



Discovery Charter School

Local Literacy Plan

June 2024

Mission Statement

Discovery Charter School's mission is to prepare students to become excellent questioners, scientific thinkers and responsible citizens. Students will work respectfully and collaboratively applying scientific, technological and mathematical concepts and principles to develop a strong work ethic and critical thinking skills needed to solve problems in the real world and to prepare them for future academic success.

Vision Statement

Discovery Charter School will embrace a multidisciplinary curriculum with an emphasis on Science, Technology, Engineering and Mathematics (STEM) to provide a challenging learning environment that values creativity, diversity and multiculturalism to prepare its students for life-long learning, collaboration, critical thinking and problem solving.

Every Child Can Read

Discovery Charter School believes that every child is a reader and has the potential to grow in their skills as a reader. Whether they are in the beginning stages of auditory discrimination in distinguishing different sounds in our environment or they are fully integrating the process of decoding with automaticity and their bank of oral language to achieve comprehension, every child has the ability to grow as a reader. They will make the connection between speech and written language which will enrich their ability to become excellent encoders and writers. This is our philosophy as we implement a systematic approach to literacy instruction and where we meet each child in that journey.

Literacy in Minnesota Public Schools

Minnesota districts and charter schools are required to annually submit data to MDE on student performance in Kindergarten, Grade 1, 2, and 3 on foundational reading skills including phonemic awareness, phonics, decoding, fluency, and oral language, in addition to their Local Literacy Plan.

Districts and charter schools will submit their Local Literacy Plan using the newly developed template on June 15, 2024. Universal screening data submission will be included the following year, June 15, 2025 to allow a full school year to transition to the new universal screening process and data submission.

Those districts who are already using an approved screening tool may be asked to pilot the data submission for the 2023-24 school year. Guidance on the submission process and a template for submission will be forthcoming.

Identification Requirements:

The identification section of the law requires the following:

- Each school shall identify before the end of kindergarten, grade one and grade two students who are not reading at grade level before the end of the current school year.
- Each school shall identify students in grade three or higher who demonstrate a reading difficulty to a classroom teacher.
- Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy.
- The district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners.
- The district must use locally adopted, developmentally appropriate and culturally responsive assessments.

The resources below provide information to support districts and schools in meeting the above requirements.

Reporting Requirements:

The reporting section of the Read Well law requires that districts must annually provide to the commissioner the following:

- Summary reading assessment results.
- A summary of the district's efforts to screen and identify students with dyslexia.
- A summary of the district's efforts to screen and identify students with convergence insufficiency disorder.
- A copy of the Local Literacy Plan.

Additionally, the Local Literacy Plan must be posted on the official school district website.

The above must be reported each year by July 1. To facilitate this reporting, the department has developed a secure, online data and plan submission application. [For information, resources, and access to this site, visit the Reading Data and Plan Submission page.](#)

This page summarizes the local district requirements for involving and communicating with the parents of students who are not reading proficiently at or above grade level, as described in the reading intervention law ([Minn. Stat. § 120B.12, Subd. 2a](#)).

Parent Notification and Engagement Requirements:

The parent notification and engagement section of the law requires the district or school to at least annually provide the following information to the parents of any child identified through its local assessment plan as not reading at or above grade level:

- The student’s reading proficiency as measured by the locally adopted assessment(s).
- The reading-related services (that is, intervention) being provided to the student and the student’s progress.
- Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

[For information on ways families can support their children’s education, visit the department’s Families as Partners page.](#)

This page summarizes a district’s intervention requirements for students who are not reading proficiently at or above grade level, as described in the “Read Well by Third Grade” law ([Minn. Stat. § 120B.12, Subd. 3](#)).

Reading Interventions

The intervention section of the Read Well law requires the following:

- Students who are identified as not reading proficiently must be provided reading intervention to accelerate student growth and reach the goal of reading at or above grade level proficiency by the end of the current school grade and school year.
- Selected interventions should encourage family engagement and collaboration with school and community programs where possible.
- If a student does not read at or above grade level by the end of grade three, the district must continue to provide reading intervention until the student reads at grade level.

Resources:

This page describes the district’s requirements for providing staff development to support reading instruction and intervention efforts.

Staff Development Requirements:

The staff development section of the Read Well law requires the district to meet staff needs as identified through reading data to ensure the following:

- Elementary teachers are able to implement comprehensive, scientifically based reading instruction, including instruction in: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and other literacy-related areas, including writing.

- Elementary teachers have sufficient training to provide instruction that meets students’ developmental, linguistic, and literacy needs using intervention methods or programs selected by the district for identified students.
- Licensed teachers have regular opportunities to improve reading and writing instruction.
- Licensed teachers recognize students’ diverse needs in cross-cultural settings and can meet the oral language and linguistic needs of students who are English learners, by maximizing strengths in their native languages to cultivate English language development (including oral academic language) and build academic literacy.
- Licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
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Policy as used here refers to the course of action adopted by federal and Minnesota state governments as established through statutes, session laws, and rules. As part of the executive branch, the Minnesota Department of Education helps implement those policies. This page provides an overview of current state policies related to literacy.

