



Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: 0012-01 Centennial Public School District

Date of Last Revision: 6.13.24

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

Centennial Public Schools is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness.

Our mission is to prepare students for life through academic, emotional, and social development. We believe literacy is the cornerstone of this mission. Therefore, the ability to read and use language has a direct impact on student learning, the ability to demonstrate standards' proficiency, and the quality of our students' lives.

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students is grounded in:

- Ongoing assessment of each student
- 2020 Minnesota K-12 Academic Standards in English Language Arts
- District/School Improvement Planning
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)

[Link to Centennial Local Literacy Plan for 2024-2025](#)

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input 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 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 CBMR	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input 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: FastBridge AutoReading & aReading	<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 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: STAR	<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 checked="" type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

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.

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at least three times per year. Parents/guardians are informed primarily by the classroom teacher, who also communicates with the intervention teachers. Parents/guardians are informed of the assessment data in a timely manner via fall and winter parent/teacher conferences, report cards and electronic communication. Each elementary school also offers monthly newsletters, online resources posted on the district website, parent advisory groups, parent literacy workshops, and parent-teacher conferences where a variety of supportive literacy resources are available.

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents/guardians attend. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. Interpreters are provided for parents/guardians who request them.

When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

The District Literacy Plan information is available to parents on the Centennial Public Schools website. The district and the elementary school websites (Blue Heron, Centennial, Centerville, Golden Lake, Rice Lake) offer additional resources and tools for parents/guardians, caregivers and/or community members to support literacy at home. Some websites staff and parents may choose to access in regards to literacy development include:

- Parent and Family Engagement at Ed.Gov
- Reading Rockets– Resources for teaching kids to read and helping those who struggle
- Read Write Think– Resources for developing literacy inside and outside of school
- PBS Kids– Reading Games and Activities
- Help Me Grow: Parent Resources on Reading, Literacy Development, and More

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	420	307	433	295		
1 st	443	252	447	275		
2 nd	482	300	492	306		
3 rd	450	285	457	305		

***The table above reflects earlyReading data.**

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

Students Grades 4-12 Not Reading at Grade Level

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

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	511	169		
5 th	417	150		
6 th	518	113		
7 th	489	105		
8 th	457	95		
9 th				
10 th				
11 th				
12 th				

***The table above reflects fall screening data for CBMR in grades 4-5 and aReading in grades 6-8.**

We will not begin universal screening for grade 9 until 2024-2025 school year.

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

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

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Benchmark Advance 2018 UFLI	Benchmark: Comprehensive UFLI: Foundational Skills	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)
1 st	Benchmark Advance 2018 UFLI	Benchmark: Comprehensive UFLI: Foundational Skills	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)
2 nd	Benchmark Advance 2018 UFLI	Benchmark: Comprehensive UFLI: Foundational Skills	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)
3 rd	Benchmark Advance 2018	Comprehensive	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)
4 th	Benchmark Advance 2018	Comprehensive	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)
5 th	Benchmark Advance 2018	Comprehensive	120 minutes total minutes-including whole class (approx. 80 minutes) and differentiated instruction (approx. 40 minutes)

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	Collections 2015, 2017	Comprehension, vocabulary, writing	54 minute class period
7 th	Collections 2015, 2017	Comprehension, vocabulary, writing	54 minute class period
8 th	Collections 2015, 2017	Comprehension, vocabulary, writing	54 minute class period
9 th	Collections 2015, 2017	Comprehension, vocabulary, writing	52 minute class period
10 th	Collections 2015, 2017	Comprehension, vocabulary, writing	52 minute class period
11 th	Collections 2015, 2017	Comprehension, vocabulary, writing	52 minute class period
12 th	Collections 2015, 2017	Comprehension, vocabulary, writing	52 minute class period

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.

Centennial is implementing a multi-tiered system of support framework based on the MnMTSS framework. Our district MTSS team is part of the CAREI District Assembly through the University of Minnesota. Since 2022 we have been focused on updating our continuous improvement processes and strengthening multi-layered practices, assessment- including universal screening and data based decision making. We will continue to expand our family and community engagement.

Tier one instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and the district adopted materials. Teachers teach students in flexible groups and with leveled text that allows students to practice and build reading skills and strategies. Teachers create flexible groups using assessment data to support student growth. Students in Kindergarten through Third Grade receive two hours of literacy instruction per day. The students who are not yet reading at grade level need supported interaction with grade-level and above-grade-level texts in order to:

- build background knowledge,
- experience excellent writing and language models,
- build oral language and vocabulary through rich discussions,
- meaningfully engage with text through a variety of genres.

Centennial uses the *Benchmark Advance* curriculum for literacy instruction K-5, which is a comprehensive literacy program for all students. Additionally in Grade K-2, we supplement foundational literacy components of Benchmark with University of Florida Literacy Institute Foundations (UFLI). Our curriculum provides grade-level materials for all students along with texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as intervention materials. This curriculum has been aligned to the Common Core standards and incorporates scientifically based reading instruction. Teachers receive training on how to consistently implement this program. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of two hours daily on reading instruction employing whole group, small group and individual instruction as needed.

