



Local Literacy Plan: 2025-26 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: Northeast College Prep (4219-07)

Date of Last Revision: May 20, 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

- By 2027, 3rd graders at NECP will be at least 23.8% proficient on the MCA reading assessment.
- By 2027, the overall MCA reading proficiency rate at NECP will increase from 34.6% to 40.6%.
- Each school year, 50% of students in each grade K-1 enrolled during both the fall and spring assessment windows will perform in the "low risk" range on their FastBridge assessments (Kindergarten-Letter sounds, 1st Grade - Nonsense/Decodable words).
- Each school year, at least 50% of students in grades 2-8 who are enrolled during both the fall and spring assessment windows will perform at or above grade level on the NWEA reading diagnostic assessments.
- By the conclusion of the 2025-2026 school year all classroom reading teachers, EL teachers, Reading intervention teachers, and Special Education teachers will complete the OL&LA reading training and begin to implement the strategies into their instruction.

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?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<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 type="checkbox"/> Vocabulary <input 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)
NWEA	<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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input 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)

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: 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 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 type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input 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: FastBridge earlyReading/CBM	<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 checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)
Name of Screener: FastBridge earlyReading/CBM	<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 checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)

	<input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12			
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Parent Notification and Involvement

- **Back to School/Meet the Teacher Event** - All families are invited to attend a Back to School and Meet the Teacher event. The purpose of this event is to provide an opportunity for parents to connect with teachers and school staff early in the school year to begin developing a positive home/school relationship. A high turnout (90%+) is anticipated. Families that can not attend the event, are encouraged to come at an alternate time to gain the information that was shared and if the teacher is available, they will greet the family.
- **Family Connections Night** - This event is held to review student and family expectations as well as connect families to resources to support their learners. Topics typically include outlining homework expectations, accessing the online gradebook portal, connecting with the school communication application (ParentSquare), and introducing key staff that support learners in addition to classroom teachers.
- **Notification Letters** - Families receive a notification letter that includes a copy of the screening report when their student is identified to receive intervention services. Northeast College Prep uses an opt out strategy for intervention services.
- **Parent/Teacher Conferences** - Northeast College Prep holds conferences twice throughout the school year. Typically at the end of the 1st and 2nd grading quarters. Parents and families are encouraged to sign up for a meeting with the student's homeroom teacher. Teachers that support reading instruction (ELD, intervention, etc) will join these meetings based on priority and availability. If families are unable to attend scheduled conference meetings, teachers will find an alternate time to meet with families of students they have concerns about or at family request.
- **Report Cards / Progress Reports** - All students receive a report card indicating the student's progress towards meeting the Minnesota state standards. As part of their report card packet, any students that receive a reading intervention receive a progress report showing their progress towards grade level proficiency.
- **Parent Newsletter** - School administration sends out a newsletter at regular intervals throughout the school year. Strategies to help parents assist their students in learning to read are shared regularly throughout the school year.
- **School Website** - A collection of learning resources is shared on the Northeast College Prep website.

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

Summary Data Kindergarten through 3rd 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	26	19	38	14	11	2
1 st	36	17	28	22	12	8
2 nd	31	6	34	3	30	9
3 rd	25	8	17	3	12	4

Students Grades 4-12 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 th	32	30	20	13
5 th	32	28	4	3
6 th	27	18	0	0
7 th	24	21	0	0
8 th	24	22	0	0

Core Reading Instruction and Curricula Grades K-5

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	Fishtank ELA	Knowledge Building	Daily class 70 minutes/day Whole group and small group instruction
	UFLI	Foundational Skills	Daily class 30 minutes/day Whole group and small group instruction
1 st	Fishtank ELA	Knowledge Building	Daily class 75 minutes/day Whole group and small group instruction
	UFLI	Foundational Skills	Daily class 30 minutes/day Whole group and small group instruction
2 nd	Wit and Wisdom	Knowledge Building	Daily class 75 minutes/day Whole group and small group instruction
	UFLI	Foundational Skills	Daily class 30 minutes/day Whole group and small group instruction
3 rd	Wit and Wisdom	Knowledge Building	Daily class 60 minutes/day Whole group and small group instruction
	UFLI	Foundational Skills	Daily class 30 minutes/day Whole group and small group instruction
4 th	Wit and Wisdom	Knowledge Building	Daily class 60 minutes/day Whole group and small group instruction
	Foundational Phonics and Morphology	Foundational Skills	Daily class 30 minutes/day Whole group and small group instruction
5 th	Wit and Wisdom	Knowledge Building	Daily class 60 minutes per day Whole group and small group instruction

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Wit and Wisdom	Comprehension, Vocabulary, Writing	Daily class 60 minutes per day
7 th	Wit and Wisdom	Comprehension, Vocabulary, Writing	Daily class 60 minutes per day
8 th	Wit and Wisdom	Comprehension, Vocabulary, Writing	Daily class 60 minutes per day

Data-Based Decision Making for Literacy Interventions

Students are monitored with benchmark assessments 3 times per year using NWEA Map Growth and FastBridge. Students are selected for intervention based on scores from those benchmark assessments. Students will be grouped by needed skills and will work with a designated intervention teacher 3-5 times per week. Students will be progress monitored regularly 2-4 times per month to assess progress and adjust intervention programming as needed. Students who reach or surpass their grade level benchmark will be exited from the intervention support.

Students are identified for support through an MTSS process which involves teachers, administrators, and interventionists. Students will also be served under the ADSIS program for reading as applicable.

Teachers will also provide tier 2 reading interventions in their classroom using UFLI and other evidence-based interventions. Students will receive small group instruction 3-5 times per week and will be grouped by skill. Students will be progress monitored regularly 2-4 times per month to assess progress and adjust intervention programming as needed. Groupings of students will adjust as students gain skills in reading.

Professional Development Plan

NECP curriculum directors will begin the LETRS for Administrators training during the 2024-2025 school year. This training will take two years to complete.

NECP plans to train both Phase 1 and Phase 2 educators using the OL&LA professional development offering during the 2025-2026 school year.

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

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

Action Planning for Continuous Improvement

There are several actions being taken to improve the quality of literacy instruction at NECP for next school year:

- Continue use of UFLI in grades K-2.
- Full staff training for Wit and Wisdom to enhance their understanding and application of the resources.
- Utilizing PRESS interventions and diagnostic framework to better identify reading gaps and assign interventions to those students. Creating a pathway of skills to move students forward through a set of interventions.
- Teachers in grades 3-8 will use Phonics for Reading for designated students to teach foundational skills to fill learning gaps.
- Teachers in grades K-5 will start their required READ act training.

- We will be utilizing new programs like Phonics for Reading in grades 3-8 for students not yet reading at grade level.
- Scheduled 45-60 minute intervention block for every grade level in the master schedule; fall baseline data will be used to schedule initial groups and interventions and groups will be rearranged every 6-8 weeks.
- Teachers and interventionists will regularly progress monitor the designated skills to determine when students are ready to move to a new skill.
- Student progress will be monitored by PLC teams to assess progress and help identify students needing to go through an MTSS process for additional support.