



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: **STRIDE Academy K-8** **#4142-07**

Date of Last Revision: 5/24/2024

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

STRIDE's literacy goals for elementary students are specific, measurable, achievable, relevant, and time-bound (SMART).

1. Reading Fluency:

- By the end of the school year, students grades K-8 will be able to read a grade-level passage with 95% accuracy per FastBridge spring benchmarks.

2. Phonemic Awareness:

- By the end of the school year, students in K and 1 will be on grade level using FastBridge earlyReading assessments per spring benchmarks.

3. Comprehension Skills:

- "By the end of the school year, students grades 2-8 will meet FastBridge aReading end of the year spring benchmarks.

4. Reading Engagement:

- Students will read a minimum of 20 books by the end of the school year, to encourage consistent reading habits. Tracking could be a reading log, or digital data per IXL.

These goals are designed to be clear and attainable, providing students with a sense of accomplishment as they progress. Additionally, these goals help teachers to systematically track and support student progress in literacy.

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 4-8)

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 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?
Name of Screener: FastBridge aReading AutoReading CMB-R Fluency	<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)
Name of Screener:	<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

We use several methods at STRIDE Academy to notify parents or guardians when children are identified as not reading at or above grade level, as well as to inform them about the reading-related services provided. These methods often involve a combination of communication channels and strategies to ensure effective engagement with parents and families. Here's an outline of these methods:

- 1. Formal Assessment Reports:** STRIDE Academy conducts formal assessments to gauge students' reading levels. When a child is identified as not reading at or above grade level, a formal assessment report is generated. This report typically includes detailed information about the child's reading abilities, areas of strengths and weaknesses, and recommendations for improvement. Parents or guardians are provided with a copy of this report during parent-teacher conferences or through other communication channels.
- 2. Parent-Teacher Conferences:** STRIDE Academy has parent-teacher conferences that serve as a vital opportunity for educators to discuss students' academic progress with parents or guardians. During these conferences, teachers inform parents about their child's reading performance, any concerns, and the available support services. They can also collaborate with parents to develop strategies for improvement and address any questions or concerns the parents may have.
- 3. Written Communication:** STRIDE Academy often sends written communication to parents or guardians to inform them about their child's academic progress. This could be in the form of progress reports, report cards, or personalized letters. In these communications, educators may highlight the child's reading performance, offer insights into specific areas of difficulty, and outline available support services or interventions.
- 4. Parent Workshops or Information Sessions:** STRIDE Academy will organize workshops or information sessions specifically focused on reading development and literacy strategies for parents or guardians. These sessions will provide an opportunity for educators to share information about effective reading practices, ways to support reading development at home, and resources available within the school or community.
- 5. Individualized Education Plans (IEPs) or 504 Plans:** For students who require specialized support due to reading difficulties, schools may develop individualized education plans (IEPs) or 504 plans. These plans outline specific goals, accommodations, and support services tailored to the student's needs. Parents or guardians are actively involved in the development and review of these plans, ensuring that they are informed about the reading-related services provided and strategies recommended for their child. Strategies shared with parents or families to use at home may include:
 - **Encouraging Daily Reading:** Encouraging children to read for at least 20-30 minutes every day can significantly improve their reading skills. Parents can provide access to age-appropriate books, magazines, or online resources based on their child's interests.
 - **Modeling Reading Behavior:** Parents can serve as role models by demonstrating their own enjoyment of reading. This could involve reading aloud to their children, discussing books, or engaging in family reading time where everyone reads independently.

- **Creating a Literacy-Rich Environment:** Establishing a literacy-rich environment at home can foster a love for reading. This may include setting up a designated reading area, displaying books prominently, and incorporating reading-related activities into daily routines.

- **Using Reading Apps or Websites:** There are numerous educational apps and websites available that offer interactive reading activities and games designed to improve literacy skills. Parents can explore these resources and incorporate them into their child's screen time in a balanced way.

- **Providing Positive Reinforcement:** Recognizing and praising children's efforts and progress in reading can boost their confidence and motivation. Parents can offer praise, rewards, or incentives to encourage continued engagement with reading activities.

By employing these methods and strategies, educators can effectively collaborate with parents or guardians to support children who are struggling with reading and promote their literacy development both at school and at home.

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

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.

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	48	25	62	19	62	2
1 st	56	17	52	21	52	1
2 nd	55	19	59	21	59	3
3 rd	59	15	69	25	69	0

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.

