

## Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Steam Academy Charter School (4270-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Steam Academy Charter School (4270-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

## 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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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# 1. Read Act Goals

## District or Charter School Literacy Goals

Steam Academy Charter School (4270-07)'s literacy goal(s) for the 2025-26 school year:

Ensure all students demonstrate proficiency in reading, as measured by statewide assessments (MCA) and FastBridge benchmark assessments, achieving at or above grade level by the end of the 2024-25 school year. Utilize FastBridge data to set and monitor individual literacy goals three times per year (Fall, Winter, Spring). Deliver tiered, data-driven reading interventions daily via MobyMax (ELA on Monday/Tuesday/Thursday; Math on Wednesday/Friday) with weekly fidelity checks by the instructional coach

The following was implemented or changed to make progress towards the goal(s):

Launched comprehensive MTSS intervention model, including daily MobyMax sessions and weekly data reviews in PLCs. Expanded teacher support through structured mentoring instructional coaches conducted bi-weekly walkthroughs and coaching cycles focused on evidence-based literacy practices. Increased family engagement via three annual mailed progress letters and two family learning nights, providing strategies and resources for at-home literacy practice. Integrated paraprofessionals into data teams to co-plan and co-teach targeted interventions during the literacy block. Rolled out a monthly professional development calendar covering CAREIALL, FastBridge data analysis, and intervention strategy workshops

The following describes how Steam Academy Charter School (4270-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Baseline FastBridge (Fall 2024) data showed 60% of KG-5 students below grade-level benchmarks. Winter NWEA reading screenings indicate 86% of grade 6 are not yet meeting proficiency targets. 2023 MCA reading proficiency was 26.10% Meet/Exceed, below the district target of 70%. Now we can see significant growth on the NWEA Reading where overall K-7 students grew by 1.5 years. Also, we expect the growth in MCA Reading as well (Just like Math) when the results will be available in August 2026.

Steam Academy Charter School (4270-07)'s literacy goal(s) for the 2026-27 school year:

Keep increase KG-3 proficiency: Raise the percentage of KG-3 students at or above FastBridge reading benchmarks from baseline to at least 70% in Fall, Winter, and Spring administrations, using data to reteach or intensify interventions weekly. Expand universal screening cadence: Administer FastBridge (KG-3) and NWEA MAP (3-8) three times per year (Fall, Winter, Spring), with entry/exit data reviews by the MTSS team at each cycle. Achieve 100% MTSS completion: Ensure every Tier 1 classroom teacher, instructional coach, and paraprofessional complete MnMTSS self-evaluation (SEMI-DLT). Embed paraprofessional integration: Fully integrate paraprofessionals into monthly PLC data team, 100% attendance and co-planning for targeted Tier 2/3 interventions during the literacy block.

## Local Literacy Plan for Steam Academy Charter School (4270-07)

The Local Literacy Lead, Abdinasser Ahmed, for Steam Academy Charter School (4270-07) has an FTE of .20

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead is part of the School Leadership Team. He works closely with all the teachers, staff, and instructional coach. He provides support and mentorship.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Steam Academy Charter School (4270-07) Local Literacy Plan is posted on the district website at

<https://www.steamacademymn.org/board/policies/>

## 2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Steam Academy Charter School (4270-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Steam Academy Charter School (4270-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

### 3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Steam Academy Charter School (4270-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	2 time per year	Vendor Benchmark
	Grade 8	2 time per year	Vendor Benchmark
	Grade 5	2 time per year	Vendor Benchmark
	Grade 6	2 time per year	Vendor Benchmark
	Grade 7	2 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Steam Academy Charter School (4270-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

The same according to the plan.



## 4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Steam Academy Charter School (4270-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	16	13	15	8	15	9
1st	11	9	13	10	14	17
2nd	7	CTSTR	7	CTSTR	7	CTSTR
3rd	8	CTSTR	8	CTSTR	7	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

## 5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Steam Academy Charter School (4270-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Steam Academy Charter School (4270-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	22	0
1st	10	0
2nd	11	0
3rd	8	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Steam Academy Charter School (4270-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

## 6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Steam Academy Charter School (4270-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	3	0	4	CTSTR	CTSTR	3
5th	2	0	3	CTSTR	CTSTR	2
6th	2	0	2	CTSTR	CTSTR	1
7th	3	0	4	CTSTR	CTSTR	1
8th	0	0	0	CTSTR	CTSTR	1
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

## 7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Steam Academy Charter School (4270-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

