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: <u>International Spanish Language Academy 4167</u>

Date of Last Revision: <u>June 13, 2024</u>

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

Our goals in the 24-25 school year will include successful completion of professional development for all educators who teach or support students in literacy through CORE's OL&LA program and the implementation of Fastbridge and STAR to support screening and assessment while supporting students who do not demonstrate grade level proficiency through our MTSS/RTI programming.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition

☐ DIBELS Data System (DDS) with DIBELS 8ᵗʰ Edition

X 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) **aReading** (Grades 2-3)	x Grade K x Grade 1 x Grade 2 x Grade 3	x Oral Language (aReading) x Phonological Awareness (Fastbridge earlyReading) x Phonics (Fastbridge earlyReading) x Fluency (Fastbridge earlyReading or CBM) x Vocabulary (aReading) x Comprehension (aReading)	x Universal Screening (Fastbridge) x Dyslexia Screening (DIBELS) and Universal Screeners	x First 6 weeks of School (Fall) x Winter x 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: **FastBridge:** CBMReading (Grades 4-8) aReading (Grades 4-8)	x Grade 4 x Grade 5 x Grade 6 x Grade 7 x Grade 8	x Oral Language (aReading) x Phonological Awareness (FastBridge earlyReading) x Phonics (FastBridge earlyReading) x Fluency (CBM Reading) x Vocabulary (aReading) x Comprehension (aReading)	x Universal Screening (FastBridge x Dyslexia Screening (DIBELS) and Universal Screeners	x First 6 weeks of School (Fall) x Winter x Last 6 weeks of School (Spring)

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.

International Spanish Language Academy hosts two parent/teacher conferences each school year with nearly 100% participation from families. It is an integral part of the school culture to ensure that parent/teacher communication is positive, culturally relevant, and frequent, as evidenced by the strong conference participation. Educators work together to ensure contact, the vast majority face-to-face with every family at least three times per year, including Meet the Teacher event, fall goal-setting conferences and spring student-led conferences. When an intervention begins, the teacher(s) and family discuss the plan at a conference and families are provided a written notice. Parents must sign consent for their child to participate in any interventions taking place outside of the classroom. If a child becomes eligible to start an intervention outside of a designated conference time, educators call or send home notes with and obtain written permission if necessary to begin an intervention. This process is supported by our RTI Coordinator when additional communication is needed.

Intervention educators and teachers communicate regularly to monitor the child's progress, share and discuss ways to continue to support the child aligned to their intervention goals. In the 2024-2025 school year, educational assistants will take a grade-level specific focus to achieve an embedded nature of interventionists on each grade level team. Classroom teachers will also remain intimately familiar with the child's intervention and will share goals and progress with families. Outside of conferences, intervention and classroom teachers communicate regularly with families in person, through email or phone calls. Nearly all staff at ISLA are Spanish speakers, so frequent communication is both possible and highly encouraged in families' native languages. If a student fails to make adequate progress in an intervention cycle, educators and, in some cases, administrators, meet individually with families in person to discuss the issues, strategies, and next steps at school and home according to the Student Assistance Team process. During the 2024-2025 school year, the Associate Director of Curriculum and Instruction will lead grade-level team meetings biweekly as an additional layer of monitoring progress.

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

ISLA will transition to the use of Fastbridge as a dyslexia screener for the 2024-2025 school year.

In the 2023-2024 school year, we used a non-approved screener for K-3. We will add the data from the 2024-2025 school year when it becomes available.

