



## 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. 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:** Urban Academy #4088

**Date of Last Revision:** May 31, 2024

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### 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.*

The literacy goal for Urban Academy (UA) is to ensure that all students demonstrate proficiency in reading, as measured by the statewide Minnesota Comprehensive Assessments (MCA), and are performing at or above their respective grade levels by the end of the academic year. Recognizing the diversity in students' current reading levels, the school is committed to providing necessary supports, including individualized reading plans and tiered interventions, to facilitate continuous growth and help each student meet both grade-level and individual literacy goals.

# Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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.

Beginning FY25, Urban will be utilizing the FastBridge earlyReading and CBM Screener.

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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<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 checked="" type="checkbox"/> Vocabulary <input checked="" 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)

## 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?
<b>Name of Screener:</b> <b>FastBridge</b>	<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 checked="" type="checkbox"/> Vocabulary <input checked="" 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)
<b>Name of Screener:</b>	<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)

## 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.*

### **Parent Notification of Student Qualifying for Services**

If a student qualifies for services, the teacher will contact the family to let them know their child has qualified for additional support and will be receiving tier 2 or 3 interventions.

### **Parent/Teacher Conferences**

The parents are notified through goal sheets at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to ensure parents are being notified of their child's progress throughout the year.

In addition to conferences, parents are kept apprised of their child's proficiency levels as measured by MCAs. A letter is sent home each year with the MCA score listed on the paper. NWEA MAP test scores and reading levels are included on report cards. UA also sends a notice home to parents that this plan is available on our website and provides a notice that hard copies may be obtained from the front office, if needed.

### **Progress Updates**

During conferences, parents are provided with information that shows the reading growth of their child(ren). Teachers also provide families information in regards to utilizing literacy strategies to accelerate their child's literacy development in areas where a skill has been identified. Additionally, progress reports on interventions are sent home with report cards, 3 times a year, that highlight skills the student is working on and the progress their child is making.

### **Resources/Strategies Provided to Families**

In the fall, parents are invited to Literacy Night: Information regarding the literacy programs utilized at UA are shared with parents. In addition, tips are given to families for supporting or extending reading skills at home. Furthermore, twice a week, all interventionist teachers send home a newsletter explaining the skills they worked on at school and tips for how parents can support their child at home. The classroom teacher also provides class information and resources on their Google Classroom.

Progress reports, along with report cards, are shared with parents 3 times a year. These progress reports provide an explanation to parents on the skills and strategies their child has been working on along with suggestions for how to help at home.

UA encourages parents to support their child at home by finding a quiet place for students to complete work and to read. We also share the following resources with parents that can easily be accessed to monitor and support their child's literacy progress:

- Grades 6-8, daily reading homework and assignments
- IXL

## 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 3<sup>rd</sup> 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.

Urban Academy will submit the data in FY25.

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	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
1 <sup>st</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
2 <sup>nd</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
3 <sup>rd</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25



## Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Urban Academy will submit data in FY25.

<b>Grade</b>	<b>Total Number of Students</b>	<b>Number of Students Identified as Not Reading at Grade Level</b>	<b>Number of Students Screened for Dyslexia</b>	<b>Number of Students Identified with Characteristics of Dyslexia</b>
4 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
5 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
6 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
7 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
8 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
9 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
10 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
11 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25
12 <sup>th</sup>	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25	Data will be submitted in FY25





# 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.

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/UFLI	Knowledge Building/Foundational Skills	ELA Block - 60 Min Independent Reading Block 15-30 min Foundational Skills Block 25-45 min
1 <sup>st</sup>	Fishtank/UFLI	Knowledge Building/Foundational Skills	ELA Block - 60 Min Independent Reading Block 15-30 min Foundational Skills Block 25-45 min
2 <sup>nd</sup>	Fishtank/UFLI	Knowledge Building/Foundational Skills	ELA Block - 60 Min Independent Reading Block 15-30 min Foundational Skills Block 25-45 min
3 <sup>rd</sup>	Fishtank/UFLI	Knowledge Building/Foundational Skills	ELA Block - 60 min

