



Local Literacy Plan Template: 2025-26

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: 4282-07

Date of Last Revision: _____

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school’s literacy goals for the 2024-25 school year.

Innovation Academy’s literacy goals are:

- 1) Innovation Academy is committed to complying with the READ Act. The Read Act ensures that all students starting from kindergarten have solid foundation of literacy skills to develop increasingly advanced communication and to transfer learning across all subject areas. Reading and writing are skills that are used in all subject areas. Direct daily instruction will use Core Knowledge Language Arts curriculum for skill growth, to increase comprehension, and to create a love of reading.

The writing curriculum will utilize Writing City, an online curriculum that will allow for personalization and differentiation. Leveled readers will be content based. Reading and writing curriculum will meet Minnesota standards.

- 2) Innovation Academy will provide a quality literacy environment for all students to promote academic success. Innovation recognizes the importance of the core components of effective literacy planning generally accepted by research and identified by the MN Department of Education: instructional leadership, multi-tiered systems of support, quality assessment, effective professional development, and family and community partnerships. Innovation is committed to having every student reading well by third grade. Literacy development starts at an early age and is the basis for all academic success.

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	<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 type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<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 type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<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?
Name of Screener: Dibels	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 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 type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: NWEA	<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 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.

Innovation Academy will have students do an initial reading screening during the fall to determine proper skill level placement of classes and to determine proper skill level placement of classes and to determine if a particular student needs extra support because they do not meet an established baseline. We will have students complete each assessment initially, then have them re-read the same passage a month later. In this way, the student, teacher, and parents will be able to see if progress is being made or if extra support is still needed. This assessment also gives useful information in regards to a student's comprehension or understanding of written text. These measures will be combined with teacher observations and data to determine proficiency and to guide instruction.

Teachers of students in grades K-5 will send home classroom expectations at the start of each school year. One of the recommendations is that students in 1st and 2nd grades read to their parents nightly. In Kindergarten, students are provided with reading books and homework to do at home with their parents to reinforce what they are learning during the school day. These strategies are an attempt to involve parents in their child's literacy development and reading skills. In addition, as a school, Innovation will offer three Parent-Teacher Conference sessions, with various times to accommodate family schedules. Teachers as well as administrative staff will encourage parents to attend all three sessions, whenever possible, to encourage face-to-face communication between parents and teachers of all students across our grade spectrum.

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

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

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

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 st						
2 nd						
3 rd						

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.

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

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	HMH Into Reading	Comprehensive	90 minutes
1 st	HMH Into Reading	Comprehensive	90 minutes
2 nd	HMH Into Reading	Comprehensive	90 minutes
3 rd	HMH Into Reading	Comprehensive	90 minutes
4 th	HMH Into Reading	Comprehensive	90 minutes
5 th	HMH Into Reading	Comprehensive	90 minutes

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	HMH Into Reading	Comprehensive	Class period length
7 th	HMH Into Reading	Comprehensive	Class period length
8 th			
9 th			
10 th			
11 th			
12 th			

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

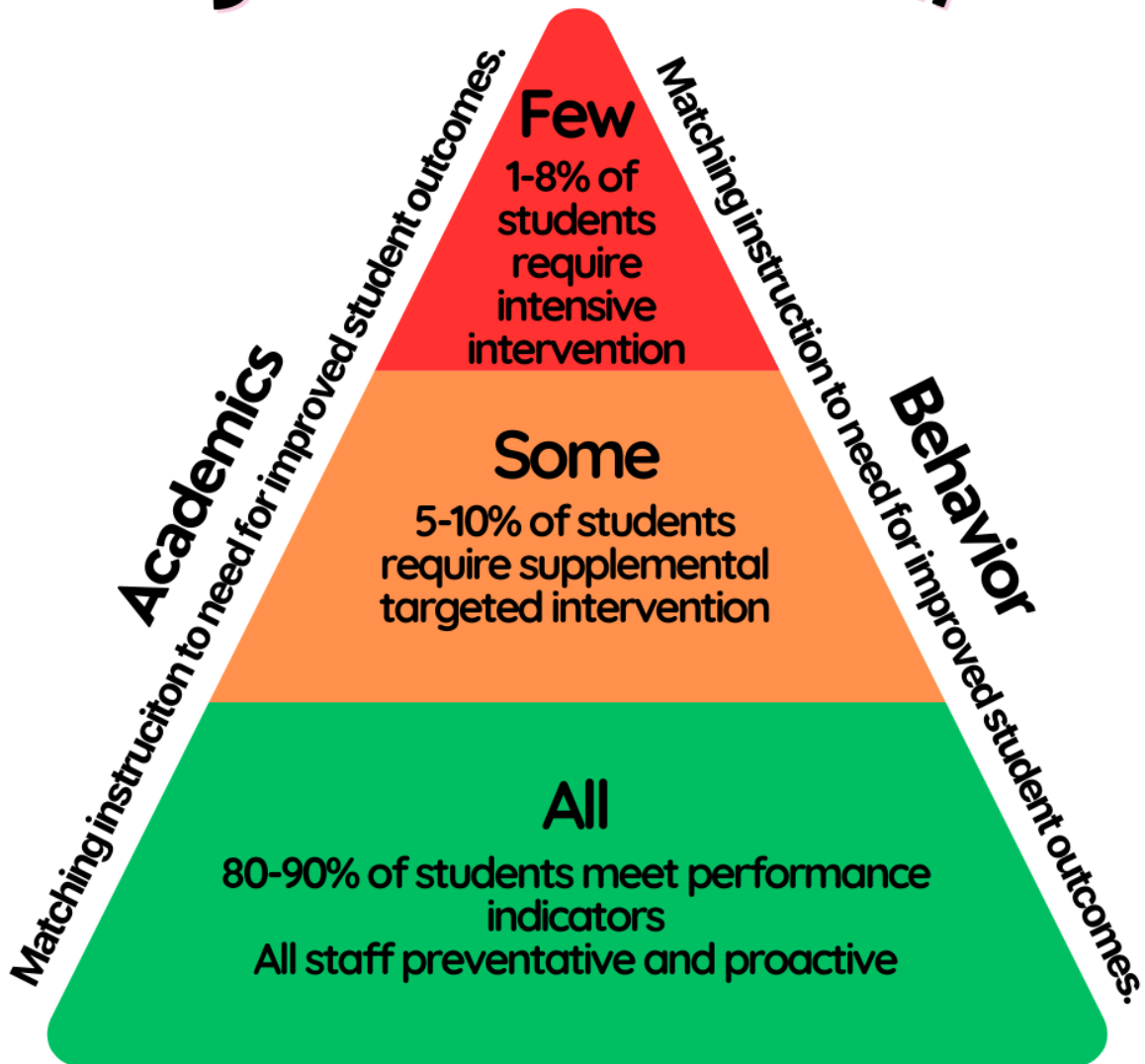
Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Multi-Tiered System of Supports (MTSS):