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	Non-approved in 23-24					
1st	Non-approved in 23-24					
2nd	Non-approved in 23-24					
3rd	Non-approved in 23-24					

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
4th	57	12		
5th	44	13		
6th	16	7		

Core Reading Instruction and Curricula Grades K-2

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	Heggerty Spanish Primary UFLI Foundations Teacher Created Units of Inquiry	Heggerty and UFLI: Foundational skills curriculum focusing on Phonological awareness and phonics Units of Inquiry: Knowledge building	Whole class learning 30 minutes daily. Differentiated small groups Units of Inquiry: Transdisciplinary learning throughout school day
1st	Heggerty Spanish Primary UFLI Foundations Teacher Created Units of Inquiry	Heggerty and UFLI: Foundational skills curriculum focusing on Phonological awareness and phonics Units of Inquiry: Knowledge building	Whole class learning 30 minutes daily. Differentiated small groups Units of Inquiry: Transdisciplinary learning throughout school day
2nd	Heggerty Spanish Primary UFLI Foundations Teacher Created Units of Inquiry	Heggerty and UFLI: Foundational skills curriculum focusing on Phonological awareness and phonics Units of Inquiry: Knowledge building	Whole class learning 30 minutes daily. Differentiated small groups Units of Inquiry: Transdisciplinary learning throughout school day

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?

Tier I: International Spanish Language Academy strives to provide a small, family-like community where every child is known and cared for based on their individual strengths, challenges, and needs. Strong Tier 1 classrooms provide a strong foundation for children to learn and develop strong relationships with teachers and fellow students. Each morning begins with a Morning Meeting to support pro-social skills and knowledge of school rules and expectations. These expectations persist throughout the day with a strong framework to ensure logical consequences and opportunities for social learning, grounding a positive culture for student behavior. Further, creating an environment for learning, educators work hard to know each child and family in a personal and positive way. Small group instruction driven by inquiry is a cornerstone of International Spanish Language Academy's International Baccalaureate Programme of Inquiry. Reading, writing, and math instruction are all delivered predominantly in small learning groups, informed by student work and assessment to match the target learning needs. In literacy, the school adopted Heggerty foundational literacy skills curriculum supplemented with UFLI Foundations to provide more systematic phonics and phonemic awareness instruction in grades K-5. Intervention classes in upper grades also use these resources. Content knowledge lessons in reading and writing draw from the teacher created units of inquiry. Regardless of intervention needs, most students receive at least 20 minutes of small group instruction (6 students or fewer) daily in both literacy and mathematics. Universally, educators strive to make curricula engaging, culturally relevant, student-centered, and practical in order to best meet students' needs in the core curriculum while culturally relevant and racially conscious pedagogy informs every subject. Within our ADSIS program, the intervention educators participate fully in establishing these norms as a school community to ensure that all teachers are on the same page regarding expectations, respect and appreciation for cultural differences, and school-wide consistency.

Tier II: Students who need additional support to meet academic or behavioral goals have many opportunities to receive additional teaching. Within the ADSIS program, having the ADSIS intervention teacher working closely at one grade level allows for flexible and natural integration of additional supports. For example, within a literacy block, students who have additional needs may spend 2 center rotations with teachers, one with their general education teacher working on broad literacy needs such

as in a Guided Reading group and another center rotation with an intervention teacher working more specifically on an identified area of need, such as a missing phonics skill. Students can seamlessly add intervention services in small groups because it fits with the culture and model of the school. In addition to ADSIS services, students receive Tier II services within the Minnesota Reading Corps and Math Corps programs. In all these instances, students work in small groups on targeted skills with strong progress monitoring components that are shared through collaboration with the general education teacher.

Tier III: For students who fail to make sufficient progress in Tier II intervention, Tier III services intensify the teaching of skills. For example, students who may have a Tier II Check In/Check Out for behavior support and do not make progress toward their behavior goal may intensify their intervention to have additional Check In/Check Out time throughout the school day, rather than only at the beginning and end of the day. Some students may add up to 3 Check In/Check Out times throughout the day with an increasingly structured behavior chart and reward plan. Again, because of the unique, collaborative approach of ISLA's classroom and intervention teachers, Tier III is flexibly built into a child's day. Some students add additional one-on-one sessions with the intervention educator or meet more frequently in order to intensify the progress toward their stated goal.

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.

