



NEW CENTURY ACADEMY

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Information

District or Charter School Name and Number: New Century Academy- 4093

Date of Last Revision: 6-15-24

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.

Our goal is to ensure that all students at New Century Academy, including free and reduced lunch and special education students, achieve grade-level reading proficiency by graduation. We will implement consistent assessments, evidence based programs, and continue our work with the Regional Centers for Excellence. We will provide equitable access to NWEA assessments and results, iLit, and continuous development for staff regarding reflective practice and developing curriculum that supports these goals.



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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)



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Grades K-3 Screeners: New Century does not have programming for K-3, this would be non-applicable.

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 (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 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: NWEA Language Usage	<input type="checkbox"/> Grade 4 <input 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"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input 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: NWEA Reading	<input type="checkbox"/> Grade 4 <input 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"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" 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: Dyslexia Screening Test-Secondary	<input type="checkbox"/> Grade 4 <input 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"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input 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 type="checkbox"/> Last 6 weeks of School (Spring) *As needed



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- Grade 11
- Grade 12

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.

New Century Academy will develop and implement letters, emails, and conferences to notify and involve parents in a culturally responsive manner. We will provide assessment reports, samples of student work, and progress reports in English and a student's home language to assist parents from diverse backgrounds."

*Currently NCA does not have an EL student. If the needs arises, we will consult with contracted services to ensure the needs of the student and family are met and communicated.



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: *NCA does not have programming for K-3 students. This portion is non-applicable.*

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				Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark in Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark in Spring		
KG	NA	NA	NA	NA	NA	NA
1 st	NA	NA	NA	NA	NA	NA
2 nd	NA	NA	NA	NA	NA	NA
3 rd	NA	NA	NA	NA	NA	NA

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.



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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	NA	NA	NA	NA
5 th	NA	NA	NA	NA
6 th	2	0	0	0
7 th	4	3	0	0
8 th	10	8	0	0
9 th	21	16	0	0
10 th	18	13	0	0
11 th	19	12	0	0
12 th	22	NA- we don't test 12 th grade	0	0

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



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Core Reading Instruction and Curricula Grades K-5: *NCA does not provide programming for K-5 students. This section is non-applicable.*

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	NA	NA	NA
1 st	NA	NA	NA
2 nd	NA	NA	NA
3 rd	NA	NA	NA
4 th	NA	NA	NA
5 th	NA	NA	NA



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	iLit	Comprehension, vocabulary, and writing.	60 minute classes; MS (6-8 combined); all year
7 th	iLit	Comprehension, vocabulary, and writing	60 minute classes; MS Combined; all year
8 th	iLit	Comprehension, vocabulary and writing.	60 Minute Classes; MS combined; all year
9 th	American Literature	Comprehension, vocabulary, mechanics, and writing.	60 minute classes; offered all year
10 th	World Literature	Comprehension, vocabulary, mechanics, writing, and speech giving.	60 minute classes; offered all year.
11 th	Variety of courses (ex. Fantasy literature, creative writing, science fiction, etc).	Comprehension, vocabulary, mechanics, writing, and speech giving.	60 minute classes offered all year. Online courses available as well.
12 th	Variety of Courses (ex. Gothic Literature, composition, media literacy).	Comprehension, vocabulary, mechanics, writing, and speech giving.	60 minute classes offered all year. Online courses available as well.



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.

New Century Academy uses the MnMTSS systems to identify students who are at-risk in the hopes of intervening early. Every other week, general education staff along with special education teachers meet with our student services professional. The student services professional uses three criteria to identify current tier-1 students who will be brought to the team. These three criteria are attendance, grades, and behavior. Students who have qualified for truancy, have at least 1 failing grade, and/or have more than 2 behavior reports are brought up for discussion. From there, staff design interventions based on student needs and document the intervention in between meetings. Then following the intervention period, the student is discussed along with outcomes of the intervention. From there, the decision is made to try another intervention or if the student has been able to remove themselves from the radar. If a subsequent intervention yields no results, then that is when we start discussing when the student may be evaluated or qualify for additional wrap-around services.

We use assessments such as the MCA and NWEA in addition to current performance to identify if there are needs within ELA. One advantage to having a small staff is that all of our instructors fit into one room. During these discussions both general education and special education instructors are able to give their recommendations about potential interventions that can be run



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while students are working toward improving their reading level and becoming more proficient in ELA.



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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.

New Century Academy will identify and address the professional development needs of educators to support structured literacy instruction. Our training programs will include components on cultural competence and equity in literacy instruction.

New Century Academy will identify and address the professional development needs of educators by providing trainings that are hosted by the Regional Centers for Excellence and with our contracted services in Special Education. These programs will include training on cultural competency, equity in ELA instruction, and best practices for implementation of English standards across content areas.



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



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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	1	0	0
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	7	0	0	7
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	12	0	0	11



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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.

New Century Academy will take continuous steps to refine and improve our evidence-based literacy instruction to ensure equity and inclusivity. We will engage diverse stakeholders in our planning process and use data to drive equitable outcomes.

New Century Academy will take continuous steps to refine and improve courses for students based on their reading levels and proficiency to ensure equity and inclusivity. We will engage diverse stakeholders and use data to drive grade recovery by improving reading levels and comprehension. We also will be implementing more screenings for Dyslexia if/when the need arises.