



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: _____ Twin Cities German Immersion School

Date of Last Revision: _____ 6/3/24

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.

At Twin Cities German Immersion School, our goal is to develop multiliterate students in English and German. We build our base for English literacy proficiency through curriculum, instruction, and assessment in the target language of German. We screen our students’ literacy development in English and German in order to pinpoint student needs. Formal instruction in English literacy is added in third grade with the option of jump-starting English literacy instruction for students in 2nd grade who demonstrate a need for increased practice. We believe that literacy is the foundation for learning.

GUIDING PRINCIPLES, GOALS & OBJECTIVES:

Everyone needs to be a lifetime reader and model good reading habits.

- Parents (significant others) play a major role in early literacy. Parents should read to their child, and provide a variety of enriching experiences that promote learning.
- Teachers should value and use students' prior knowledge and experiences to enhance literacy.
- Students expand their world-view through reading and writing; it touches the heart and teaches the mind.

Everyone can learn to read.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Teachers must intervene early to ensure all students' success.
- Staff development is critical to a literacy program.
- Reading and writing instruction should emphasize a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in a variety of genres.
- Students must learn to access and use a variety of information.

The more students read & write, the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students should be reading meaningful text daily.
- Students must write meaningful texts every day.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.

Literacy is a transferable skill.

- As an Immersion School we introduce core literacy skills in Grades K-2 in German.
- English specific skills such as spelling, vocabulary, grammar and exposure to literature unique to English are introduced in English class for 50 minutes a day starting in Third Grade and within a Tier II setting for students demonstrating increased need in 2nd grade.
- The effectiveness in building English specific skills is documented through our own successful test scores as well as data from Immersion Schools internationally.

Students **in grades K-3** are assessed at least three times per academic year to determine literacy proficiency. Assessments focus on key literacy indicators determined by our grade-specific achievement goals with instruction concentrated in: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. The achievement goals are based on grade level MN ELA Academic Standards (English) and German proficiency standards. Proficiency is determined by locally developed benchmarks and norms. Information gathered from these assessments will be used in planning targeted group instruction.

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)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<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 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)

Other:	X Grade K	X Oral Language	X Universal Screening	X First 6 weeks of School (Fall)
German Letter Sounds (Grades K-1)	X Grade 1	X Phonological Awareness	X Dyslexia Screening	X Winter (optional)
GermanCBM Reading (Grades 1-3)	X Grade 2	X Phonics		X Last 6 weeks of School (Spring)
	X Grade 3	X Fluency		
		X Vocabulary		
		<input type="checkbox"/> Comprehension		

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 aReading	<input 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 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: GermanCBM Reading (4-5)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input 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: ELFEII German Reading Comprehension	<input type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" 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 checked="" 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		
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Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

After each cycle of screening, three times yearly, we send screening reports to parents via email that include assessment results. As an Immersion School, when discerning whether a child is reading at or above grade level, we consult both German and English reading data. When we determine that a student needs Tier II support in order to meet benchmarks for grade-level literacy, we offer ADSIS literacy services in the area(s) of need—whether German literacy services (grades Kindergarten and above) or English literacy services (generally grades 3 and above with some exceptions for starting English literacy interventions in 2nd grade).

Starting 2024-2025, we are formalizing how we share strategies and resources with families to support literacy goals. We have curated a collection of resources for German and English literacy development. Included in the collection are: 1) Links aimed at teaching parents reading fluency strategies they can implement 2) Guides for parents in letter-sound pronunciation in German 3) Recommended Apps and websites for practice in phonics, fluency, and vocabulary, and 4) links to readers.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

ENGLISH LITERACY SCREENING DATA

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 (composite earlyReading)	53	41	54	9	53	2 (fall high risk)
1 st subtest: LS	74	5	72	3	74	57 (fall high risk)
2 nd (EnglishCBM)	72	26	67	24	72	34 (fall high risk)
3 rd (EnglishCBM)	69	39	67	48	69	14 (fall high risk)

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GERMAN LITERACY SCREENING DATA (Letter Sounds for Kdg, GermanCBM 1st-3rd Grades)

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	N/A only screened in English in Fall	N/A only screened in English in Fall	53	38	53	7
1 st GermanCBM at/above 40th percentile -> some risk	73	40	72	39	73	5 (high risk fall less than 15th %ile)
2 nd GermanCBM	73	36	68	37	73	14
3 rd GermanCBM	69	22	67	36	69	18