Innovation Academy provides MTSS that emphasizes the principle that all teachers can differentiate instruction to enhance the learning of all learners. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. MTSS provides multiple levels of support for all learners (struggling through advanced). Innovation Academy provides interventions and enrichment using student data to best support all students.

The effective implementation of these strategy involves 3 tiers as follows:

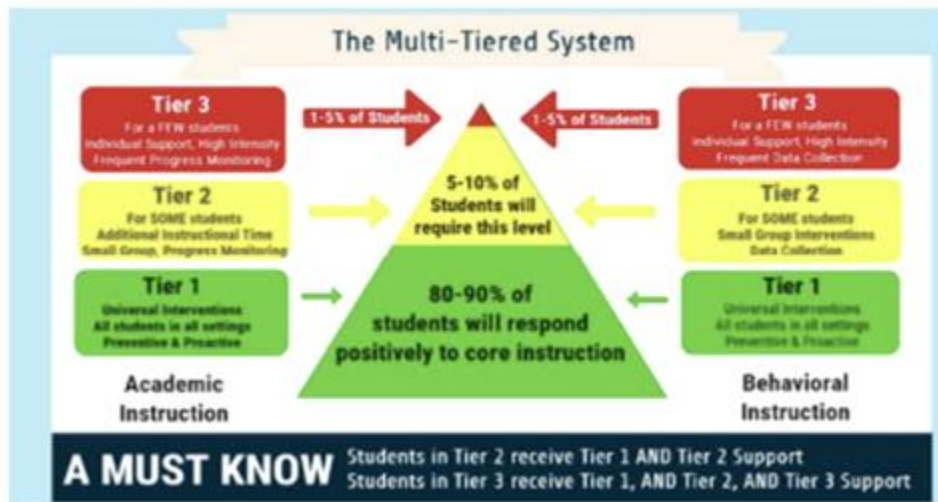
MULTI TIERED SYSTEMS OF SUPPORT



- i) Tier one-whole group instruction (universal)
- ii) Tier two-Some students will be provided with supplemental instruction.
- iii) Tier three: Provision of increasingly individualized interventions.

Innovation Academy utilizes MTSS following the process and using formative assessment, summative assessment, standardized assessment, and behavior data in effectively meeting the needs of all the students.

Our charter school values success for all and thus committed to setting high expectations for our students, challenging academic standards for core subjects, assess students annually on their proficiency according to these standards commonly through standardized tests. The STEM curriculum will be organized around a theme and cover topics mapped to state standards and benchmarks. Students will engage in invention and hands-on activities to further innovate, create, and develop their power of imagination



**Systems - Processes that we all use to catch students before they fall.*

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.