Guidance and Regulations

Academic Standards

Consistent with Minnesota’s standards adoption process ([Minn. Stat. § 120B.021](#)), Minnesota stakeholders developed statewide rigorous academic standards for K-12 in English Language Arts (ELA) in 2010. These standards were adopted through the rulemaking process in 2011 and fully implemented by 2012-13. Common standards represent the state’s effort to ensure an equitable and rigorous education for every student. These standards define what students should know and be able to do at each grade level to be on track to achieve “college and career readiness” as defined by the ELA “anchor” standards. However, how and with what materials districts provide instruction and assessment of these standards is left up to local decision-making. The ELA standards will be reviewed next in 2019-20. [Access and learn more about Minnesota’s academic standards on the Academic Standards K-12 page.](#)

Curriculum

Consistent with the Minnesota’s definition of curriculum as “district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness” ([Minn. Stat. § 120B.11](#)) and the prohibition that the commissioner “shall not prescribe in rule or otherwise the delivery system, classroom assessments, or form of instruction that school sites must use” ([Minn. Stat. § 120B.02](#)), Minnesota does not publish any plans or products for the delivery of ELA standards as defined above.

Statewide Assessment

The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota’s academic standards (Minn. Stat. § 120B.30). Most students take the MCA, but students with significant cognitive disabilities who receive special education services and meet eligibility criteria may take the MTAS. The MCA reading tests are

administered each year in grades 3-8 and grade 10. [Learn more about the MCAs and statewide assessments on the Statewide Testing page.](#)

All of the ELA standards, including reading, writing, speaking, viewing, listening, media literacy and language, also must be assessed at the classroom level through assessments created or selected by districts and educators.

Graduation Requirements

The graduation requirements for English Language Arts (ELA) include credit requirements and standards requirements. All students are required to satisfactorily complete four credits in ELA encompassing the high school academic standards ([Minn. Stat. § 120B.024](#)). [Learn more on the Graduation Requirements page.](#)

Reading Intervention

Reading Proficiently No Later Than the End of Grade 3, commonly referred to as “Reading Well by Third Grade,” is the state’s reading intervention law (Minn. Stat. § 120B.12). This law, which was first passed in 2001, now requires districts to maintain and implement a Local Literacy Plan, which guides local efforts to assess and identify struggling and dyslexic readers, engage parents, provide interventions, train educators, and report outcomes regarding efforts toward having all students acquire early reading proficiency by the end of grade 3. [Learn more about Minnesota’s reading intervention law and access supporting tools on the Reading Proficiency webpage.](#)

Definitions

Minnesota has adopted a definition of “comprehensive scientifically based reading instruction” ([Minn. Stat. § 122A.06](#)), which includes definitions of fluency, phonemic awareness, phonics, reading comprehension, and vocabulary development.

Minnesota has also adopted a definition of dyslexia ([Minn. Stat. § 125A.01](#)).

Professional Educator Licensing and Standard Board (PELSB) Teacher Standards

Consistent with Minnesota’s licensure process ([Minn. Stat. § 122A.09](#); see resources section at the bottom of the page), the [Minnesota Professional Educator Licensing and Standards Board \(PELSB\)](#) has adopted rules to govern teacher preparation programs. Preservice educator programs approved by the Board of Teaching include research-based best practices for teaching reading in their given content areas ([Minn. Stat. § 122A.18, Subd. 2b](#)). Examples of these expectations can be reviewed in the standards for Teachers of Elementary Education ([Minn. R. 8710.3200](#)) or Teachers of Reading ([Minn. R. 8710.4725](#)). [To review standards for other teaching areas, visit the Revisor’s site for Chapter 8710, Teacher and Other School Professional Licensing.](#)

State Funding and Resources

While there are general state funds that are leveraged to improve literacy, as well, the items listed here are currently supported in law and specifically name or target literacy efforts:

Literacy Incentive Aid

Literacy Incentive Aid ([Minn. Stat. § 124D.98](#)) provides general funding through formulas based upon the percentage of students who meet or exceed the standards for reading proficiency on the state's grade 3 reading tests and upon the percentage of grade 4 students who meet their annual growth target goals on the state's grade 4 reading tests. While this funding incentivizes improved reading instruction through disbursement determined by student reading performance, these monies are part of districts' general funds and do not have to be used for literacy-related purposes. In order to receive this aid, districts must submit their Local Literacy Plan to the department as defined in the state's reading intervention law ([Minn. Stat. § 120B.12](#)).

Minnesota Reading Corps

[Minnesota Reading Corps](#), an initiative of ServeMinnesota, works to support Minnesota's vision to have all students acquire early reading proficiency by the end of third grade. Reading Corps leverages volunteers to provide tutoring that uses evidence-based literacy interventions and data-based assessments for students from age three to grade three. ***Currently, Discovery Charter School does not access MRC resources.***

Regional Centers of Excellence

[Minnesota's Regional Centers of Excellence \(RCEs\)](#) support the state's most struggling schools. The centers who work with Focus and Priority schools are staffed with teams who provide direct support and services. Each team has at least one school advocate with reading expertise to support designated schools in their literacy efforts. ***Discovery Charter School has not been identified as needing support through RCF.***