			Independent Reading - 30 min
4 <sup>th</sup>	Fishtank/Morpheme Magic	Knowledge Building/Foundational Skills	ELA Block - 60 min Independent Reading - 30 min
5 <sup>th</sup>	Fishtank/Morpheme Magic	Knowledge Building/Foundational Skills	ELA Block - 60 min Independent Reading - 30 min

## 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 <sup>th</sup>	Fishtank/Morpheme Magic	Knowledge Building/Foundational Skills	ELA Block - 45 min Independent Reading - 15 min
7 <sup>th</sup>	Fishtank/Morpheme Magic	Knowledge Building/Foundational Skills	ELA Block - 45 min Independent Reading - 15 min
8 <sup>th</sup>	Fishtank/Morpheme Magic	Knowledge Building/Foundational Skills	ELA Block - 45 min Independent Reading - 15 min
9 <sup>th</sup>	N/A	N/A	N/A
10 <sup>th</sup>	N/A	N/A	N/A
11 <sup>th</sup>	N/A	N/A	N/A
12 <sup>th</sup>	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 \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

*Discuss if and how the district is implementing a multi-tiered system of support framework.*

*Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.*

### **MTSS**

Multi-Tiered Systems of Support (MTSS) is a framework Urban Academy uses to provide targeted instruction to struggling students. The goal is to intervene early so that students can catch up with their peers. MTSS utilizes screening to identify students who may need extra support. Once identified, we use 3 different tiers of support in order to meet the unique needs of each student. Below is an outline how the three-tiered system works at Urban Academy.

#### **Tier 1 Interventions**

All students in the general education classroom are in this tier. Teachers provide instruction using the core curriculum. Tier 1 interventions are provided by the classroom teacher in the regular classroom setting. Interventions are based on data gathered from unit assessments, informal assessments, and teacher observations. Students may work in small groups based on their strengths and areas of need. K-2 teachers monitor all students' progress on a weekly basis using the University of Florida Literature Institute (UFLI) Phonics Progress Monitoring and Phonics to Reading. 3-8 teachers provide daily formative assessments to check for student understanding and make adaptations in their teaching. Unit summative assessments provide 3-8 teachers additional information to track the learning of each student. In addition, some students may work with a Reading Corps tutor to receive additional supported practice to improve deficient skills such as letter sound and nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. A student who is struggling may move to Tier 2.

#### **Tier 2 Interventions**

Small group interventions. During daily What I Need (WIN) time, students get more targeted support through small group lessons. Utilizing UFLI Tier 2 interventions for grades K-2 and Wilson Language for students grade 3-8, students receive targeted support in phoneme blending and segmentation practice, accuracy and automaticity of grapheme-phoneme correspondences, decoding automaticity of words with previously learned concepts, explicit introduction of new concepts, decoding and encoding practice, reading and spelling irregular

words, and reading and spelling connected text. Depending on the skill, tier 2 interventions are taught by the classroom teacher and/or the reading interventionist.

Students receiving tier 2 support are progress monitored bi-weekly using Acadience.

A student who isn't making progress may stay in Tier 2 or move to Tier 3.

**Tier 3 Interventions**

Intensive individualized support. At this tier, students work in small groups and/or receive individual lessons daily for 30 minutes with a reading interventionist. Tier 3 instruction is intensely focused and is provided through an individually tailored program to meet student needs. UA utilizes Wilson Language Tier 3 Interventions which offers a systematic approach to teaching the structure of English language, including decoding, encoding, morphology, orthography, and high-frequency words.

Students receiving tier 3 support are progress monitored weekly using Wilson Language assessments and bi-weekly using Acadience.

