

St. Michael-Albertville School District

Local Literacy Plan: 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: [St. Michael-Albertville School District 885](#)

Date of Last Revision: [June 3, 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

Describe the district or charter school's literacy goals for the 2024-25 school year.

Our STMA goal is to have 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.

- ALL students who are not meeting grade-level expectations will be provided equitable support to close the achievement gap and reach grade-level benchmarks.
- ALL students who are exceeding grade-level expectations will be provided equitable opportunities to challenge and increase learning.
- ALL stakeholders in the district will be informed of the efforts being made to ensure ALL students will be reading at grade level.

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 8 th 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 8 th 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) and aReading (Grades 1-3)	x Grade K x Grade 1 x Grade 2 x Grade 3	<input type="checkbox"/> Oral Language x Phonological Awareness x Phonics x Fluency x Vocabulary x Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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 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: CBMReading (Grade 4) and aReading (Grade 4- 8)	X 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 checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	X Universal Screening <input type="checkbox"/> Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X 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

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.

HOW WILL PARENTS or GUARDIANS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

- Teachers will communicate screening results for all students during fall and winter conferences.
- Parents will be provided resources with information and strategies to assist in the support of their child's reading development.
- Student progress is reported three times per year.
- Parents are notified when students participate in pull-out literacy support.

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.

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	413	270	415	248	415	37
1 st	0	0	431	303	426	104
2 nd	486	295	493	310	487	103
3 rd	451	264	461	302	460	88

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.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level (Spring)	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	445	292	445	73
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

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	Functional Phonics Guiding Readers	Foundational Skills Knowledge Building	120 Instructional Minutes 90 Min.- Whole Class 30 Min.- Differentiated
1 st	Functional Phonics Benchmark Literacy	Foundational Skills Knowledge Building	120 Instructional Minutes 75 Min.- Whole Class 45 Min.- Differentiated
2 nd	Functional Phonics Benchmark Literacy	Foundational Skills Knowledge Building	120 Instructional Minutes 75 Min.- Whole Class 45 Min.- Differentiated
3 rd	Functional Phonics and Morphology Benchmark Literacy	Foundational Skills Knowledge Building	120 Instructional Minutes 60 Min.- Whole Class 60 Min.- Differentiated
4 th	Functional Phonics and Morphology Benchmark Literacy	Foundational Skills Knowledge Building	120 Instructional Minutes 60 Min.- Whole Class 60 Min.- Differentiated
5 th	Savvas-myView	Comprehensive	52 Instructional Minutes 52 Min- Whole Group

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	Savvas- myPerspectives	Comprehensive	52 Whole Group Instructional Minutes
7 th	Savvas-myPerspectives	Comprehensive	52 Whole Group Instructional Minutes
8 th	Savvas- myPerspectives	Comprehensive	52 Whole Group Instructional Minutes
9 th	Teacher created literary units aligned w. state standards	Core Instruction	65 Whole Group Instructional Minutes
10 th	Teacher created literary units aligned w. state standards	Core Instruction	65 Whole Group Instructional Minutes
11 th	Teacher created literary units aligned w. state standards	Core Instruction	65 Whole Group Instructional Minutes
12 th	Teacher created literary units aligned w. state standards	Core Instruction	65 Whole Group Instructional Minutes

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.

K-4th

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support (MTSS) that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tiers of Support include:

- **Tier 1: Core Support**

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

The core curriculum includes:

- ❖ Standards-Based core instruction
- ❖ Benchmark Literacy and Functional Phonics and Morphology: grades 1-4
- ❖ Differentiated Instruction whole classroom

- **Tier 2: Extra Support**

Students who are below grade level are supported through classroom small group and individual reading instruction. Additional support can be provided during a scheduled block, or response time. To gauge the effectiveness of specific interventions, staff monitor students' progress using Fastbridge Learning Assessment, PRESS, or other measures.

Students may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- *District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.*
- *Progress Monitoring data, Classroom work and assessment, and teacher input show the student's pattern of performance is progressing towards grade level.*

Instructional supports can include:

- ❖ *Researched based interventions for the targeted skill*
- ❖ *Additional time to reinforce classroom skills*
- ❖ *Minnesota Reading Corps tutoring*
- ❖ *Reading Response instruction*

● **Tier 3: Intensive Support**

Students who are significantly below grade level and not receiving Special Education Reading services are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff. To gauge the effectiveness of specific interventions, staff will monitor students' progress using Fastbridge Learning Assessment or other measures. Intervention programming may include:

- ❖ *Reading Response in grades K-4: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions*
- ❖ *Special Education in grades K-4: instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines*
- ❖ *Targeted Services in grades K-4: a before or after school literacy program for at-risk students*
- ❖ *Reading Summer Camp in grades K-4: sessions will focus on literacy skills*

Students may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- *District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.*
- *Progress Monitoring data, Classroom work and assessment, and teacher input show the student's pattern of performance is progressing towards grade level.*

5th-8th

Tiers of Support include:

- **Tier 1: Core Support**

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

The core curriculum includes:

- Savvas - myView (5th) or Savvas-Perspectives (6th-8th)
- Teacher created literary units aligned to Minnesota State ELA Standards

● **Tier 2: Extra Support**

Students who are below grade level are supported through classroom small group and individual reading instruction during Responsive Hour. To gauge the effectiveness of specific interventions, staff monitor students' progress using Fastbridge Learning Assessments or other curriculum based measures.

Students may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.
- Classroom work and assessment and progress monitoring data show that the student's pattern of performance is progressing towards grade level.

Instructional supports can include:

- ❖ Researched based interventions for the targeted skill
- ❖ Additional time to reinforce classroom skills

● **Tier 3: Intensive Support**

Students who are significantly below grade level and not receiving Special Education Reading services are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff. To gauge the effectiveness of specific interventions, staff will monitor students' progress using Fastbridge Learning Assessment or other measures. Intervention programming may include:

- ❖ Tier 3 Reading Interventions in grades 5-8: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions
- ❖ Special Education in grades 5-8: instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines

Students may exit from Tier 3 Reading Interventions if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.
- Classroom work and assessment and progress monitoring data show that the student's pattern of performance is progressing towards grade level.

9th-12th

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support (MTSS) that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tiers of Support include:

● Tier 1: Core Support

All students receive core instruction in Tier 1. Students who are at or above benchmark and are making sufficient academic growth will have their needs met through instruction in the core curriculum. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

The core curriculum includes:

- ❖ Teacher created formatives/summatives aligned with state standards
- ❖ Differentiated Instruction whole classroom
- ❖ Grade level appropriate texts across content areas

● Tier 2: Extra Support

Students who are below grade level are supported through classroom small group and individual reading instruction. Additional support can be provided during a scheduled block, or response time. To gauge the effectiveness of specific interventions, staff monitor students' progress using Fastbridge Learning Assessment (9th grade F/W/S).

Students may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.
- Classroom work and assessment show that the student's pattern of performance is progressing towards grade level.
- By the end of the school year we will have worked towards implementing FAST Progress Monitoring data that will show 3-5 points at or above the aimline. One of these data points should be at or above the next benchmark target goal.
 - 9th grade students will be expected to meet the Spring benchmark target goal.

Instructional supports can include:

- ❖ Researched based interventions for the targeted skill
- ❖ Additional time to reinforce classroom skills
- ❖ SNAP Reading instruction

● Tier 3: Intensive Support

Students who are significantly below grade level and not receiving Special Education Reading services are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff. To gauge the effectiveness of specific interventions, staff will monitor students' progress using Fastbridge Learning Assessment or other measures. Intervention programming may include:

❖ *SNAP Reading instruction in grades 9-12: at risk student assigned, which may include small group or one-on-one instruction and/or interventions*

❖ *Special Education in grades 9-12: instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines*

❖ *Targeted Services in grades 9-12: a before or after school literacy program for at-risk students*

Students may exit from Reading Intervention Services if there is converging evidence that indicates the student is progressing toward grade level expectations. This evidence may be demonstrated by the following:

- *District assessment results indicate they have shown significant growth and/or met benchmark goals for their grade level.*
- *Classroom work and assessment show that the student's pattern of performance is progressing towards grade level.*
- *FAST Progress Monitoring data will show 3-5 points at or above the goal line. One of these data points shows be at or above the next benchmark target goal.*

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.

Phase 1 - Complete training in the 2024-2025 school year

LETRS EC Training

- PreK Classroom Teachers (includes Bright Beginnings and ECSE)

OL&LA Training (formerly CORE)

- K-Grade 6 Classroom Teachers
- Elementary Dean of Students
- K-12 Special Education Teachers
- K-12 Reading Interventionists
- PreK - 12 EL Teachers
- T&L Curriculum Leaders

Options for training:

1. OL&LA Summer Cohort:

- The training begins on June 4th, 2024, and ends on August 23rd, 2024.
- The training includes 9 modules and will take 50 hours to complete.
- There will be 3 one hour live virtual sessions, otherwise, the other 47 hours will be completed asynchronously.
- The 3 live sessions will be scheduled after modules 3, 6, and 9 (we do not have exact dates yet, but roughly the end of each month).
- Staff will receive a stipend for training completed outside of the contracted time.
- Staff will be excused from work during the designated staff development time on the following dates. *(Staff do not need to report to their buildings on these 4 days.)*
 - August 28th, 2024 *(tentatively scheduled as we finalize workshop week)* - 8 hours
 - November 5th, 2024 - 8 hours
 - January 20th, 2024 - 8 hours
 - February 14th, 2024 - 4 hours *(You are able to work the full day from home)*

1. OL&LA School Year Cohort:

- The training begins on August 28th, 2024, and ends on May 2nd, 2025.
- The training includes 9 modules and will take 50 hours to complete.
- There will be 3 one hour live virtual sessions, otherwise, the other 47 hours will be completed asynchronously.
- The 3 live sessions will be scheduled on the 3 staff development days: November 5th, January 20th, and February 14th.
- If you do not sign up to be part of the summer cohort you will be added to the school year cohort automatically.
- Staff will be given 28 hours of designated staff development time during contracted days to work towards completion of this training. *(Staff will be expected to report to their buildings on these days.)*
- Staff will receive a stipend for training completed outside of the contracted time.
 - August 28th, 2024 *(tentatively scheduled as we finalize workshop week)* - 8 hours
 - November 5th, 2024 - 8 hours
 - January 20th, 2024 - 8 hours
 - February 14th, 2024 - 4 hours *(You have the option to work from home for the 4 hours designated as “work in rooms” due to the uniqueness of next year’s schedule.)*

2. LETRS EC School Year Cohort:

- The training is 37 hours in total.
- Staff will be given 28 hours of designated staff development time during contracted days to work towards completion of this training.
 - August 28th, 2024 *(tentatively scheduled as we finalize workshop week)* - 8 hours
 - November 5th, 2024 - 8 hours

- January 20th, 2024 - 8 hours
- February 14th, 2024 - 4 hours

Phase 2 - Complete training in the 2025-2026 school year

OL&LA Training (formerly CORE)

- Grades 7–12 Certified Staff responsible for reading instruction/ teaching the MN ELA Standards. As guidance is provided by MDE, the details of Phase 2 training will be finalized during the 2024-2025 school year.

Structured Literacy Implementation and Support

- During the 2024-2025 school year, STMA Schools will implement Functional Phonics and Morphology K-4 as the foundational curriculum supporting our shift to structured literacy. Having a strong foundational curriculum will support the necessary bridge to practice as our educators put their training into practice. The clear scope and sequence will benefit both teaching and learning across all K-4 grade levels. Educators will have access to all materials at grade level, but also below and above their grade level to support differentiated instruction and enrichment needs.
- During the 2024-2025 school year, an elementary ELA curriculum team will review state approved comprehensive and knowledge-building curriculums. The possibility of piloting a comprehensive or knowledge-building curriculum within a smaller set of classrooms will be explored. A decision will be made to adopt either a state approved comprehensive or knowledge-building curriculum by spring of 2024 with full implementation during the 2025-2026 school year.
- During the 2024-2025 school year, data will be collected in the form of weekly formative assessments embedded within Functional Phonics and Morphology assisting educators in monitoring student learning needs. Universal screening will also take place in the fall, winter (as needed), and spring using FastBridge: earlyReading and CBMReading.

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	15	0	0	15
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	95	0	14	81
Grades 4-5 (or 6) Classroom Educators (if applicable)	52	0	2	50
K-12 Reading Interventionists	8	4	2	2
K-12 Special Education Educators responsible for reading instruction	47	0	0	47
Pre-K through grade 5 Curriculum Directors	2	2	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	70	0	0	70

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 7-12 Classroom Educators responsible for reading instruction	26	3	0	23
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	4	3	1	0
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	26	0	0	26
Grades 6-12 Curriculum Directors	3	3	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

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.

STMA Schools will continuously review and refine evidence-based literacy instruction. The following action steps will support continuous improvement:

- Staff training supporting the learning of structured literacy via OL&LA training will occur during the 2024 summer and the 2024-2025 school year.
- The District Literacy Coordinator will provide oversight and support for K-12 Reading Programming.
- STMA schools will implement Functional Phonics and Morphology K-4 as our foundational curriculum supporting the implementation of structured literacy instruction.
- Staff will participate in the Curriculum Review Cycle Process reviewing research-based comprehensive and knowledge-building curriculums and instructional resources.
- Staff will engage in data-based decision making discussions during PLCs and professional development opportunities.
- Implementation of research-based instructional resources and practices will be monitored for fidelity.