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

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

ENGLISH LITERACY SCREENING DATA

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 EnglishCBM SPRING data	60	12 (some or high risk)	60	6 (high risk)
5th aReading	65	9	65	0
6th aReading	58	8	58	5
7th aReading	66	5	66	1
8th aReading	52	6	52	2

German LITERACY SCREENING DATA

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 GermanCBM	60	18	60	7
5th ELFEII	66	21	66	7
6th ELFEII	59	21	59	9

7th ELFEL	68	15	68	7
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See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

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	Other -> Locally-developed		
1 st	Other -> Der Die Das		
2 nd	Other -> Der Die Das		
3 rd	Other -> Der Die Das Other -> Heggerty's McCalls-Crabbs Read Naturally		
4 th	Other -> Der Die Das Other -> Heggerty's McCalls-Crabbs Read Naturally Words their Way		
5 th	Other -> Locally-developed		

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	Other -> Locally-developed		50 minutes English Language Arts
7 th	Other -> Locally-developed		50 minutes English Language Arts
8 th	Other -> Locally-developed		50 minutes English Language Arts
9 th	na	na	na
10 th	na	na	na
11 th	na	na	na
12 th	na	na	na

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.

TCGIS uses the MnMTSS Framework to identify which students are in need of support based on multiple data points and meet those needs with instructional resources. We consider students that perform below the 15th percentile on German literacy assessments for K-3 literacy interventions, using locally-developed percentile scores, with converging evidence from other sources. One of our greatest areas for improvement is in our systems for storing and sharing data in a way that stakeholders can easily access and interpret. Related to this growth area in-particular, we need to improve our teachers' ability to access and interpret data about their students and more smoothly share information across all MTSS tiers. Additionally, our MTSS would benefit from better assessment tools for math in the early grades, and developing multiple reading probes for our German CBM reading. As an MTSS team, we would like to grow in the area of formalizing exit criteria from intervention and self-monitoring fidelity of implementation of evidence-based strategies.

In order to discern changes and support needed in Tier I instruction, our MTSS team assesses results from our universal screeners: Fastbridge English literacy assessments and German literacy assessments. We currently use FastBridge Learning and Educlimber to generate data reports and visualizations, however we would like to grow in the area of data visualizations for progress monitoring measures. Our ADSIS team serves as leaders in our community, bringing suggestions to Tier I from their informed perspective as having completed LETRS training and implemented a wide variety of evidence-based instruction. When we identify students who are not reading at grade level given expected literacy development in an immersion setting, we discern further what the need is and match the intervention with the student need.

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.

TCGIS began its journey toward structured literacy programming in 2018 when our ADSIS literacy providers participated in the LETRS training program. We have brought in strategies from that training and clustered a Quality Compensation Professional Learning Committee that focused on bringing strategies from LETRS to the Tier I K-2 team.

Building onto these fundamentals, TCGIS will provide professional development for training educators on structured literacy by using **OL&LA**: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). We will begin by training our Phase 1 educators during the 2024-25 school year, completing the 9 modules at the end of May 2025 and Phase 2 by Spring 2026. Participants will submit a certificate of completion with a passing score of 80% to TCGIS. After phase 1 and phase 2 of professional development, we will offer ongoing professional development.

As we formalize our instructional program of structured literacy at TCGIS, we will review our curriculum and instructional materials. Currently, teachers use a mixture of comprehensive German literacy curriculum and pulling from several various curricula. We aim to apply the rubric MDE used to endorse curriculum and apply it to German language literacy materials. We will begin collecting data about what teachers are using to satisfy the various aspects of structured literacy and reviewing them alongside student reading proficiency data.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	15	0	0	15
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	5	4	0	1
K-12 Special Education Educators responsible for reading instruction	5	0	0	5
Pre-K through grade 5 Curriculum Directors	2	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support EAs?	0	0	0	0

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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	8	0	0	8
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	6
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	2	0	0	2

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.

As we move through the phases of professional development, we need to evaluate our German literacy curriculum against the rubric that MDE uses in order to ensure that we are thorough and intentional about planning all aspects of structured literacy instruction. We will need to survey our teachers about what they are already doing and provide a framework for them to know what they need to do to be implementing structured literacy with fidelity. Our MTSS Tier II literacy specialists will serve as subject-area implementation experts.