



## Local Literacy Plan Template: 2025-2026 School Year

### District or Charter School Information

**District or Charter School Name and Number:** DaVinci Academy, 4185

**Date of Last Revision:** June 2025

### 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

- At least 65% of students in grades K-1 will receive a benchmark score in the low risk category on the earlyReading Composite in spring 2026.
- At least 65% of students in grades 2-3 will receive a benchmark score in the college pathway or low risk categories on the CBMreading English in spring 2026.
- At least 60% of students in grades 4-8 will meet their 2025 NWEA MAP reading growth goals, as measured from fall 2025 to spring 2026.

## Universal and Dyslexia Screening

### Grades K-3 Screeners

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>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 2-3)</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 <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

### Grades 4-12 Screeners

Name of the Assessment	Target Audience (Grades 4-8)	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>NWEA MAP Growth Reading</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 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 <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents attend. If students have been identified for additional interventions, parents are informed about what those interventions will be and how they will be updated about progress. If warranted, an RtI/ADSIS instructor will sit in on the conference to give further information and answer any questions parents may have. Specific strategies based on the student's area of need are also shared with parents at conferences.

If a student begins Tier 2 or Tier 3 interventions outside of the classroom, parents are informed by the RtI/ADSIS teacher providing the interventions, as well as by the appropriate principal. The parents receive information about the intervention itself, the frequency and the goal of the intervention, and the timeline for updates regarding progress. If the RtI/ADSIS team has worked with a student in either Tier 2 or Tier 3 interventions and the student has not met targeted growth, the parents are invited to meet and discuss their child's progress, indicators of potential concern, and a plan for their child moving forward. Parents continue to be informed of progress toward the target reading goal throughout the school year.

## Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 120 min. Differentiated: 25 min.
1 <sup>st</sup>	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 120 min. Differentiated: 25 min.
2 <sup>nd</sup>	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 110 min. Differentiated: 25 min.
3 <sup>rd</sup>	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 140 min. Differentiated: 25 min.
4 <sup>th</sup>	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 85 min. Differentiated: 20 min.
5 <sup>th</sup>	CKLA Amplify	Foundational skills, knowledge building, comprehensive	Whole group: 90 min. Differentiated: 20 min.

# Core ELA Instruction and Curricula Grades 6-8

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 <sup>th</sup>	Teacher-created curriculum	Comprehension, vocabulary, writing, grammar	53 minutes per day
7 <sup>th</sup>	Teacher-created curriculum	Comprehension, vocabulary, writing, grammar	53 minutes per day
8 <sup>th</sup>	Teacher-created curriculum	Comprehension, vocabulary, writing, grammar	53 minutes per day

## Data-Based Decision Making for Action

The following areas have been identified as areas in need of growth:

More rigorous Tier 1 instruction within the classroom

- CORE Literacy training implementation in grades K-3
- Scope and sequence revisions in grades K-8 language arts
- Continued implementation of interim assessments to better guide Tier 1 instruction

Tier 2 small group interventions within the classroom

- Continued implementation of interim assessments to determine Tier 2 small group interventions
- Implementation of PRESS

Progress monitoring of K-3 students not receiving elementary RtI/ADSiS services

- FastBridge benchmark assessments of K-3 students three times per year
- FastBridge progress monitoring of all students falling below benchmark

Consistency in the RtI/ADSiS program

- Utilizing approved interventions in the FastBridge progress monitoring component
- Utilizing interventions and assessments from the CORE Literacy training

## Multi-tiered System of Supports (MTSS)

DaVinci utilizes an MTSS framework to identify and address students' learning needs. This comprehensive approach allows for differentiated supports, ensuring that all learners can succeed. The key aspects to DaVinci's MTSS framework are as follows:

- Tiered Support. Students receive varying levels of support based on their needs.
- Data-Driven. The MTSS framework relies heavily on data to inform decision making about student needs, interventions, and program improvement.
- Proactive and Preventative. Students who may be struggling are identified early and provided targeted support before problems escalate.
- Evidence-Based. Research-backed strategies and interventions are implemented.
- Collaborative. Multiple staff members, including homeroom teachers, Rtl/ADSIS teachers, school counselors, and administration, are involved in the MTSS process.