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	61	35	61	5
5 th	65	43	65	7
6 th	59	41	59	2
7 th	68	53	68	10
8 th	67	42	67	2
9 th	NA	NA	NA	NA
10 th	NA	NA	NA	NA
11 th	NA	NA	NA	NA
12 th	NA	NA	NA	NA

Core Reading Instruction and Curriculum Grades K-5

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	<p>Wonders Curriculum 2023</p> <p>UFLI</p>	<p>Structured Literacy:</p> <ul style="list-style-type: none"> ● Systematic and Cumulative ● Diagnostic ● Explicit <p>explicit and systematic program that teaches students the foundational skills necessary for proficient reading.</p>	<p>Literacy Block 90 min Daily</p> <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 20-30 min ● Skill Groups <ul style="list-style-type: none"> ○ 20 min ● Intervention <ul style="list-style-type: none"> ○ 20 min ● Enrichment <ul style="list-style-type: none"> ○ 20 min <p>The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.</p>
1 st	Wonders Curriculum 2023	<p>Structured Literacy:</p> <ul style="list-style-type: none"> ● Systematic and Cumulative ● Diagnostic ● Explicit 	<p>Literacy Block 90 min Daily</p> <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 20-30 min ● Skill Groups <ul style="list-style-type: none"> ○ 20 min ● Intervention <ul style="list-style-type: none"> ○ 20 min ● Enrichment <ul style="list-style-type: none"> ○ 20 min

	UFLI	explicit and systematic program that teaches students the foundational skills necessary for proficient reading	The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
2 nd	Wonders Curriculum 2023 UFLI	Structured Literacy: <ul style="list-style-type: none"> • Systematic and Cumulative • Diagnostic • Explicit <p>explicit and systematic program that teaches students the foundational skills necessary for proficient reading</p>	Literacy Block 90 min Daily <ul style="list-style-type: none"> • Whole Group <ul style="list-style-type: none"> ○ 30-40 min • Differentiation <ul style="list-style-type: none"> ○ 20-30 min • Skill Groups <ul style="list-style-type: none"> ○ 20 min • Intervention <ul style="list-style-type: none"> ○ 20 min • Enrichment <ul style="list-style-type: none"> ○ 20 min <p>The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.</p>
3 rd	Wonders Curriculum 2023	Structured Literacy: <ul style="list-style-type: none"> • Systematic and Cumulative • Diagnostic • Explicit 	Literacy Block 90 min Daily <ul style="list-style-type: none"> • Whole Group <ul style="list-style-type: none"> ○ 30-40 min • Differentiation <ul style="list-style-type: none"> ○ 20-30 min • Skill Groups <ul style="list-style-type: none"> ○ 20 min • Intervention <ul style="list-style-type: none"> ○ 20 min • Enrichment <ul style="list-style-type: none"> ○ 20 min
4 th	Wonders Curriculum 2023	Structured Literacy: <ul style="list-style-type: none"> • Systematic and Cumulative • Diagnostic • Explicit 	Literacy Block 90 min Daily <ul style="list-style-type: none"> • Whole Group <ul style="list-style-type: none"> ○ 30-40 min • Differentiation <ul style="list-style-type: none"> ○ 20-30 min • Skill Groups <ul style="list-style-type: none"> ○ 20 min

			<ul style="list-style-type: none"> ● Intervention <ul style="list-style-type: none"> ○ 20 min ● Enrichment <ul style="list-style-type: none"> ○ 20 min
5 th	Wonders Curriculum 2023	<p>Structured Literacy:</p> <ul style="list-style-type: none"> ● Systematic and Cumulative ● Diagnostic ● Explicit 	<p>Literacy Block 90 min Daily</p> <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 20-30 min ● Skill Groups <ul style="list-style-type: none"> ○ 20 min ● Intervention <ul style="list-style-type: none"> ○ 20 min ● Enrichment <ul style="list-style-type: none"> ○ 20 min

STRIDE Academy uses Wonders Curriculum. Wonders provides explicit and systematic instruction in foundational skills, including phonological/ phonemic awareness, phonics, spelling, structural analysis, high-frequency words, and fluency. Foundational skills instruction is built on standardized routines, assessment-driven instruction, multimodal learning, and inclusion of both whole- and small-group instruction for students at all levels. The systematic predictability of Wonders foundational skills lessons allows children to focus on content instead of process, while the explicitness presents content in a clear, concise manner. The complexity of the foundational skills taught gradually increases throughout the units of instruction. To ensure that students develop proficiency in decoding words by translating the letters and spelling patterns into phonemes and pronunciations, a large proportion of the instruction is focused on the direct and explicit instruction of phonological awareness and phonics (Adams, 1991; National Early Literacy Panel, 2008; National Institute of Child Health and Human Development, 2000). Phoneme awareness and letter-sound skills are not optional—they are central to the process of permanent word storage and sight vocabulary development (Kilpatrick, 2016, p. 43). With continued instruction and practice, children build automaticity in decoding and word recognition. Because the weekly Phonics and Spelling lessons are directly linked, students also gain an understanding of the connection between decoding and encoding. In each grade of Wonders, phonics instruction is cumulative. Additionally, year after year, skills are reviewed recursively, and there are strong links among all Word Work strands throughout the grades.