Centennial's framework for literacy development provides a tiered model of instruction and supports for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at or above grade level. The goal for all students (whether those below, at or above grade level) is to make one or more years of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

Additional instructional flexible group with classroom materials

- Example: Phonemic Awareness lessons
- Example: Phonics work with Phonics Readers and making words
- Example: Fluency work with repeated reading of classroom text
- Example: Comprehension work with strategy application, discussion and writing to read strategies

Direct instruction with a research-based reading intervention program and practice with teacher

- PRESS (Path to Reading Excellence in School Sites)
- Benchmark Steps to Advance

Direct instruction in targeted goals with Centennial Early Reading Foundations (CERF) teacher, Title I teacher, or MN Reading Corps Member

- Really Great Reading
- PRESS (Path to Reading Excellence in School Sites)
- Read Naturally: Read Live!
- MN Reading Corps interventions

Throughout the school year, teachers, administrators and school staff are involved in regular data reviews to help inform instruction. These regular reviews of student data ensures that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

Post-assessment literacy data is submitted to the Minnesota Commissioner of Education. Our goal at Centennial public school is for students to meet or exceed grade level state benchmarks and standards in reading, as demonstrated by the following performance indicators:

TIER TWO: ADDITIONAL INSTRUCTION AND INTERVENTION

The second tier of instruction includes targeted interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. The goal of reading is making meaning from text; therefore all interventions are designed to support achieving the goal of comprehension. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.

The Centennial Early Reading Foundations (CERF) program provides individual and small group reading instruction to students in grades K-3 who qualify for additional reading support based on screening results from FastBridge Universal Screening and teacher input. At Centennial Elementary and Golden Lake Elementary, students in grades K-3 may also be eligible for Targeted Title I services as well as the CERF program. At-risk students at Blue Heron, Centerville and Rice Lake Elementary Schools receive support through CERF. Parents are informed of their child's eligibility for these services. These services are provided in addition to their core literacy classroom curriculum, and include targeted instruction with highly qualified reading teachers. The instruction focuses on the five main pillars of reading as identified by the National Reading Panel – phonemic awareness, phonics, vocabulary, comprehension, and fluency.

TIER THREE

In the third tier, students receive instruction with increased intensity and/or frequency. Tier three interventions may use an alternate curriculum to meet standards and make a year or more of academic growth.

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.

The district-wide calendar sets a minimum of 3.5 days of professional learning each year. Each site embeds professional learning time into a combination of meeting schedules for all staff, grade-level teams, and professional learning communities. In addition to a variety of literacy-focused professional development activities designed and facilitated by each school, the district is engaged in an in-depth study of literacy practices as part of a continuous improvement process for instructional review. This review is led by members of the school district's Department of Teaching and Learning team with collaboration from site administrators and teacher leaders. This team plans district-level professional development activities, assists in aligning standards with instruction, assessments, and materials, and engages all teachers in reflection and participation around evidence-based and promising practices in literacy. Our district FastBridge universal screening data will be collected and analyzed to monitor instructional impacts and inform instruction to ensure positive learning outcomes for students.

Centennial staff will participate in **OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)** for PHASE 1 during the 2024-2026 school years.

OL&LA CORE Learning's Online Language and Literacy Academy (OL&LA- pronounced 'hola') is a nine-module course that brings the latest research in the science of reading, second language acquisition, and the science of learning together to help change the course of students' lives through language and literacy. The suggested time frame for the course is 18 weeks.

OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction. This course is for any educator who teaches literacy in any capacity, from a first-grade teacher introducing new ways to spell a sound, to an English Language Development paraprofessional working with small groups on fluency, to a sixth-grade teacher leading a novel study, to a high school intervention reading specialist, to the special education teacher or to a district leader who is responsible for choosing high-quality instructional materials.

Source: <https://education.mn.gov/MDE/dse/READ/dev/>

Centennial staff participating in Phase 1 include:

- PreK Classroom Educators – *PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness*
- K–3 Classroom Educator (including ESL instructors who are responsible for reading instruction)
- Grades K–12 Reading Intervention Educators

- Grades K–12 Special Education Educators responsible for reading instruction
- Grades PreK–5 Curriculum Directors
- Grades PreK–5 Instructional support staff who provide reading support. (Additional guidance and information on training options will be available in Spring, 2024. Districts may choose to delay registration of Instructional Support Staff until more information is released.)
- Employees who select literacy instructional materials for grades PreK–5
- 4th and 5th grade (6th grade depending on the structure of your elementary school) classroom educators may be included in Phase 1, as literacy data indicates the need for foundational reading skill instruction in these grades

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	11	0	0	11
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	85	0	0	85
Grades 4-5 (or 6) Classroom Educators (if applicable)	37	0	0	37
K-12 Reading Interventionists	10	3	0	7
K-12 Special Education Educators responsible for reading instruction	50	0	0	50
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

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

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.

The next steps in our continuous improvement include the following:

- *Phase 1 structure literacy professional development with Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)- OL&LA*
- *Professional learning and support for our new implementation of UFLI in Kindergarten- Grade 2*
- *Continued focus on professional learning communities and the work of collaborative teams engaged in collaborative inquiry cycles*
 - *Data driven dialogue and responsive evidence-based literacy instruction*