

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: Northwest Passage High School

Date of Last Revision: June 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.

Northwest Passage High School will focus on the following literacy goals for the 24-25 school year:

1. 70% of students enrolled for the full 2024-25 school year will demonstrate growth in reading on the NWEA MAP Assessment.
2. All students will participate in a daily literacy hour that includes reading, writing and communication skills.
3. Fully utilize our MTSS system of tiered supports based on the all staff training by BrightWorks in January of 2024. Monitor progress and collect data on students identified for tier 2 and 3 interventions with fidelity.
4. Improve regular communication with students and families about their reading level and progress over time, sharing resources and strategies for improving reading comprehension.

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)
- NWEA MAP Growth: Reading (Universal Screener)
- NWEA MAP Reading Fluency (Dyslexia Screener)

Grade K-3 Screeners

N/A Northwest Passage is a 9-12 Public Charter School

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: NWEA MAP: Reading (Universal Screener)	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<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 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)
Name of Screener: NWEA MAP Reading Fluency (Dyslexia Screener)	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<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 type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

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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.

Northwest Passage High School provides parents/families with three student-led conferences throughout the school year. Student advisors and case managers schedule 30 minute conferences during the fall, winter and spring with the parents/guardians, the student, advisor, and any other team members who support the student. During the conferences NWEA assesses, academic progress, daily literacy and goals are discussed. When necessary interventions and improvement plans are created based on all available data. Parents are encouraged to support students with the improvement plans and Northwest Passage High School provides parents with needed resources when necessary.

At Paladin, student academic progress is evaluated and adjusted six times throughout the school year. Student success coordinators have regularly scheduled conferences with students and families where the team reviews student growth and progress across all content areas, including reading.

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

N/A - Northwest Passage High School is a 9-12 Public Charter School.

Core Reading Instruction and Curricula Grades K-5

N/A - Northwest Passage High School is a 9-12 Public Charter School.

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)
6 th – 8 th	N/A	N/A	N/A
9 th – 12 th	<p>Students work collaboratively with their advisors and case managers to develop a Personal Learning Plan that includes their high school ELA standards requirements each year that they are enrolled at NWPHS. NWPHS provides students with a combination of direct instruction and independent project based learning.</p> <p>NWPHS's learning model values and utilizes a multi-faceted approach to ELA instruction through project-based and experiential learning, direct instruction and literacy specific time each day.</p> <p>All students have a designated literacy time each day that focuses on reading, writing, and communication skills development. During literacy time students will experience a variety of ELA strategies including independent reading, book clubs, focused text analysis, daily writing and focus support when appropriate. Each of our classroom teachers has an innovative waiver, and works with ELA teachers to develop and support reading, as well as oral and written communication</p> <p>Students also select teacher-led ELA seminars throughout the year that meet the additional Minnesota ELA graduation requirements.</p> <p>In addition to these direct instruction models, students also create independent projects that satisfy the high school ELA requirements. Examples of these projects include, but are not limited to: creative writing, poetry, research papers, technical reading and writing, advertisement, storytelling, multimedia and podcasting, and oral presentations. ,</p>		

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?

Northwest Passage High School teaching staff, special education case managers and paraprofessionals all participated in a Minnesota MTSS Framework training led by BrightWorks in January of 2024. Dean of Students Anna Miller-Sherman and Special Education Coordinator Val Miller coordinate with all staff to administer MnMTSS strategies. For 2024-25 NWPHS has identified the following areas for improvement - increase student engagement in designated literacy time, 80% of students enrolled for the full 2024-25 school year will demonstrate goals on the NWEA Reading Assessment from fall to spring.

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.

All NWPHS school personnel can refer a student to MTSS at any time during the school year for reading, math, or behavior. The intervention team then reviews the student's screening data, starting with the most recent MAP scores in reading and math, current level of credit attainment, and class and school attendance, and makes an intervention plan for that student.

We have a team of staff conducting interventions and tracking progress. If there is growth or improvement over time, students may continue to work with interventionists or continue on their path of learning. If there is insufficient progress or a student is resistant to additional support, students will continue interventions and have a meeting with their support team, including family members, to discuss the next steps.

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.

In our MTSS process for reading, identified students for Tier 1 interventions (through our universal screening data or staff referral) complete 1-to-1 screening with a reading specialist, checking for grade level proficiency. If students are two years or more below grade level, they receive targeted weekly services with a reading specialist to track their skill progression and progress.

Students who do not demonstrate growth after 6-8 weeks of intervention will then have a meeting with the support team to move into Tier 2 / Tier 3 interventions and talk about the next steps. If the student and family request an evaluation for special education services, we move into and begin the evaluation process. If they do not, the team discusses additional resources and interventions that are available within the school and the greater community.

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.

All ELA and Special Education teachers who deliver reading and social skills will participate in the approved professional development from CAREI (Center for Applied Research and Educational Improvement) during the 24-25 school year.

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.

Northwest Passage High School Literacy Professional Development Plan

1. All paraprofessionals will receive 4-6 hours of professional development on reading strategies during the 2024-25 school year.
2. The education team will focus on targeted support and interventions through MTSS and strengthen their referral system.
3. Continue to track and collect both reading credit attainment, proficiency, and independent reading measures through our seminar and independent models to ensure continuous improvement.

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
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Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	N/A	N/A	N/A	N/A
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	N/A	N/A	N/A	N/A
Grades 4-5 (or 6) Classroom Educators (if applicable)	N/A	N/A	N/A	N/A
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	6	0	0	6
Pre-K through grade 5 Curriculum Directors	N/A	N/A	N/A	N/A
Pre-K through grade 5 Instructional Support Staff who provide reading support	N/A	N/A	N/A	N/A

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	10	0	0	10
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	N/A	N/A	N/A	N/A
Grades K-Age 21 Educators who work with students who qualify	N/A	N/A	N/A	N/A

for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	N/A	N/A	N/A	N/A

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.

Refinements Needed in Implementation of Evidence-Based Literacy Instruction:

Professional Development: Although all teaching staff have Cross-Curricular Delivery waivers there is an ongoing need to provide teachers with additional training especially in the areas of differentiated instruction, and interventions for students who are significantly below grade level. We are looking forward to the upcoming required training in 2024-25.

Data Usage: Data on student assessments, growth, credit earning and successes are regularly collected, however more emphasis needs to be placed on interpreting and using this data to inform instruction and interventions.

Literacy Across the Curriculum: Literacy needs to be a focus across all curricular areas. While there is evidence of literacy focus in ELA seminars and courses, a greater effort needs to be made to include literacy in all curriculum areas.

Family Engagement: NWPHS does a good job of informing families about the current state of student literacy, however we have not encouraged, supported or informed them on ways they could help their students be more successful in the area of literacy.

Next Steps for Improving Implementation of Evidence-Based Literacy Instruction:

Implementation of Professional Development: NWPHS plans to support all staff in the required READ Act training and to work with CAREI to design and implement an effective literacy professional development plan.

Improving Data Usage: NWPHS leadership staff will provide instruction to all staff on data interpretation and how to make data driven decisions that support all students.

Integrating Literacy Across the Curriculum: Increase efforts to embed literacy practices into all curriculum and content areas. Include reading and writing instruction in all content areas. Establish a norm where literacy best practices are the expectation throughout all classes.

Strengthen Family Engagement: Design and implement a family literacy support plan, that will include resources, workshops, and dialog about the importance of strong literacy skills and ways to support students.