Literacy Begins with Firm Foundations

Wonders offers a thorough grounding in foundational skills, including phonological/phonemic awareness, phonics, spelling, structural analysis, high-frequency words, and fluency. Explicit, systematic foundational skills instruction is built from standardized routines and features a variety of multimodal learning opportunities. Assessment-informed differentiation and a combination of small- and whole-group lessons ensure that every student has the building blocks needed for literacy success.

Learn more about the research behind *Wonders'* Foundational Skills Approach.

[Download The Brochure](#)

Core ELA Instruction and Curriculum 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	Wonders Curriculum 2023	Structured Literacy: <ul style="list-style-type: none"> ● Systematic and Cumulative ● Diagnostic ● Explicit 	Literacy Block 90 min Daily <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 20-30 min ● Skill Groups <ul style="list-style-type: none"> ○ 20 min ● Intervention <ul style="list-style-type: none"> ○ 20 min ● Enrichment <ul style="list-style-type: none"> ○ 20 min
7 th	<i>7th HMH Into Literature</i>	<ul style="list-style-type: none"> ● Differentiating and Predicting ● Questioning and Clarifying ● Summarizing ● Reciprocal Teaching ● comprehension ● Vocabulary ● Writing 	Literacy Block 75 min Daily <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 15-20 min ● Skill Groups <ul style="list-style-type: none"> ○ 10-15 min ● Intervention <ul style="list-style-type: none"> ○ 10-15 min ● Enrichment <ul style="list-style-type: none"> ○ 10-15 min
8 th	<i>8th HMH Into Literature</i>	<ul style="list-style-type: none"> ● Differentiating and Predicting ● Questioning and Clarifying ● Summarizing ● Reciprocal Teaching ● Comprehension ● Vocabulary ● Writing 	Literacy Block 75 min Daily <ul style="list-style-type: none"> ● Whole Group <ul style="list-style-type: none"> ○ 30-40 min ● Differentiation <ul style="list-style-type: none"> ○ 15-20 min ● Skill Groups <ul style="list-style-type: none"> ○ 10-15 min ● Intervention <ul style="list-style-type: none"> ○ 10-15 min ● Enrichment <ul style="list-style-type: none"> ○ 10-15 min
9 th	NA		

10 th	NA		
11 th	NA		
12 th	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 \(2023\)](#).

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

STRIDE Academy MTSS Framework

Multi-Tiered System of Support (MTSS) Mission Statement:

STRIDE Academy uses the MTSS framework that has a tiered infrastructure using data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs. Our MTSS framework helps identify struggling students early and intervene quickly. It focuses on the “whole child”. This includes academic growth, behavior, social and emotional and absenteeism. MTSS is a framework to improve outcomes for all students that organizes district-level resources to address each individual student's needs such as academic and/or behavior needs using research-based instruction and interventions that vary in intensity. An MTSS framework includes (a) screening of all students using valid and reliable measures, (b) tiers of instruction that vary in intensity, (c) collaborative teams that review data, problem solve, and organize instruction, (d) frequent progress monitoring using valid and reliable measures to determine the impact of evidence-based interventions, and (e) a system to ensure that instruction including interventions are evidence-based and implemented with fidelity. The Multi-Tiered System of Support (MTSS) team is a committee made up of teachers and other staff members who are called upon to provide interventions and assistance to students who are struggling, both academically and behaviorally. Teachers who bring their concerns to this team are also expected to communicate to the child’s parents about