International Spanish Language Academy has invested in a leadership team including an RTI Coordinator, Director and Associate Director of Curriculum and Instruction, Directors of Student Wellbeing as well as access to a social worker and school-based therapy. Leadership teams meet weekly in order to support the school's data review, continuous improvement process, and oversight of programs. Each week, administrator(s) create a detailed agenda, aligned to the long-range plan, which contains both fidelity reminders and more in-depth topics. Within these agendas, administrators communicate any action items for team leaders (such as updating ADSIS spreadsheets and specific criteria or soliciting feedback from teams about particular issues). When the meeting's topic requires additional perspectives or stakeholders to be present, such as around benchmarking procedures, additional team members are invited to the Leadership Team meeting. Through this weekly touchpoint, the team can monitor both technical issues and broader needs. Within the long-range plans, the Leadership Team plans and conducts academic and behavior benchmarking three times in the year, analyzes data to create intentional intervention and reteaches groups and strategies, creates a fidelity check for interventions and core content, discusses and makes changes to the behavior procedures and social skills teaching, and reviews program changes for the future.

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.

As we have learned more about the Science of Reading and the need for explicit, systematic phonological awareness and phonics, we are undergoing a curriculum review and added Heggerty curriculum to our repertoire and assessment through Fastbridge and STAR.

Initial Screening

Benchmark Screening

The intervention cycle begins with benchmarking, which lets us know the students' initial performance and identify students who are in need of intervention. Benchmarking cycles are determined annually in the professional development calendar, at minimum three times per year.

Reading screening tool	How many times per year will screening happen?	Screening criteria/benchmarks for decision-making
Fastbridge Screening tools include: **Kinder** Concepts of Print Onset Sounds Letter Names Letter Sounds Word Segmenting Nonsense Words **1** Word Segmenting Nonsense Words Sight Words Sentence Reading CBM Reading **2+** aReading CBM Reading	Screenings will happen 3-4 times per year in August/September, November, February, May with some grades add additional benchmarking screenings in March.	FAST grade level benchmarks

Multi-tiered Systems of Support and Instructional Groupings in Reading

Types of Instruction

- TIER 1: Core Instruction:
  - Heggerty phonemic awareness curriculum in grades K-5
  - Small group instruction tied to core skill needs utilized in K-5 supported by UFLI

- TIER 2: Small-Group Intervention (some ADSIS, some EB, some Reading Corps):
  - In addition to Tier 1 instruction, some students will require additional support
  - In addition to ADSIS services, some students receive Tier 2 services within the Minnesota Reading Corps
  - Students identified through benchmarking as needing targeted intervention
  - Delivered by grade level Intervention teacher
  - Identify a clear skill focus and progress monitoring measure using SMART goals
  - Phonics curriculum from UFLI as decodable texts

- TIER 3: Individual Intervention (some ADSIS, some EB):
  - In addition to Tiers 1 and 2 instruction, some students will require additional support and may receive more minutes/longer intensive group with a Tier 3 intervention teacher
  - Tier 3 or students with unique needs that require more intensive or frequent support (such as smaller group, individual, more time, etc.)
  - Students identified through benchmarking and progress monitoring as needing targeted intervention who may have been unsuccessful in small-group interventions or who may have unique needs
  - Delivered by intervention teacher(s)
  - Identify a clear skill focus and progress monitoring measure

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.

International Spanish Language Academy is partnering with CORE to train educators in OL&LA structured literacy. 2 staff members completed LETRS training prior to the 2024-2025 school year. 30 staff members will begin their CORE OL&LA cohort in September 2024 and will complete training in May 2025.

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
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	15	0	15	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	0	5	0
K-12 Special Education Educators responsible for reading instruction	4	0	4	0
Pre-K through grade 5 Curriculum Directors	3	1	2	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	8	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.

International Spanish Language Academy sees the need to continue rebuilding literacy levels following the pandemic in alignment with state levels. Despite the nuances of early literacy in an immersion

context, overall proficiency numbers are lower than desired, and the leadership team is keenly aware that it cannot use ADSIS intervention to fix core instructional issues that persist and must be remedied to ensure that at least 80% of students are proficient on state and local assessments.