STEAM Academy Charter School (4270-07) uses the following process and data to assure that evidence-based instruction and intervention match to a student's needs: STEAM Academy's MTSS team convenes weekly PLC meetings to review universal screening data (FastBridge, NWEA MAP, MCA) alongside classroom benchmarks and MobyMax usage reports. Tier 1 instructional matches are determined by Core Reading block observations, FastBridge percentile bands, and teacher collected CBM fluency probes; these inform differentiated whole-class supports. Tier 2 and Tier 3 supports are selected based on FastBridge risk levels, NWEA sub-score deficits, and teacher referrals; intervention frequency, duration, and grouping are tailored accordingly.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Instructional coaches conduct monthly formal classroom walkthroughs using a standardized fidelity rubric, providing same-day feedback and targeted coaching cycles. Informal "pop-in" observations occur bi-weekly to ensure adherence to CAREIALL practices and MTSS protocols. Student engagement and curriculum alignment are tracked via lesson-plan reviews and MobyMax implementation logs.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Elementary: Tier 2: FastBridge percentile 20% to 39 in EarlyReading or CBM-Reading; NWEA MAP reading score 30%+ below proficiency; or teacher recommendation. Tier 3: FastBridge percentile < 20; NWEA MAP reading score 50%+ below proficiency; or persistent difficulty after Tier 2. Secondary(6-12): Tier 2: NWEA MAP reading or CAPTI scores 20% to 40% below benchmarks; teacher referral. Tier 3: NWEA MAP < 20th percentile or CAPTI "High Risk"; or no progress after Tier 2 intervention.

Progress monitoring data collection for students in Tier 2 occurs:

More than once a week

Progress monitoring data collection for students in Tier 3 occurs:

More than once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Tier 2: CBM probes and FastBridge mini-checks weekly Tier 3: CBM probes twice weekly, FastBridge subtest reviews weekly, and NWEA progress measures tri-monthly.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

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Tier 2 Protocol: Weekly CBM-Reading fluency and comprehension probes, monthly FastBridge benchmark checks, and bi-weekly PLC data reviews to adjust group size or strategy (e.g., add digital fluency drills in MobyMax). Tier 3 Protocol: Twice-weekly CBM probes, weekly FastBridge subtest deep-dives, monthly one-on-one literacy coach sessions, and quarterly NWEA growth analysis to determine need for further intensification (e.g., individualized phonics modules).

## 8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Steam Academy Charter School (4270-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Parent teacher conferences
Grade 6	3 times per year	Parent teacher conferences
Grade 7	3 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- Parent teacher conferences

## 9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

### Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Steam Academy Charter School (4270-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: STEAM Academy will continue to use HMH Into Reading K-5, Houghton Mifflin Harcourt (2022) for their base curriculum. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: No changes. STEAM Academy will continue to use HMH Into Reading K-5, Houghton Mifflin Harcourt (2022) for their base curriculum.

## 10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

### Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Steam Academy Charter School (4270-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Other Resources - Phonemic-awareness activities (segmenting, Intensive one-on-one phoneme blending) via MobyMax	Tier 2 & 3	Kindergarten	45
	Tier 2 & 3	Grade 1	45
	Tier 2 & 3	Grade 2	45
	Tier 2 & 3	Grade 3	45
	Tier 2 & 3	Grade 4	45
	Tier 2 & 3	Grade 5	45
	Tier 2 & 3	Grade 6	45
	Tier 2 & 3	Grade 7	45

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Steam Academy Charter School (4270-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$2,197

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$0

### READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Steam Academy Charter School (4270-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$2,197

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$0

### Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Professional development on evidence-based literacy screening and progress monitoring tools	Both

## 12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Steam Academy Charter School (4270-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/15/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Additional support by Instructional Coach Weekly Observation of teachers, looking for evidence of Careiall Training implementation within the classroom. Weekly Teacher Mentorship Meetings to discuss potential strategies for implementation of Careiall content Bi-Weekly Professional Development on best practices surrounding the implementation of and alignment of classroom instruction to Careiall content/strategies.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fastbridge data collected three times per year shows the impact of elementary teachers on K-5 students Collecting daily data through curricular tests, projects, observations, etc, to analyze the evidence-based instruction. PLC leads will discuss the academic data weekly as a team to see if students are learning. NWEA growth data shows the efficacy of implementation

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Weekly lesson plans are checked for usage of curricular resources Monthly observations (informal and formal) are conducted to ensure implementation of phonemic awareness, phonics, fluency, vocabulary, and comprehension

Bimonthly data meetings to go over various instructional strategies and reflective practices

The following changes in instructional practices have impacted students:

Instructional strategies have become increasingly more focused on reading literacy throughout the school year. Students have been provided more opportunities to practice their literacy skills. Classroom teachers have provided students with additional resources and activities such as (wordwalls, frayer models, sentence starters) to help support students in their language development. Students are using the additional support throughout the class period to better support their learning and engagement throughout lessons. Student testing data shows students are

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beginning to make progress towards their goals.

Steam Academy Charter School (4270-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

STEAM Academy has provided bi-weekly professional development on READ ACT Requirements, CAREIALL Strategy Implementation, and MTSS Strategies throughout the school year. During every professional development, teachers are asked to think of ways in which they can best align each activity to support every student in their classroom. Teachers have also been provided strategies for social emotional learning and reflection to help students internalize their learning throughout the school year.

Steam Academy Charter School (4270-07) engaged with the Regional Literacy Network through the following:

- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We provided the WIDA ELD PD series (6 different dates this year). We provided 3 Literacy Plan PDs to our staff. We provided staff training on standards.

### 13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

#### Educator Count Phase 1

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	1	1	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	1	1	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	1	1	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

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
Teachers who provide foundational reading instruction to students in grades 4-12	2	1	0	1
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	1	1	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

## 14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Steam Academy Charter School (4270-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

## 15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Steam Academy Charter School (4270-07) does not include a DLI Program