Job embedded professional development initiatives that are likely to sufficiently prepare teachers to deliver the school's unique program to the targeted student population is described as follows:

The job embedded professional development initiatives will be driven by the school goals and data collected. It will be engaging, focused, adaptive, differentiating and the planning will include reasonable number of clearly established priorities, standard based instructions and research-based strategies. Common planning time will be allocated to staff weekly to collaborate on how to improve the learning of ALL the students. It will be used for data analysis, curriculum management, instructional improvement, and staff development. What educators are looking for today in school reform initiatives are those that result in not only improved teaching, but also in overall school improvement and student learning. Professional learning communities (PLCs) represent this new focus and means of school improvement. Professional learning communities will be used to establish a setting that enables teachers to work in teams to learn, plan, implement, and assess instructional strategies, develop and use common assessments, and thus increase student performance. During collaborative team meetings, teachers will share their concerns, reflect on their teaching strategies, and make decisions based on data.

The four critical questions of the professional learning community model that will drive the conversations of grade-level meetings are: What do we want students to learn? (Planning and pacing instruction) How will we know if they have learned it? (Collect data) What do we do if they do not learn it? (Intervention) What do we do if they do learn it? (Enrichment).

Organization and uses of Common Planning Time will include: Clearly delineated agendas and meeting protocols, reviewing test results, data sharing and data analysis, looking at instructional strategies, creating common assessments, developing model lessons and trying model lessons in the various classes.

Other agendas of PLCs include, communicating with parents, planning student events, looking at learning disabilities. student guidance issues including parent conferences, Instructional improvement (professional development), progress monitoring/evaluation of strategies, MTSS Minutes and Follow-up. As gaps in the classrooms practice become apparent, teachers will research, plan tests, assess and refine new strategies. The focused professional development will sometimes include training provided from outside resources. Furthermore, external professional development opportunities will be offered to all teachers across the K-8 spectrum. strategies for improving instruction, curriculum, and student achievement Overall, Innovation will enhance education effectiveness practices that integrate high-quality-instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.

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

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

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.

The plans to accelerate learning and ensure all students are reading well starting from kindergarten are as follows:

- a) Effective implementation of curriculum and instructional practices.
- b) Analyze reading practices prior to selecting evidence-based interventions.
- c) Innovation will provide a quality literacy environment for all students to promote academic success. Innovation recognizes the importance of the core components of effective literacy planning generally accepted by research and identified by the MN Department of Education: instructional leadership, multi-tiered systems of support, quality assessment, effective professional development, and family and community partnerships. Innovation is committed to having every student read well. Literacy development starts at an early age and is the basis for all academic success. Reading well starting from kindergarten ensures that a student has a solid foundation of literacy skills to develop increasingly advanced communication and to transfer learning across all subject areas.
- d) Instruction that provides the basis for all students to read well from kindergarten and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and workplace. One of the core values that Innovation is passionate about is believing in all the students and having high expectations for them. Studies show that having high expectations for our students is the key to closing the achievement gap and ensuring that all students achieve. To further raise the bar and close the achievement gap, Innovation will implement the following strategies effectively:
 - e) Our trained staff will administer Dibels assessment three times per year. We will have students do an initial reading screening during the fall to determine proper skill level placement of classes and to determine proper skill level of intervention to inform the Tier needed to best support the students. We will have students complete each assessment initially, then have them re-read the same passage a month later. In this way, the student, teacher, and parents will be able to see if progress is being made or if extra support is still needed. This assessment also gives useful information regarding a student's comprehension or understanding of written text. These measures will be combined with teacher observations and data to determine proficiency and to guide instruction.
 - f) Teams will establish a framework to assist in developing decision rules about what intervention is required given the results of screening.
 - g) For class-wide intervention or a small-group intervention, use multiple sources of data to select the appropriate intervention.

- h) Evidenced based instruction will be used to support students at different levels (primary, secondary and tertiary levels).
- i) Objective board: Teachers will write the guiding question, learning targets, language objectives on the board to guide students on their learning journey each day. Each teacher will read all the objectives, guiding questions aloud to the class, the class will then read together with the teacher. The teacher will constantly refer students to the objective board as a reminder of their learning and expectations for the day.
- j) Think-Pair Share: Collaborative learning has a proven record of success. Innovation will implement collaborative learning and encourage students to think-pair and share.
- k) Hands-On Activities: Innovation Academy is STEM focused. The lab activities and invention whereby students create, problem solve and create their prototypes, will promote the use of innovative practices to engage all learners in meaningful and relevant learning activities. The approach will enhance the 4 components of literacy-speaking, listening, writing, and reading. Innovation Academy is committed to developing critical thinkers, and problem solvers who will develop the world of tomorrow.
- l) Family communication: staff stability and low student turnover allow teachers to develop long-term working relationships with families and ensures parents are meaningfully engaged in their children's academic development.
- m) Emotional and behavioral supports: For effective learning, our students must feel safe and supported. Innovation Academy is a PBIS (positive behavioral intervention and support) school. The PBIS helps to reinforce positive behavior that empowers our students to develop habits of success.
- n) Research based strategies to best meet the needs of our targeted learners will include differentiation and scaffolding. Students will be held to high expectations to ensure that all students have access to critical content or skills. Teaching and learning will be motivating and challenging. The primary goal of the instructional support will be to accelerate learning and performance.