



Local Biliteracy Plan

2022-2023

Mission, Vision, and Core Values

Mission

Academia Cesar Chavez provides quality dual-language education that prepares critically thinking, socially competent, values-driven, and culturally aware bilingual and biliterate learners by advocating Latino cultural values in an environment of *familia* and community.

Vision

The Vision of Academia Cesar Chavez is to create an educational center that strengthens community by offering preschool through adult education combining academic excellence and a holistic approach to family well-being.

Core Values

At ACC, we share a commitment to modeling values with a focus on honoring the lived experiences and cultural backgrounds of all students and their families through our core values of Identity, Solidarity, Intellect, and Justice.

Purpose Statement

“As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. Read Well by Grade 3 supports this legislation. Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade 3 ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.” – Minnesota Department of Education

We Believe . . .

- *All students have the right to become biliterate*
- *Biliteracy encompasses reading, writing, listening, and speaking*
- *Learning to read and write begins at birth in the home and needs to be supported in Spanish and English languages*
- *Biliteracy is a necessary skill to succeed in life*
- *Students must read often and, in all subjects, books of their interest and at their level*
- *Data driven dialogue leads to differentiated professional development*

Academia Cesar Chavez strives to develop an educational center that strengthens community by offering Pre-K through adult education combining academic excellence and a holistic approach to community well-being. To achieve the goal of

100% reading proficiency by third grade, ACC faculty will collaboratively and systemically design a high-quality Pre-K – 3rd grade biliteracy program for all ACC students.

Academia Cesar Chavez embraces and strives to infuse the following UNIDOSUS core qualities throughout ACC's program:

- High expectations and high supports
- Collaborative leadership
- Partnership with an institution of higher education
- Cultural competence
- Bilingualism/Biliteracy
- Sustained meaningful relationships
- Family engagement and community collaboration
- Continuous performance-based assessment

Identification

Reading proficiency will be determined according to ACCESS data as well as NWEA in English and Spanish, and one on one performance assessments to collect reliable data. Performance-based assessments are based on classroom instruction and everyday tasks.

ACC Literacy Model

Students school wide are assessed in the fall using, NWEA in English and Spanish and one on one performance assessments. Teachers and students set up goals based on what skills they need to master before moving on to the next reading level. Students meet regularly in small groups with their teachers to work on these skills.

Teachers progress monitor consistently throughout the school year to ensure that students are growing and to determine what skills they need to work on to continue their growth.

Teams meet with Bilingual Instructional Coaches bi-weekly to review the data and to determine what skills students still need and to discuss teaching strategies to reach all students.. Teams meet monthly with Bilingual Coaches to analyze data,

specifically growth and to determine next steps for students that are not demonstrating high growth.

Language Goals

It is the core of ACC's mission and vision for students to be bilingual and biliterate in Spanish and English. SY22-23 (planning on administering ACCESS as well as NWEA in English and Spanish 3 times per year. One on one performance assessments in order to collect reliable data)

Performance-based assessments are based on classroom instruction and everyday tasks. You can use performance-based assessments through methods such as:

- oral reports
- presentations
- demonstrations
- written assignments
- portfolios.

We will develop assessment (and instructional) activities that are geared to the students' current level of language proficiency. Performance-based assessment activities concentrate on oral communication and/or reading.

Some examples of commonly-used activity types designed for assessing speaking or reading:

- Reading with partners
- Retelling stories
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing games

Reading Interventions

ACC is continuing to develop a multi-tiered system of instruction and support (MTSS) to support all students in becoming proficient readers.

Tier 1: Universal Instruction

Tier 1 refers to our school-wide and classroom-wide instruction for all students. All teachers will increase their knowledge of biliteracy and become bilingual literacy teachers.

GLAD- Guided Language Acquisition Design

GLAD is an instructional model that incorporates the use of multiple research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. These strategies used in the classroom build on cross-cultural skills, while allowing students to practice the use of high-level thinking and academic language. All Academic staff were given two full days of training on these strategies, and receive continued professional development through Professional Learning teams.