**Assessments Used**

Urban Academy incorporates state-wide testing, local standardized testing, classroom assignments and assessments, and observations to provide a complete profile of student achievement and curricular strengths and weaknesses. At the state level, students in grades 3-8 take the MCA exam. This provides the school with comparison data and helps us look at trends across the state and within St. Paul. At the local level, we assess our students 3 times a year using Acadience and NWEA MAP tests. These tests help track student growth, as well as provide information on overall strengths and areas for improvement. Moreover, at the classroom level, students are given daily, weekly, and bi-weekly assessments designed to evaluate student progress in phonics/phonemic awareness, vocabulary, fluency, and comprehension, they are assessed regularly in oral reading fluency within guided reading groups, and they are informally assessed with various classroom reading assessments. Teachers regularly analyze classroom assessments to identify both students needing extra support and students needing more challenging work. Lessons are then designed, based on the data, to ensure continuous growth and academic achievement in reading.

The table below lists the assessments used by Urban Academy and when they are administered during the year.

Screeners/Accountability	Grades	Test Administration
Work Sampling	Pre-K	Fall, Winter, and Spring
FastBridge	PreK-8	Fall, Winter, and Spring
NWEA	1-8	Fall and Spring
MCA-III	3-8	Spring

Progress Monitoring	Grades	Test Administration
UFLI	K-2	Weekly
FastBridge	PreK-8	Weekly
FishTank ELA	K-8	Daily and Weekly

### Entrance and Exit Criteria for Interventions

1. Students are screened:

- All students are given the NWEA MAP assessment and RIT score levels that help identify students to receive more remediation and support.
- All K-8 students are assessed using the Acadience Benchmarking system. The Acadience Assessment identifies students working above, at, or below grade level. Students identified as working below grade level are given a survey to determine the exact grade level they're performing. Interventions are then tailored to meet their individual needs.
- All students will be assessed on oral reading fluency until they reach grade level fluency.

2. Students are flagged and prioritized to receive more remediation and support; and placed in appropriate programs. Urban Academy utilizes a systematic and explicit instructional approach to support student learning and improvement in literacy. Assessments are aligned to the 5 foundational literacy skills and interventions are tailored to meet the individual needs of students, beginning with a focus on the foundational skills and moving through the 5 stages.

3. As students make progress, they are removed from the special support programs.

- Entrance and exit criteria for Title 1 are based on a combination of MAP, MCA, Acadience, and classroom-based assessments. Teacher recommendation is also used. Classroom based assessments include, bi-weekly Big 5 reading assessments, oral reading fluency assessments, weekly spelling tests, benchmark assessments, and running records.
- Entrance and exit for MN Reading Corps is determined based on Reading Corps criteria. It most often includes exiting students that are almost at grade level.
- Entrance and exit for Special Education is determined by Special Education assessments, as well as parent and teacher recommendation.

### Evidence-Based Interventions and Supplemental Resources

UA delivers scientifically based reading instruction identified by the National Reading Panel (NRP) across all grade levels. Based on the principles from the Science of Reading, LETRS, and the MN Read Act, our literacy program is designed to explicitly teach students to hear the sounds within words (phonemic awareness), to decode (phonics), to read text aloud accurately, with appropriate speed, and with expression (fluency), to know the meanings of words (vocabulary), and to use reading strategies when reading text to understand it better (reading comprehension). The following table lists the intervention resources utilized at Urban Academy.

Interventions	Grade Level	Tier
UFLI Foundations	K-2	2
Wilson Language	2-8	3
Read Naturally	2-8	2
Common Lit	4-8	1 and 2
IXL	K-8	1, 2, and 3
Read Works	3-8	1, 2, and 3



# 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.

## Read Act Training

All UA teachers will be trained in LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia), LETRS, LETRS for Administrators, and LETRS for Early Childhood Educators. The table below shows the number of teachers that have already received this training and the number of teachers that will be trained during FY25.

