



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: Endazhi-Nitaawiging (Red Lake) Charter School

Date of Last Revision: November 15, 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.

In aggregate, from FY23-FY26, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state.

In aggregate, from FY23-FY26, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

In aggregate, from FY23-FY26, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

In aggregate, from FY23-FY27 at least 50 percent of below grade level students in grades K-6 will achieve at least 1.2 years of expected growth as measured by fall to fall NWEA expected growth.

**Note: These long term reading goals have been set in previous years per the WBWF and Annual Reporting. As noted throughout this Local Literacy Plan, the need to switch from NWEA to an MDE approved screener has been acknowledged and is intended to take place during the 2024-25 school year. As a result, these goals will be updated to reflect the new assessment measures that will take the place of NWEA assessments.*

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)

Red Lake Charter School is working towards revising their assessments to be in line with the Read Act screening requirements for the upcoming 2024-25 school year. Beginning in the winter of 2024, Red Lake charter school will use the FastBridge aReading assessment for Universal screening in grades K-6 and the MDE designated FastBridge earlyReading and CBMReading subtests for dyslexia screening in grades K-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 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)
DIBELS Data System (DDS) with DIBELS 8th Edition	<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)
FastBridge: earlyReading	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological	<input type="checkbox"/> Universal Screening	<input type="checkbox"/> First 6 weeks of School (Fall)

(Grades K-1) and CBMReading (Grades 1-3)	<input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<p>Awareness</p> <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
NWEA: MAP Growth K-2 Assessment	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" 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 type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
NWEA: MAP Growth 2-5 Assessment	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input 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 type="checkbox"/> First 6 weeks of School (Fall) <input 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 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:	<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 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 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)
Name of 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 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 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)
NWEA: MAP Growth 2-5 Assessment	<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 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 type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

<p>NWEA: MAP Growth 6-12 Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" 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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening 	<ul style="list-style-type: none"> <input 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.

Parents or guardians are notified when a student is identified as not reading at grade level through a personal phone call. During the call, the reasons for the intervention are explained, and verbal agreement and consent for services are obtained. This approach ensures parents are informed and involved in the process of supporting their child's reading development.

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	0	0	16	0	0	0
1 st	0	0	14	0	0	0
2 nd	0	0	18	1	0	0
3 rd	0	0	12	1	0	0

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, 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	12	11	0	0
5 th	9	7	0	0
6 th	5	5	0	0
7 th	N/A	N/A	N/A	N/A
8 th	N/A	N/A	N/A	N/A
9 th	N/A	N/A	N/A	N/A
10 th	N/A	N/A	N/A	N/A
11 th	N/A	N/A	N/A	N/A
12 th	N/A	N/A	N/A	N/A

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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.

Red Lake Charter School operates as a full immersion program for grades K-1 and an English-based program in grades 2-6 with an emphasis on developing Ojibwe language. In grades K-1, students receive reading instruction in the Ojibwe language using a curriculum that has been developed by the Red Lake Charter School and is loosely based on the instructional model of other Ojibwe immersion schools in Minnesota and Northern Wisconsin. This Grass Roots curriculum covers phonics letter recognition and writing in Ojibwe as well as language development and comprehension through read alouds also in the Ojibwe language. Beginning and 2nd grade students move to an English-based instructional model and receive reading and other instruction in English.

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	Grass Roots <i>*see note above</i>	Foundational skills, knowledge building, comprehensive	Whole class instruction, 35 minutes for writing, spelling, and vocab + 35 minutes reading = 70 minutes ELA total
1 st	Grass Roots <i>*see note above</i>	Foundational skills, knowledge building, comprehensive	Whole class instruction, 35 minutes for writing, spelling, and vocab + 35 minutes reading = 70 minutes ELA total
2 nd	Superkids	Knowledge building	~35 minutes
	Magnetic Reading	Foundational skills	~35 minutes
3 rd	Ready Reading	comprehensive	~70 minutes
4 th	Ready Reading	comprehensive	~70 minutes

5 th	Ready Reading	comprehensive	~70 minutes
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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	Ready Reading	comprehensive	~70 minutes
7 th	N/A	N/A	N/A
8 th	N/A	N/A	N/A
9 th	N/A	N/A	N/A
10 th	N/A	N/A	N/A
11 th	N/A	N/A	N/A
12 th	N/A	N/A	N/A

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.

The school does not currently have an MTSS framework in place and has not completed the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). This has been identified as an area for improvement. The school will collaborate with a Literacy Specialist to develop and refine the intervention model in alignment with the MTSS framework.

The school uses a combination of teacher observations, NWEA MAP scores, and student self-identification to identify students most in need of reading support. Identified students receive targeted, one-on-one pullout interventions for 35 minutes, approximately twice per week. Interventions are delivered by a licensed specialist teacher.

The school is also developing an after-school tutoring program to provide additional support for students requiring more intensive interventions. Efforts are ongoing to refine the intervention process, including the establishment of criteria for entry and exit from Tier 2 and Tier 3 interventions, as well as a process for monitoring fidelity and progress.

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.

The school is in the process of developing a professional development plan for structured literacy. In the fall of 2024, the school began working with a Literacy Specialist who will be assisting them in selecting an appropriate MDE approved professional development program and enrolling staff in the next available cohort. This partnership ensures the school is taking steps to build staff capacity in implementing structured literacy effectively.

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.

The school will also establish a plan to discuss implementation efforts throughout their structured literacy professional development and determine practical applications to both their english-based and immersion-based in Reading instruction programs. They will also create a plan to collect and analyze data, such as student progress monitoring and curriculum implementation fidelity checks, to support continuous improvement and ensure the success of the structured literacy approach and the impact on student achievement.

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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	4	0	0	4
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	0	3
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

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	3	0	0	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
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

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 school has identified several areas for refinement to improve evidence-based literacy instruction. Key focus areas include improving reading achievement, adopting a new reading curriculum for the 2024-25 school year, and implementing an approved Dyslexia screener. The school will partner with a Literacy Specialist to select an appropriate screener and begin its use during the winter testing session of the 2024-25 school year.

Additionally, the school will transition from NWEA to FastBridge for assessment purposes and ensure alignment with MDE-approved dyslexia screening subtests. To further support implementation, the school will choose an MDE-approved professional development program and begin enrolling staff in the next possible cohort. These steps will ensure a stronger foundation for effective, evidence-based literacy instruction.