100 Book Challenge

During the 2022-2023 school year, students in PreK to 5 will begin implementing the 100 Book Challenge. Classes will continue to use resources from Benchmark Literacy and standards based instruction.

Heggerty

In the 2022-2023 school year, PreK-2 classes continue implementing Heggerty, a research-based phonological awareness curriculum. The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. The Heggerty Curriculum lays the foundation for early reading skills by addressing Phonemic Awareness. It is a foundational step for all students learning to read. Phonemic awareness is essential in teaching students to be automatic decoders of print.

Tier 2: Supplemental Intervention

Reading Corps Tutors

Curriculum Based Assessments and NWEA data is used to determine which 3rd grade students should be considered for Reading Corps interventions. From there, Reading Corps interventionists use a Fastbridge CBM Assessment to determine whether 3rd graders qualify for Reading Corps Interventions. Tutors meet daily for 20 minutes with students that qualify for Reading Corps. They track data in an online data management system and review data with Internal Coach and Master Coach monthly. They share progress and growth with students, families, and teachers.

Increased Teacher Time

Reading data is used to identify students reading below grade level. students' small group time with the teacher is increased proportionally. students who are one year or more below grade level will meet with teachers 2 times per week. students who are less than one year behind meet with the teacher one time per week. students at grade level meet with the teacher one time every two weeks. All students, regardless of level, meet with their teachers for a one-on-one conference at least once every two weeks.

Tier 3: Intensive Intervention

K-5 students not making progress with Tier II interventions will be considered for Tier III interventions with an interventionist. Interventionists will include, Title 1 teachers, English Learner teachers, Special Education teachers, classroom teachers and educational partners.

Students in grades 6-8 who are below reading level are placed in an extra enrichment elective for intensive instruction.

Parent Engagement & Notification

Academia Cesar Chavez highly values family engagement and community collaboration and creates structures and resources to promote that parents and families are actively engaged in their children's learning, their own learning and the development of the school. The Family and Community Director and the Family Liaison leads ACC's outreach efforts and sets up structures, services, and collaborations that support parent engagement according to the school's mission and goals. ACC offers wrap-around services which include support for housing,

medical and food needs. Engaging parents in their personal ongoing education has encouraged parents to then engage their students in academic learning too.

Parents take great pride in participating in conferences with options available for in person and on zoom, per the parents preference.

This year is offering a series of workshops presented by Ms. Adalinda Estrada, licensed marriage and family therapist. These workshops offer a series of training sessions for parents throughout the school year. Presented in Spanish and about topics that include child development, trauma informed practices, adolescent support, ADHD, Autism, and breaking parenting practices that are not healthy.

This year Heads of School and other ACC staff are available to provide one on one, face to face technology training to support families in supporting their students with the use of Chromebooks for Distance Learning. We also included Zoom training and after school Tech support drop in hours, all year long, to help our families build their tool belt in order to support their students during Distance learning through the pandemic.

ACC has recently hired a parent liaison who assists in communicating with families, increasing parent engagement. She holds loteria nights in collaboration with the community to build relations. Her role is important to enhance the admissions process through a holistic one on one meeting to ensure parents understand the mission and vision of our school, and to provide best programming for families. HER role is to also support the school's needs to ensure that communication is collaborative through the school community.

The Executive Director, Family and Community Director and the Parent Liaison hold bi-monthly parent information meetings over zoom, one session in English and one session in Spanish. The team holds these parent meetings by grade band so that they are relevant and applicable to the parents joining, for example, the second Tuesday of the month is for families Pre K-1st grade, the second Wednesday of the month is for 2nd -5th grade families and the second Thursday of the month is for middle school families. The team meets with English speaking parents from 6-7pm and then Spanish speaking families 7pm-8pm.