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	2	0	1	2
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	10	6	4	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	0	4	0
K-12 Reading Interventionists	2	1	1	0
K-12 Special Education Educators responsible for reading instruction	2	0	2	0
Pre-K through grade 5 Curriculum Directors	2	1	1	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	14	1	0	13

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	4	0	4	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	2	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	5	1	0	4
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	3	2	0	1

### **School-Wide Professional Development Workshops**

In addition to the LETRS training, UA staff participate in professional development in scientifically based reading instruction identified by the National Reading Panel implemented within a Science of Reading instructional framework. It theorizes that proficient reading comprehension is the product of word recognition skills and language comprehension skills. Based on Scarborough’s research, these 2 skills are broken down into smaller subsets. Word recognition includes phonological awareness, decoding, and sight recognition. Reading comprehension encompasses background and vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge. As a child reads, these components are interwoven and the child learns to become a skilled and fluent reader.

Teachers are provided training in how to develop and analyze formative assessments, how to understand Minnesota State Standards and grade level proficiency benchmarks, how to track student progress, how to implement key components of Science of Reading, and how to develop goal-oriented lessons in reading.

There is one week of training in August for all instructional staff; there are also 3 additional all-staff professional development days during the school year.

Teachers are trained on collecting, processing and analyzing student data (e.g. MAP/Dcartes data, data from benchmark assessments) and using it to address individualized learning goals.

### **Professional Learning Communities (PLC)**

The regular Professional Learning Community (PLC) meetings and the follow up support from the instructional leaders provides job embedded professional development aimed at improving teacher understanding of the concepts that students need to master. PLC meetings are held each Monday for 60 minutes. The PLC's sole purpose is for teachers to collaborate on essential outcomes and skills, particularly in reading; and identify how to help students who are behind. Grade-level teams of teachers, with their assigned paraprofessionals, analyze MAP/Acadience data, and data from curriculum-based measures, and determine what instructional strategies are utilized to help students who lack key skills or concepts.

### **Literacy Specialist/Director of Academics**

The Literacy Specialist and Director of Academics acts as the main trainers with consultants from outside brought in as needed. They lead workshops, study groups, and training sessions for teachers, helping them stay informed about best practices in literacy instruction. They model lessons demonstrating effective teaching techniques and they meet with teachers to help problem-solve and address challenges in their classrooms. Additionally, they observe teachers, provide constructive feedback, and assist in the development of lesson plans. Both the Literacy Specialist and Director of Academics play an integral role in professional development and improving teacher practices.

### **Professional Development Plan (PDP)**

To ensure staff are actively engaged in improving their skills, each teacher has a Professional Development Plan (PDP) that clearly articulates skills they are working on. The PDP is organized around the teacher evaluation plan rubric; the principal works with teachers to identify appropriate goals that are directly tied to the rubric areas.

### **Off-Site Workshops**

UA pays for other off-site workshops (including getting a sub) if staff can justify the workshop. The form to apply for such will include pre-approved areas of focus, (e.g. classroom management, assessment, data-driven decision-making, literacy, math) and fit with the Professional Development Plan. Off-site workshops are approved only if part of a teacher's PDP and if the training provided is expected to demonstrate a direct impact on UA's student achievement goals.

### **Grade Level Meetings**

Grade-level team meetings are held weekly, including paraprofessionals and specialists as well as classroom teachers, and monitored by the principal. At these meetings staff analyze assessment data to identify interventions and inform differentiation of instruction to meet the needs of all students.

## **English Learners (EL) and Special Education (SPED) Teacher Support**

UA utilizes an EL instructor to train and support teachers to effectively meet the needs of EL students. The EL instructor works with and advises classroom teachers about how to adapt lessons to better serve English Language Learners. Additionally, UA's EL teachers support the reading skills of EL students. The EL instructors provide small group English and reading instruction for the EL students either directly or within a co-teaching model. English Learners who are reading below grade level may receive reading interventions and Tier 2 or 3 support in addition to EL services.

