and Wisdom ELA program. While teachers attended an initial training session for using the program they did not have a full understanding of how to implement all parts of the program and struggled to follow the scope and sequence.</p>	<p>Beginning in August and continuing throughout the year, teachers will receive professional development and coaching to implement all parts of the ELA curriculum. The academic dean will provide coaching and mentoring as needed and work with teachers to ensure they are following the curriculum’s scope and sequence.</p>
<p>PLCs met weekly throughout the year to share ideas and resources. Observations and teacher feedback of PLC meetings indicated that we could refine our collaborative approach and improve the efficacy of our PLC meetings, thus having a greater impact on student achievement.</p>	<p>PLC meetings will be restructured so that teachers are working in smaller groups which will allow them time to collaborate on skills that directly impact their students. We have set aside time for grade level teams to meet on Mondays to review data and collaboratively plan interventions and lessons. We also want to ensure our teachers continue to meet in vertical teams so they can collaborate on the alignment of content standards and share information about the concepts students have mastered and need to master to be successful in the next grade level. These vertical meetings also serve as an additional opportunity for teachers to share ideas and resources. Vertical teams will meet on Wednesdays.</p>
<p>Midway Star has invested in supplemental resources such as IXL and Lexia to help support students on mastering specific skills. While teachers and students are utilizing the program, we noticed that teachers can do a better job of aligning the skills students are</p>	<p>Professional development training sessions will be provided to teachers so they have a better understanding of how to align IXL and Lexia to the ELA curriculum. The academic dean will also provide coaching and mentoring throughout the year to</p>

working on to the skills being taught in the ELA program, thus creating a more cohesive and holistic learning environment for students.

support teachers in not only implementing this practice but analyzing the data on a regular basis and making adjustments to the reading lessons based on the data.