## Reading Interventions Grades K-12

Throughout the school year, data analysis identifies students in need of additional instruction and/or time to reach grade level proficiency in reading, as well as those who require extensions. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to master grade level benchmarks.

Students not reading at grade level are identified through the FastBridge (K-3), MCA (3-8), and NWEA MAP (4-8) assessments. Typically students scoring in the 20<sup>th</sup> percentile or below receive pull-out RtI/ADSIS services with additional instruction using UFLI in grades K-3, Rewards and the Leveled Literacy Intervention program in grades 4-5, and Read180 in grades 6-8. In elementary (grades K-5), additional support is provided for a minimum of 20 minutes per day, four days per week. In middle school (grades 6-8), additional support is provided every day or every other day for 53 minutes.

To gauge effectiveness of specific interventions, classroom and RtI/ADSIS teachers monitor progress using FastBridge, EasyCBM, or the Core Phonics Survey. Once a student has reached grade-level benchmarks, they continue to be monitored and the extra support in Tier 2 may stay the same, be reduced, or be concluded. Classroom teachers continue to monitor progress to ensure that mastery is maintained.

At the third tier of instruction are targeted interventions for students not yet making sufficient growth with classroom and differentiated instruction. Students who are significantly below level in reading receive Tier 1 and Tier 2 interventions and may qualify for more intense Tier 3 support. This support consists of additional time with an RtI/ADSIS instructor using UFLI, the Wilson Reading Program, or other research-based interventions.

The classroom teacher monitors progress of all students using curriculum-based assessments and interim assessments. The RtI/ADSIS teachers complete weekly progress monitoring of students in their groups. The success of a particular intervention is monitored by student performance using progress monitoring probes in relation to fall, winter, and spring benchmark scores, as well as curriculum-based measures. As student performance improves, teachers refine the frequency of the intervention. Teachers may also conduct additional formal and informal diagnostic assessments to determine appropriate interventions.

For the 2025-2026 school year, a concerted effort to provide effective Tier 1 instruction within the classroom will be necessary to support the number of students who demonstrate the need for remediation. The current intervention process will continue with efforts toward providing more rigorous Tier 1 instruction within the classroom. Teachers that have completed the CORE Literacy professional development will be monitored for implementation fidelity.

Additional components that have been identified for improvement include Tier 2 small group interventions within the classroom, progress monitoring of students not receiving elementary RtI/ADSIS services, and consistency in the RtI/ADSIS program.

## Professional Development Plan

Teachers in grades K-3 (as well as others identified in Phase 1) completed CORE Literacy training during the 2024-2025 school year. Newly hired teachers will complete CORE Literacy training during the 2025-2026 school year.

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, is indicated below and is accurate as of June 4, 2025:

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who are Anticipated to Have Completed Training as of 6/18/2025</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	21	19	0	2
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	5	3	0	2
K through grade 5 Curriculum Directors	1	1	0	0
K through grade 5 Instructional Support Staff who provide reading support	25	0	0	25

<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 4-8 Classroom Educators responsible for reading instruction	11	0	0	11
K through 8 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades 6-8 Instructional support staff who provide reading support	4	0	0	4
Grades 6-8 Curriculum Directors	NA – Academic Director is K-8			

## Literacy Aid Funds

DaVinci Academy has received \$74,089.24 for Literacy Aid, \$39,420.78 for READ Act Literacy Aid, and \$35,591.22 for READ Act Teacher Training. Funds were spent in accordance with allowable uses, such as paying teachers for training outside of work hours, implementing required screening using FastBridge, and paying for a required District Literacy Lead.

## Student Summary Level and Dyslexia Screening Data 2024-25 School Year

### Summary Data Kindergarten through 3<sup>rd</sup> Grade

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	101	86	103	75	103	20
1 <sup>st</sup>	105	67	110	71	110	24
2 <sup>nd</sup>	96	65	103	82	103	18
3 <sup>rd</sup>	107	84	114	90	110	19

### Students Grades 4-8 Not Reading at Grade Level

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 <sup>th</sup>	91	38	91	10
5 <sup>th</sup>	101	48	101	9
6 <sup>th</sup>	113	71	113	17
7 <sup>th</sup>	106	67	106	10
8 <sup>th</sup>	86	39	86	8