Students who qualify for Special Education services will meet with licensed Special Education teachers. The interventions, modifications, curriculum, and time are determined by the student's Individualized Education Plan (IEP).

## **Implementation of Structured Literacy, Data Collected, and How it Will Be Used to Assure Continuous Improvement**

UA, as part of its ongoing school improvement process, examines multiple sources of data, curriculum, and assessment. Teachers, administrators, and support staff meet and analyze data from MCAs, NWEA, Acadience, and the core curriculum to monitor student progress and inform their instruction. After analyzing data, goals are made, and training for staff is provided on best practices and strategies that will help them meet the goals. In addition, teachers are formally evaluated two times a year. Evaluators use a rubric and/or checklist during formal and informal observations to ensure that teachers are implementing strategies that allow for ALL students to engage during the lesson. The Director of Academics and School Leaders use information from these evaluations to determine future professional development sessions. Furthermore, UA adopted a new curriculum in FY24, providing teachers and students with a structured literacy program that is designed around the science of reading principles.

## 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.*

Areas for Refinement	Next Steps
<p>Data from MCA, Acadience, and classroom assessments show that students who are not reading at grade level are either struggling to master basic foundational reading skills such as phonemic awareness, phonics, and fluency, or they are students that are newer to the country and are working on developing their English skills. Additionally, as our reading focus switched to a heavy emphasis on foundational skills such as phonemic awareness, phonics, and vocabulary development, we left limited time for students to independently read which impacted their fluency and comprehension skills.</p>	<p>At the start of FY24, only a small percentage of teachers had participated in LETRS training. Beginning this summer more teachers will be trained in the LETRS program which places an emphasis on foundational reading and writing skills needed by our youngest readers. It focuses on areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Teachers who were trained last year and implemented strategies this year saw additional growth in their students. Our goal is to replicate this success across all classrooms in FY25. We also provide training to all teachers on how to best support EL students and their English development in the classroom. Teachers will receive training on vocabulary development and language acquisition. They will also be provided lesson plan templates to include student engagement strategies and vocabulary development activities. During PLCs, teachers will work together to develop vocabulary assessments aligned to the curriculum in order to better monitor the vocabulary development of their students in addition to analyzing data on a biweekly basis. Furthermore, we plan to add structured independent reading time to this block. Each block will include time for a mini skills lesson and then time to practice the skill with their own independent reading book. During this time, teachers will hold conferences with students individually or with small groups to monitor and support their progress and growth in the reading skills. Our reading specialist will train and support teachers in implementing this.</p>
<p>Teachers were in the emerging stages of implementing our new Fishtank ELA program. Teachers attended PD sessions for using the program and implemented some parts of the curriculum.</p>	<p>FY24, all teachers implemented and used Fishtank ELA daily. In addition, teachers in grades K-3 regularly taught foundational skills from UFLI and teachers in grades 4-8 utilized Mega Morphemes to address foundational skills in the upper grades. We plan to build on this foundation by providing professional development and support to ensure teachers are using</p>

	<p>the curriculum as intended. This includes using the questions, engagement strategies, and activities suggested in the teacher’s guide. We will also provide professional development sessions on increasing strategies for student engagement. This will involve regular coaching and feedback from instructional leaders, peer observation and collaboration, and targeted training on specific strategies and activities.</p>
<p>A goal of UA is to encourage our students to extend their reading beyond the school day.</p>	<p>Urban Academy’s population is 100% FRP. Getting students to read at home has been a challenge as many of our students do not have access to books outside of school. Both our curriculum and our library has books filled with rich content, vocabulary, and stories that we know our students would enjoy reading. In FY25, we want to provide more ways to get these books into the hands of our students so they continue their reading even when they are not at school. Establishing a system for checking out books and developing programs or contests that encourage students to read outside of school are just a few ways we plan to address this issue. Additionally, we plan to engage parents and guardians in this effort by providing them with resources and tips on how to support their child’s reading development at home.</p>