Professional Development Plan

1. **Professional Development Program:** STRIDE Academy will choose an approved professional development program that aligns with structured literacy principles. We have several staff completing LETRS training the summer of 2024 and several staff starting the Fall of 2024 during Phase ONE following the Read Act guidelines. We Are also incorporating UFLI for K-2 and as an intervention for those students who need more phonemic awareness and phonics.
2. **Timeline for Completion:** The professional development plan will follow the Read Act guidelines. This timeline may span several months or academic years, depending on the depth and intensity of the program.
3. **Support for Implementation:** STRIDE Academy will provide ongoing support to educators as they implement structured literacy strategies in their classrooms. This support may include:
 - Coaching and mentoring: Experienced literacy coaches or specialists may work closely with educators to provide individualized support and guidance in implementing structured literacy practices.
 - Collaborative planning: Educators may engage in collaborative planning meetings to share strategies, resources, and best practices for structured literacy instruction.
 - Classroom observations and feedback: Administrators or literacy coaches may conduct classroom observations to provide feedback and support educators in refining their implementation of structured literacy techniques.
 - Access to resources: STRIDE Academy will ensure educators have access to appropriate instructional materials, such as decodable texts, phonics workbooks, and multisensory learning tools.
4. **Data Collection and Continuous Improvement:** To monitor the effectiveness of structured literacy instruction and ensure continuous improvement, STRIDE Academy will collect various types of data. This may include:
 - Student assessment data: Regular assessments, such as phonemic awareness screenings, decoding assessments, and progress monitoring measures, will be administered to track students' reading progress and identify areas of need.
 - Classroom observations: Administrators or literacy coaches may conduct regular classroom observations to assess the fidelity of implementation of structured literacy practices and provide feedback to educators.
 - Educator feedback and reflection: Educators will have opportunities to provide feedback on the professional development program and reflect on their own instructional practices through surveys, focus groups, or reflective journals.
 - Student outcomes: Student achievement data, including reading proficiency levels, standardized test scores, and literacy growth measures, will be analyzed to evaluate the impact of structured literacy instruction on student learning outcomes.

By collecting and analyzing these data, the district or charter school can identify strengths and areas for improvement in structured literacy instruction, adjust professional development efforts accordingly, and ensure that all students receive high-quality reading instruction aligned with their needs.

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)	20	0	8	12
Grades 4-5 (or 6) Classroom Educators (if applicable)	7	0	2	5
K-12 Reading Interventionists	3	0	2	1
K-12 Special Education Educators responsible for reading instruction	6	0	2	4
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support (Barton) Dyslexia	1	0	0	1

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	9	0	3	6
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	5	0	1	4
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	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

Action Planning for Continuous Improvement

- 1. Teacher Training and Professional Development:** Ensuring that all teachers are adequately trained in evidence-based literacy instruction methods is crucial. This training should cover phonics, phonemic awareness, vocabulary development, fluency, and comprehension strategies.
- 2. Curriculum Alignment:** Reviewing and aligning the literacy curriculum with evidence-based practices is essential. This includes selecting appropriate instructional materials, ensuring they are research-based, and aligning them with state standards.
- 3. Assessment Practices:** Implementing regular formative and summative assessments to monitor student progress and identify areas needing improvement is vital. These assessments should inform instructional decisions and allow for timely interventions.
- 4. Differentiated Instruction:** Providing support for teachers to differentiate instruction based on students' diverse needs is important. This may involve small group instruction, targeted interventions, or personalized learning approaches.
- 5. Family and Community Engagement:** Involving families and the community in literacy initiatives can enhance student learning outcomes. Providing resources and workshops for parents, as well as fostering partnerships with community organizations, can support literacy development beyond the classroom.
- 6. Data Analysis and Monitoring:** Establishing systems to collect and analyze data on student literacy outcomes can help identify trends and areas for improvement. This data-driven approach allows for ongoing monitoring of the effectiveness of literacy instruction practices.

STRIDE Also Includes:

- 1. Conducting a Needs Assessment:** This involves assessing current practices, identifying areas of strength and weakness, and determining priorities for improvement.
- 2. Developing a Comprehensive Literacy Plan:** Creating a detailed plan that outlines specific goals, strategies, and timelines for improving literacy instruction based on the findings of the needs assessment.
- 3. Providing Ongoing Professional Development:** Offering regular training sessions, workshops, and coaching opportunities to support teachers in implementing evidence-based literacy instruction effectively.
- 4. Revising Curriculum and Instructional Materials:** Reviewing and updating the literacy curriculum and instructional materials to ensure they align with evidence-based practices and meet the needs of all students.
- 5. Establishing Support Structures:** Implementing systems to provide ongoing support to teachers, such as mentorship programs, professional learning communities, and access to instructional coaches.
- 6. Monitoring and Adjusting Implementation:** Continuously monitoring the implementation of evidence-based literacy instruction, collecting feedback from teachers and students, and making adjustments as needed to improve effectiveness.

By focusing on these areas and taking proactive steps to refine implementation, the district or charter school can work towards ensuring that all students receive high-quality, evidence-based literacy instruction that supports their academic success.