Our Family and Community Director continues to maintain and build partnerships with local organizations, businesses, community based organizations. This is so that the school can continue to serve our families, and assure the children and families are able to meet the needs at home and children come to school ready to learn. Other school events that parents are encouraged to be part of - Back to school night, Holiday Music concert , High school Fair and Math and Science Night.

Comité de Padres y Comunidad

Comité de Padres y Comunidad (CPC) holds its first meeting in October of every school year. The CPC had between 10-15 committed members who met monthly. The parent committee was working on long term planning to include recruitment of new CPC members, goals, activities and new initiatives.

Parent and Stakeholder Communication Plan

Many stakeholders have been part of this biliteracy initiative via family and community activities led by ACC. Because families – parents, grandparents or guardians – are the students’ first teachers, ACC offers different workshops to families to help them understand the achievement gap and become familiar with reading standards for each grade level. In a typical year, parents are learning specific strategies on how to support biliteracy at home and how to use their child’s report card to monitor their academic and social progress.

Results of assessments and proficiency levels are communicated to families in a variety of ways: Parents will be provided information about how their children are reading four times each year.

Parents will receive quarterly progress/report cards that explain reading proficiency and growth. For those students participating in interventions, parents will be given progress reports following each of the intervention windows. Each student will receive suggestions for improving their reading, including tips for parents to use with them at home.

Individual grade levels and classrooms have additional ways of communicating with parents about student achievement, through: phone calls (struggling or big improvements), test or project scores, awards and notes about random achievements as they occur.

ACC will continue to build the capacity and outreach of the Parent Academies to promote ACC's belief that establishing meaningful relationships between families and schools can result in partnerships that help parents take an active role in the education of their students.

The Family and Community Director continues to work on increasing parent involvement in the CPC (Comité de Padres en Comunidad) Community of Parents Committee to help parents develop leadership abilities and increase the numbers of parents involved in this committee that supports fundraising and supports school wide events. The Family Community Director also is instrumental in helping to identify parents when there are ACC school board openings for parent participation. In a typical year we have our annual Parent survey shared with all families electronically and mailed out.

Professional Development

ACC strives to recruit, retain and provide ongoing professional learning opportunities for all staff to build teacher efficacy, and cultivating teachers to utilize culturally relevant and high leverage instructional strategies. ACC staff receive approximately 20 days of professional development designed to strengthen their effectiveness over the course of the school year. In addition to the training for all staff, our newly hired staff receive monthly training as part of our mentoring and induction program to continuously support, coach, and mentor new teachers in Literacy. The professional development calendar is built around bilingual literacy, GLAD Strategies, social-emotional learning, classroom management. In addition, there is embedded training for literacy and math with expert consultants who observe, model, and coach on an intermittent basis.

Classroom teachers, and SPED teachers receive ongoing NWEA training. They continue to receive professional development and coaching around small group instruction and conferring, and will be trained in the implementation of biliteracy squared and GLAD Strategies for whole group instruction.

Leaders and teachers from the bilingual program received training from "La Cosecha Conference". These strategies are shared with the bilingual team during learning team meetings to help provide a framework for bilingual instruction. This framework supports all students. It emphasizes oracy as a precursor to literacy and

creating sustainable systems and structures for teaching from a multilingual perspective.

Members of the leadership team are encouraged to participate in professional development identified below. These organizations are directly involved with ACC and have partnership agreements that allow leaders to attend professional development related to their respective job. The Executive Director sets goals with each leader and identifies areas of development that guide participation in professional learning

- Professional development organized by the regional center of excellence
- Professional development organized by the Minnesota Department of Education
- Professional development organized by the Minnesota Association of Charter Schools. (MACS)

Additional ongoing professional development is given to all staff in the following areas.

- Professional development organized by Academia Cesar Chavez
- GLAD Strategy training for ACC staff throughout the school year.
- Staff received training in Restitution
- Staff received training in Intercultural Developmental Model of Intercultural Sensitivity through the IDI (Intercultural Developmental Inventory) and coaching sessions throughout the year to develop an intercultural mindset. .